

# Santa Rosa Junior College

## Program Resource Planning Process

### *Kinesiology Athletics and Dance 2021*

#### 1.1a Mission

#### 1.1a Mission Statement:

##### **Kinesiology, Athletics and Dance Department Mission Statement:**

The SRJC Kinesiology, Athletics, and Dance Department's mission is to prepare students for successful transfer to baccalaureate (four-year) institutions as well as prepare students for jobs within the fitness, athletic training, and coaching industry. In addition to transfer and career oriented degrees and certificates, courses in kinesiology, athletics, and dance offer opportunities for students to gain knowledge and skills in physical fitness, aquatics, combatives, athletic training and athletics. Students will learn how to sustain safe and effective, lifelong physical activity for a healthy and productive life. In addition, students will understand the connection between physical activity and one's physical and cognitive well-being.

The KAD Dean's office supports all three departments and their respective programs in providing high quality Kinesiology, Dance and Intercollegiate Athletics teams and related lower division courses that satisfy the requirements for General Education, as well as both Kinesiology and Dance majors. The KAD Dean's office also supports a number of Career and Technical programs that serve students and the surrounding community.

A major responsibility of the KAD Dean's office is to maintain and guarantee the athletic eligibility status of over 500 student-athletes annually, and to insure all CCCAA and Big 8 Conference rules and regulations are adhered to fully.

It is the mission of the Santa Rosa Junior College Kinesiology, Athletics, and Dance Cluster to provide instruction and activities founded upon sound physical education theory. We will do our best to offer the athletic, physical education and dance opportunities our students and community desire. The Santa Rosa Junior College Kinesiology, Athletics, and Dance Cluster strives to provide:

1. Physical activities which have meaning and significance for the individual, thereby providing an interest in long term participation and lifelong fitness.
2. Physical activities that provide measurable physiological outcomes for the participant.

## **1.1b Mission Alignment**

### **1.1b Mission Alignment:**

**Our vision is...**

- 1. Make and sustain a positive impact on all students**
- 2. Engage the whole person**
- 3. Change lives in a positive way**

**Our core values are...**

- 1. Learning**
- 2. Academic Excellence**
- 3. Sustainability**
- 4. Diversity**
- 5. Community**
- 6. Compassion**
- 7. Innovation**

**KAD Strategic Goals**

- 1. Support & promote teaching excellence in all Kinesiology, Athletic and Dance majors, certificates and programs.**
- 2. Engage students & spark intellectual curiosity in learner-centered environments by promoting staff development and best practices within the cluster.**
- 3. Integrate academic & student support services across the college by providing a Student Athlete Orientation Day along with individual instructor mentoring for students, expanded academic counseling and informational seminars including SHS, DRD, SPS and other campus**
- 4. Identify & implement responsive instructional practices that increase the learning & success of our diverse students by understanding cultural differences that enhance our ability to serve our diverse population.**
- 5. Identify and implement methods to help students develop a vision for their own lives, expanding opportunities for civic engagement and collaborative leadership, while obtaining feedback through use of student surveys.**

Our mission matches the most fundamental goal of the college: "serving the educational needs of our students and community through programs and courses that maintain high academic standards and develop a respect for learning in all of our students." The KAD courses are well known for academic and physical rigor. Our programs and classes help many students reach their educational and physical goals. We teach the needed classes to transfer to four year colleges and we respond to change. As a result, our class schedule is continually changing with new trends coming and going all the time.

The Kinesiology, Athletics and Dance Cluster has made contributions that serve the college and our students, that are aligned with each of the college initiatives.

1. Community Outreach: We currently have 20 sport teams and a comprehensive dance department. Every one of these programs is recruiting year round to bring in the most talented student athletes possible. In addition every one of these programs offers camps, clinics and an open door policy to the local coaches, teachers and dance professionals. Our new fitness certificate collaborates with local businesses to build partnerships for student internships and to keep a pulse on industry changes and needs.

2. Multi Campus Coordination: I have distributed release time to a full time faculty member who teaches on the Petaluma Campus to serve as the point person for our cluster.

3. Institutional Planning: Our department has a facilities planning committee that helps organize all of our department's requests and needs. This committee also oversees our current facilities to help maintain as well as modify when needed to adapt to the ever changing field of KAD. Our department curriculum committee has worked hard to respond timely to the Title V changes in course repeatability. Twenty-five new courses including new formats and levels were written and classes grouped into Similar Activity Groups (SAGs) and will be ready for Fall 2013 changes in repeatability.

**4. Accreditation: We currently have one cluster member on this committee**

5. Student Learning Outcomes and Assessments: We completed all of our SLO's in 2011 and over the past two years we have completed over 250 assessment projects.

6. Basic Skills: KAD helps to build a classroom community by engaging positive communication and collaboration and strives to educate students about student services available such as: disability resources, counseling, and writing and math tutorial centers.

7. Enrollment Management: Our department has continually made adjustments to our schedule when asked. We have cut more than most departments in the district and when asked, have produced very large amounts of FTES for the district.

## **1.1c Description**

### **1.1c Description:**

The Department of Kinesiology, Athletics and Dance offer a comprehensive, well-rounded program that meets the needs of SRJC's varied student population. A wide variety of lecture, and activity classes

accommodate students who range in age from high school students to senior adults. Students may participate in classes on an individual basis that emphasize transferring to 4 year universities as kinesiology majors, obtaining certificates or learning lifelong physical fitness and wellness strategies in one of a variety of fitness courses, including aerobics, step aerobics, body conditioning, pilates, yoga, dance, weight training, aquatic fitness, and aqua calisthenics. Students may also participate in individual sports training by enrolling in classes such as golf, tennis, wrestling, track and field, or combatives. Team sports offerings include badminton, basketball, football, soccer, volleyball, and water polo.

Our numerous class offerings are flourishing despite failing facilities that include but are not limited to the following;

1. Track that has cracks and water damage
2. Weight room that leaks every time it rains and does not have AC
3. Gym that leaks when it rains and has no AC
4. Building with zero smart classrooms and lacks wireless access.
5. Incomplete remodel of our green space

The KAD Department produces the third highest revenue in our district \$5,500,000.00 per year and ranks fifth in the district in overall profit and loss + \$ 2, 100,000.00 per year

It would be wise for SRJC to invest in safe and updated facilities for KAD students.

## **KAD Report**

The following report is a snap shot of the Kinesiology, Athletics and Dance Department at Santa Rosa Junior College. The report was created to provide accurate and relevant information that can be used to help guide our district through the current budget crisis.

### ***KAD Report includes the following:***

KAD Contributions to students at SRJC

KAD Contributions to our district

## **Kinesiology**

Kinesiology, the study of human movement, is achieved through scholarly study that includes both lecture core courses and physical activity experience in lab classes. Lab classes, physical instruction, and practice are **fundamental** to the nature of the disciplines of Dance and Kinesiology. One must experience the *kinesthetic* aspect to learn safe and effective physical skills to truly be effective professionals, teachers, and leaders in this growing industry and educational pathway. Currently, Kinesiology is the 7<sup>th</sup> most popular major at CSUs and careers in this area are expected to grow faster than average according to current labor market data.

Kinesiology majors are required to take a *minimum* of two, one unit courses of physical education/activity. This is a part of the Transfer Model Curriculum for Kinesiology as well as SRJC's Associate's Degree in Kinesiology. Future Physical Education teachers need to take a variety considering they are teaching fitness-based and sport-related physical education and need exposure to all types of movement and forms. Future coaches need to take a variety since they are many times involved in skill development and safe and effective conditioning programs for their athletes.

**CSUs that require units of Kinesiology Physical Activity courses in a variety of areas including dance, individual and team sports, fitness, combatives, and aquatics**

**CSU**

**Kines Major Requirement**

**General Ed Requirement for All Majors**

SJSU	4 Units	2 units
SFSU	8 units	
SDSU	2 units	
CSU – Long Beach	2 units	
CSU – Fullerton	6 units	

In addition, fitness-based Kinesiology activity courses are required courses for students wanting to complete the Fitness, Nutrition, and Health Certificate or Degree at SRJC. Learning the practical skills in becoming a group fitness instructor or personal trainer come directly from weight training, body conditioning, Pilates, and yoga classes. They use these same courses to become teaching aides to gain practical skills leading group classes and working one-on-one in fitness instruction.

## **Dance**

Dance is also an academic discipline; it encompasses the elements of a performing art, as well as the science of movement. Students enrolled in dance classes have several options of study. The Dance Program at SRJC offers an AA degree, certificates in Ballet, Jazz, Modern, and Hip Hop/Funk and the general student population may experience dance as a means to enhance physical fitness, wellness, coordination, and grace. Dance technique classes are the essential training tools for students preparing to transfer as dance majors. Dance auditions are required for entrance in to public state and private colleges and universities, most of which will hold the transfer student to a higher technical ability level.

The SRJC dance program, specifically the certificate programs, assists in preparing students for careers in dance, including the areas of choreography, dance performance and private dance instruction. It is critical to maintain the diversity of instruction and course offerings to service the students in classes and the many options they have involving their dance training.

## **Career Paths**

Athletic Training/Sports Medicine  
 Physical or Occupational Therapy  
 Group Fitness Instructors  
 Physical Education Teachers  
 Program Director of Corporate Fitness  
 Center/Resorts  
 Yoga and Pilates Instructors  
 Personal Trainers  
 Community based sport and fitness instructors  
 Adapted Physical Activity  
 Aquatics Director  
 Sport Coaches  
 Dance teachers  
 Athletic Administration  
 Biomechanist  
 Cardiac Rehabilitation Specialist  
 Pre-Chiropractic  
 Director of Youth Camps/Sport Programs  
 Epidemiologist- Physical Activity  
 Exercise Physiologist  
 Massage Therapy  
 Pre-Med  
 Physician's Assistant Preparation  
 Professor of Kinesiology, Physical Education  
 Recreational Therapist  
 Respiration Therapist  
 Sport Management

Sport Psychologist for Performance Enhancement  
Sports Information Director  
Sports Journalist  
Sports Marketing  
Sports Officiating  
Strength and Conditioning Coach

### **Academic and Health Benefits for Non-Majors:**

Studies have shown a link between exercise and increased cognitive function (memory, learning, concentration, and higher test scores)

Obvious health benefits (lower stress, depression, anxiety, improved immune function, higher productivity, decreased absenteeism)

Courses in KAD are vital, not recreational, and directly related to student's academic goals.

### **What does the SRJC KAD Department Offer?**

- Majors and Certificates for transfer students
- Alignment with the Transfer Model Curriculum (TMC) we are currently waiting approval.
- We offer lecture courses that include Kinesiology, Health and Wellness, Sports & Training Theory, Athletic Training, Dance & Dance History
- We offer lab courses that include Kinesiology, Athletic Training, Physical Activity, Team Sports, Individual Sports and Dance

### **What career paths are available to Kinesiology Majors?**

- There are over 30 existing career paths at the CSU's for Kinesiology Majors
- Our certificate programs at SRJC offer graduates immediate job opportunities in fitness and training

### **Kinesiology majors have careers in**

Sports Medicine  
Cardiac Rehabilitation  
Biomechanics  
Physical Therapy  
Occupational Therapy  
Ergonomics  
Corporate Fitness  
Sports Management  
Athletic Administration  
Sports Broadcasting  
Exercise Physiology  
Sports Psychology  
Coaching  
Sports Officiating  
Teaching

### **Lack of physical activity leads to...**

Obesity  
Diabetes  
Heart Disease  
Stroke  
Blood Clots

Increased absenteeism  
Changes in immune system  
Increased risk of injuries  
Fatty liver disease  
Osteoporosis  
Depression  
Reduced work productivity

## Kinesiology majors take classes in

Physiology  
Anatomy  
Physics  
Exercise Physiology  
Biomechanics  
Sport and Exercise  
Sport Psychology  
Therapeutic Exercise  
Health Nutrition  
History of Sport  
Sociology of Sport  
Philosophy of Sport

## How Exercise Could Lead to a Better Brain

By GRETCHEN REYNOLDS

Published: April 18, 2012

New York Times

The value of mental-training games may be speculative, as [Dan Hurley writes in his article on the quest to make ourselves smarter](#), but there is another, easy-to-achieve, scientifically proven way to make yourself smarter. Go for a walk or a swim. For more than a decade, neuroscientists and physiologists have been gathering evidence of the beneficial relationship between [exercise](#) and brainpower. But the newest findings make it clear that this isn't just a relationship; it is the relationship. Using sophisticated technologies to examine the workings of individual neurons — and the makeup of brain matter itself — scientists in just the past few months have discovered that exercise appears to build a brain that resists physical shrinkage and enhance cognitive flexibility. Exercise, the latest neuroscience suggests, does more to bolster thinking than thinking does.

The most persuasive evidence comes from several new studies of lab animals living in busy, exciting cages. It has long been known that so-called “enriched” environments — homes filled with toys and engaging, novel tasks — lead to improvements in the brainpower of lab animals. In most instances, such environmental enrichment also includes a running wheel, because mice and rats generally enjoy running. Until recently, there was little research done to tease out the particular effects of running versus those of playing with new toys or engaging the mind in other ways that don't increase the heart rate.

So, last year a team of researchers led by Justin S. Rhodes, a psychology professor at the Beckman Institute for Advanced Science and Technology at the University of Illinois, gathered four groups of mice and set them into four distinct living arrangements. One group lived in a world of sensual and gustatory plenty, dining on nuts,

fruits and cheeses, their food occasionally dusted with cinnamon, all of it washed down with variously flavored waters. Their “beds” were colorful plastic igloos occupying one corner of the cage. Neon-hued balls, plastic tunnels, nibble-able blocks, mirrors and seesaws filled other parts of the cage. Group 2 had access to all of these pleasures, plus they had small disc-shaped running wheels in their cages. A third group’s cages held no embellishments, and they received standard, dull kibble. And the fourth group’s homes contained the running wheels but no other toys or treats.

All the animals completed a series of cognitive tests at the start of the study and were injected with a substance that allows scientists to track changes in their brain structures. Then they ran, played or, if their environment was unenriched, lolled about in their cages for several months.

Afterward, Rhodes’s team put the mice through the same cognitive tests and examined brain tissues. It turned out that the toys and tastes, no matter how stimulating, had not improved the animals’ brains.

“Only one thing had mattered,” Rhodes says, “and that’s whether they had a running wheel.” Animals that exercised, whether or not they had any other enrichments in their cages, had healthier brains and performed significantly better on cognitive tests than the other mice. Animals that didn’t run, no matter how enriched their world was otherwise, did not improve their brainpower in the complex, lasting ways that Rhodes’s team was studying. “They loved the toys,” Rhodes says, and the mice rarely ventured into the empty, quieter portions of their cages. But unless they also exercised, they did not become smarter.

**Why would exercise** build brainpower in ways that thinking might not? The brain, like all muscles and organs, is a tissue, and its function declines with underuse and age. Beginning in our late 20s, most of us will lose about 1 percent annually of the volume of the hippocampus, a key portion of the brain related to memory and certain types of learning.

## **Exercise is Food for Your Brain**

Exercise though seems to slow or reverse the brain’s physical decay, much as it does with muscles. Although scientists thought until recently that humans were born with a certain number of brain cells and would never generate more, they now know better. In the 1990s, using a technique that marks newborn cells, researchers determined during autopsies that adult human brains contained quite a few new neurons. Fresh cells were especially prevalent in the hippocampus, indicating that neurogenesis — or the creation of new brain cells — was primarily occurring there. Even more heartening, scientists found that exercise jump-starts neurogenesis. Mice and rats that ran for a few weeks generally had about twice as many new neurons in their hippocampi as sedentary animals. Their brains, like other muscles, were bulking up.

- Exercise improves academic performance
- Kids who signed up for PE directly before reading comprehension read a half year ahead
- Students who exercised before pre-algebra performed 2-4 times better than their peers
- Exercise improves memory, learning ability, concentration, and abstract reasoning
- Exercise offsets some mental declines that we often associate with aging



- Exercise fights Alzheimer's, Parkinson's, and depression

## **KAD Contributions**

Santa Rosa Junior College was officially established in 1918 with a student body of 19. The Athletic Department's alliance with the Associated Student Body began when the students voted to field a football team in the early 1920's. The "Bear Cub" was selected as the school's mascot due to an affiliation with the University of California, Berkeley. Floyd P. Bailey and Ernie Nevers were the first coaches of record at the college.

In the years that followed SRJC not only developed programs in athletics and dance, they became state and national leaders in both. Santa Rosa Junior College has developed a reputation of excellence and our programs have played a major role in that characterization. By utilizing community support and building relations with local coaches and high schools SRJC has been "the place to go" for Sonoma County high school students.

The 2010-2011 academic year at SRJC was a typical year in regards to the successes of our programs and sports. Many of our teams, programs, coaches and student athletes have been recognized at the state and national levels.

Conference, State and National Championships happen regularly at SRJC. Many of our student athletes have gone on to be positive ambassadors for our community and college at a variety of different levels both collegiately and professionally. Our Dance program has been recognized world wide and in 2011 our Dance Coordinator was invited as a performance consultant to Russia.

Needless to say, our programs have contributed in many ways to the reputation of our district and have enhanced the SRJC experience for literally thousands of community members.

## **KAD Contributions - Financial**

Since the beginning of our college the enrollment in our classes have carried and funded classes and entire departments within our district. In addition to generating massive amounts of FTES, our department generates very large profits for the district due to the fact that the majority of our classes are taught and paid at a lab rate, while being funded at a lecture rate. When asked to add huge classes we have done so, when asked to cut more than everyone else, we have done so, when asked to make campaign calls to help a bond pass, our athletes and faculty stepped up and volunteered time to make literally thousands of calls. When clusters needed to step up and complete curriculum updates, SLO's and assessment projects for accreditation our cluster was the first one to complete the task. In addition to literally rewriting every course in our cluster, and have completed over 250 assessment project over the last two semesters.

## **Good News and Bad News...**

**Good News** out of the 54 departments in our district that receive FTES funding KAD is:

- 4<sup>th</sup> highest FTES generator in the district 2010-2011
- 1224 TOTAL FTES **\$5,589,713.36** apportionment
- FTES generated by Athletics
- 509 Athletics FTES **\$2,321, 935.00** apportionment
- 5<sup>th</sup> highest profit generator from FTES
- After all yearly expenditures are paid - District profit from KAD 2010-2011  
**\$2,108,383.66**

**What does that mean? KAD classes get a big bang for your buck as a revenue generator.**

### **How has KAD pitched in since 08-09?**

Approximately 30% cut in schedule

Reduction of over 30 full time equivalent faculty FTEF

Reduction of literally hundreds of classes

Reduction of over 221 full time equivalent students FTES

**Bad News - The end result of cutting 221 FTES since 08-09 is only a net savings of approximately \$209,784.10**

**What does that mean??? KAD cuts do not get much bang for their buck as a cost saver approx. a net 1/3**

**Profit Loss to the district due to KAD cuts since 08-09 \$ 400,297.11**

221 FTES Cut since 08-09=	\$ 1,010,378.32 in apportionment
Total Cost for KAD to produce 221 FTES =	<u>\$ 610,081.21</u>
Remaining amount is profit to the district	\$ 400,297.11

Departments yearly expenditures that \$400,000.00 would cover

- Applied Technology
- Physics
- Nursing Vocational
- Radiologic Technology
- Civil and Survey Technology
- Machine Tool Technology
- Nursing Aid
- Dietetic Technician
- Electronics
- Medical Assisting
- Engineering
- Fashion Studies
- Diesel Equipment Technology
- Construction Management
- Floristry
- Welding
- Pharmacy Technician
- Environmental Technology
- Community Health Worker
- Applied Graphics

**What does all this mean? BIG TIME DOUBLE WHAMMY as a business decision. We get more impact when generating and we get less impact when cutting**

**We have made some of the deepest cuts to a program that generates the 5<sup>th</sup> highest profit margin in the district with FTES apportionment. Compounding that is the fact that the profit lost by those cuts only makes the net savings approximately 1/3 of the actual amount.**

The charts below represent data from data mining on FTES, FTES Cost, Apportionment, Profit, and Loss, for all FTES generating departments. It was compiled by examining each department individually in data mine:

Process:

Add up the yearly FTES of each department 2010-2011. Total FTES X \$4,564.00 = Total apportionment

Yearly district funded expenditures for all depts. 2010-2011 Data mining core data

Calculating profit and loss based on FTES only. Total apportionment - Yearly expenditures = Profit / Loss

Calculating the cost of 1 FTES per department. Total expenditures / Total FTES = Cost of 1 FTES

It should be noted that all departments do not generate FTES. Some receive their funding through other resources such as the products they produce and sell as well as grants. It should also be noted that this information only represents the money that is generated from FTES.

## **1.1d Hours of Office Operation and Service by Location**

### **1.1d Hours of Operation and Service Location:**

The KAD cluster at Santa Rosa is open during teaching hours:

Teaching hours consist of Monday through Sunday and anywhere from 6:00am until 11:59pm. Our main cluster office is open from 8:00am until 5:00pm Monday through Friday and is staffed by two AA II positions and an AA III.

The KAD cluster at Petaluma is open during teaching hours:

Teaching hours consist of Monday through Saturday, from 7:00am until 10:00pm. The department does not have any AA's in Petaluma or student employees. The department currently has one full time faculty member assigned as a coordinator of the KAD program at Petaluma campus on limited release time from the KAD Department Chair. In addition, one full time faculty has been hired to teach classes at the Petaluma campus starting fall of 2014. Currently there is no administrative support available for the Petaluma campus. However, there is one ten hour per week Federal work study student assigned to work under the supervision of the coordinator.

The KAD dean's office is open to the public as follows:

Monday through Friday 8:00 am to 5:00 pm during the fall and spring semesters.

Monday through Thursday 8:00 am to 5:00 pm during the months of June and July.

## 1.2 Program/Unit Context and Environmental Scan

### 1.2 Program/Unit Context and Environmental Scan:

#### Degree Majors and Transfer Majors

The KAD department has recently assessed all of our existing majors and successfully completed 3.6 review for our Dance Major. In addition to the assessments on our majors we added a new approved Athletic Training Prep Major and Fitness, Nutrition, and Health Certificate and Major. In addition, a Transfer Model Curriculum in Kinesiology was written and approved. Kinesiology is still the 7th most popular major at CSUs and the department is responding to this demand by having courses available that transfer for a degree in Kinesiology included KINES 1 - Intro to Kinesiology and a variety of physical activity courses in: combatives, individual and team sports, aquatics, and fitness. Students are required to take 2-6 units of activity courses to fulfill requirements of a major in Kinesiology at CSUs.

In addition, the KAD department has added a course, KINES 53 - Principles of Health and Wellness that satisfies the general education requirement in Area E: Life-long learning for CSU transfer and many times a requirement for Kinesiology majors. This course is also being developed for online instruction through Moodle.

Dance still offers a Dance Major that prepares students to transfer for a degree or various careers in dance. In addition, there are four dance skills certificates in: hip hop/funk, modern, ballet, and jazz.

#### Career and Technical Education (CTE) Certificates and Majors

The KAD department has recently assessed all of our existing certificates and successfully completed 3.6 review for all of the KAD Certificates. The Fitness, Nutrition, and Health Certificate and Major was approved by the State Chancellor's office in spring 2012. This certificate is in response to a growing job market demand and need for qualified personal trainers, fitness instructors, and wellness coaches.

Partnerships with local fitness and wellness facilities have been made to receive industry feedback on the fitness program and create internships opportunities for students. This outreach has been a huge success and currently students have a variety of settings to choose from including corporate fitness centers, private personal training studios, wellness centers (provide yoga, pilates, physical therapy and massage), martial arts studios, and group exercise programs. Students have career goals in yoga, pilates, personal training, wellness coaching, stroller stride franchise owners, boot camp franchise owners, strength and conditioning coaches, PE instructors, youth fitness, and many more. A course in business management, sport psychology, and specialty courses in working with kids or special formats such as yoga and pilates may help keep up with the growing demand of fitness trends.

24 Hour fitness now accepts the Fitness, Nutrition, and Health Certificate/Major as an official certification to get hired and work as a personal trainer at their facility.

The KAD Dean's office supports a cluster that serves a larger amount of the District's estimated student head count. The cluster employs 12 full time faculty and 45 adjunct faculty and coaches.

FTES Fall 2013  
422.14

FTES Spring 2014  
446.07

FTES Fall 2014  
434.47

FTEF Fall 2013  
22.59

FTEF Spring 2014  
22.44

FTEF Fall 2014  
23.69

## 2.1a Budget Needs

### 2.1 Budget Needs

#### Budget Use:

The KAD Dean's budget must cover expendable supplies, new equipment purchases, used equipment replacement, maintenance of existing equipment and the more usual items: graphics, phone, etc. In the past few years major reductions have been made to the budget and to the support staff. Efforts have been made to use resources more effectively. The hours and responsibilities of our AA and Equipment Technicians have been adjusted to allow for coverage with the decreasing work force. Two years ago increases were made to our travel budget that allows for improved safety guidelines for our teams and coaches. This coming year we have started to build back the budget to support our teams and workforce. The truth is that there is a continual need for an increase to the assistant coaches stipends, travel per diem, equipment budgets, bus travel and officials pay. These budgets are still in need of augmentation. Lastly, there is a need for additional personal support for the athletic department.

#### 2021-2022 Additional Funds:

Additional funding is needed for supplies and to maintain and update equipment. The cost of supplies has risen dramatically and the budgets have not. Our cluster has done its part to address the needs of students and student athletes. When we were asked to cut, we successfully did so. When we were asked to expand we expanded and when asked to become as efficient as possible, once again, we did. In my opinion, our programs are funded well below a base level. SRJC does not compare well in most areas with other Big 8 Conference colleges in terms of per diem, travel and lodging, equipment and supplies.

#### Fiscal Year Expenditures- 2019-2020

Expenditure Category	Amount	Change from 2018-19	District Total	% of District Total
Total Expenditures	\$4,392,687.04	-0.25%	\$153,674,065.73	2.86%
Total Faculty Payroll	\$2,411,599.10	-3.10%	\$49,910,820.26	4.83%
Total Classified Payroll	\$307,938.01	5.08%	\$22,755,404.45	1.35%
Total Management Payroll	\$286,993.90	6.68%	\$10,011,188.67	2.87%
Total Salary/Benefits Costs	\$3,925,753.93	-0.71%	\$109,759,005.10	3.58%
Total Non-Personnel Costs	\$347,404.97	5.73%	\$14,465,624.56	2.40%

The cluster, under leadership of the dean's office, has established a history of prudent fiscal restraint, using limited funds judiciously and efficiently. Under the leadership of the dean's office, the cluster has arranged appropriate coverage of the administration office, equipment room and training room, by staggering start and end times for the individuals who staff these very essential components of the cluster.

**Budget Characteristics:**

The KAD dean's office oversees a department that has unique requirements in terms of equipment and general operating expenses. To meet the mission of the cluster, expensive and specialized equipment is necessary. Much of this equipment requires continual upkeep and scheduled maintenance, which requires a moderately high level of funding. This is particularly true in the operation and maintenance of the department's weight room as well as the football program.

**Budget Shortcomings:**

Many years ago, KAD's budgets were reduced and over the last few years they were reduced even more. The current administration has worked to restore some of these budgets and have added funds to our travel budget. The assistant coaching stipends, the life blood of our support coaching staff, has had a recent increase about 4 years ago but remains at the reduced 2003 level. Per diem amounts were also lowered and have not been restored. Supply budgets were also reduced and likewise, have not been increased. In comparison with other dean's offices and athletic directors in the Big 8 Conference, SRJC is near the bottom in most budgetary categories.

Typical game day workdays can often stretch to over twelve hours. A continual increase to the travel budget is important so we can continue to put all teams on chartered buses at all times. This situation is not conducive to a responsible level of safety for faculty or student-athletes. This issue needs to be addressed in a very timely and prescriptive manner. Until this problem is resolved, it the dean's position that the District is assuming an unreasonable level of liability that could result in unnecessary and preventable lawsuits.

**Additional Funding Necessary:**

Increased and consistent funding levels are needed in several crucial areas significant to the mission of the cluster. Funds are needed for upkeep and purchase of much needed equipment. The cluster is currently being funded at below a base level. The cluster's coaches have contributed a huge amount of fundraised dollars in order to sustain their teams at a minimum level. The energy and time coaches have been expending in supporting their respective programs, however, is not sustainable forever. Coaching burnout will become an issue the dean's office will need to address if fundraising demands continue for a prolonged period of time.

**Immediate Budgetary Augmentation Requirements:**

1. Increase transportation funds to enhance charter bus service for all teams.
2. Increase per diem by \$3.00 per day per student/staff.
3. Increase equipment budget by \$10,000
4. Increase assistant coach's stipends by 50%
5. Increase funds for entry fees, official's fees, and hosting fees by 25% - \$10,000 - a few teams spend their per diem on the entry fees.
6. Allocate \$10,000.00 annually towards uniform purchases.

## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	01	07	\$50,000.00	Travel per diem
0002	Santa Rosa	08	07	\$12,000.00	Reinstate Overtime budgets for Events
0003	Santa Rosa	08	07	\$15,000.00	Game Managers Support
0004	Santa Rosa	01	07	\$10,000.00	Ambulance for home sporting events
0005	Santa Rosa	08	07	\$15,000.00	Officials - The cost has gone up
0006	Santa Rosa	01	07	\$20,000.00	Conference dues have gone up
0007	Santa Rosa	01	07	\$35,000.00	Rising Cost of Equipment
0008	Santa Rosa	01	07	\$60,000.00	Coaching stipends
0009	Santa Rosa	01	07	\$10,000.00	Reconditioning of football helmets
0010	Santa Rosa	02	07	\$2,000.00	Athletic training room budget
0011	Santa Rosa	01	07	\$5,000.00	Equipment repair
0012	Santa Rosa	01	07	\$15,000.00	Federal workstudy
0013	Santa Rosa	01	07	\$20,000.00	Cover costs of recent salary increases and still provide required support and coverage of athletic events(training Room)

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
AA III	40.00	12.00	Assists the Dean/Athletic Director, Department Chair and oversees any/all student assistants. Office manager, responsible for monitoring budgets, prepares PAFS, all accounts payables and accounts receivables for trust activities, monitors time sheets, payroll issues, etc. All things related to sports teams, travel, per diem, schedules and eligibility.
Equipment Tech. II	40.00	12.00	In charge of all equipment, uniforms etc. Purchasing of and up keep of all equipment, including inventory repairs and recirculation. Serves as an advisor for instructional equipment requests.
Equipment Tech. I	40.00	12.00	Assistant to the Equipment Tech. II repair, up-keep and inventory of equipment. Serve the department in terms of facilities and equipment maintenance support.
Security at Home Events	7.00	4.00	Provide campus police for home football games. 5 home games a year, approximately 5.25 hours per game.
Instructional Assistants	24.00	10.00	APE - Instructional Assistants
Instructional Assistants	24.00	10.00	APE - Instructional Assistants
Instructional Assistants	40.00	10.00	APE - Instructional Assistants

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Department Chair	43.60	10.00	Manage Department, evaluations, program review, schedule, curriculum, hire, department meetings, & communication. SR Department Chair 62% release time, Petaluma Coordinator 10% release time, Dept Chair Web Designer/instructor evaluations 27% release time, and Dance Coordinator 10% release time.
Dean II KAD	40.00	12.00	Manage all operations pertaining to the Physical Education, Dance & Athletics Department including but not limited to staffing, budget, curriculum, marketing, fund raising, facilities etc.

## 2.2c Current STNC/Student Worker Positions



Position	Hr/Wk	Mo/Yr	Job Duties
STNC	0.00	0.00	We currently have 0 STNC workers in our cluster.
Student Employees	0.00	0.00	We currently have 0 student employee in our cluster.

## 2.2d Adequacy and Effectiveness of Staffing

### Employee FTE Totals

FTE Category	FTE	Change from 2017-18	District Total	% of District Total
FTE-F - Faculty	36.7244	113.18%	680.0670	5.40%
FTE-CF - Contract Faculty	14.3600	0.00%	299.5208	4.79%
FTE-AF - Adjunct Faculty	22.3644	29.82%	380.5462	5.88%
FTE-C - Classified	4.0600	0.00%	450.0442	0.90%
FTE-ST - STNC	0.1514	0.00%	35.3914	0.43%
FTE-SS - Support Staff	4.5141	0.00%	642.2473	0.70%
FTE-SW - Student Workers	0.3026	0.00%	156.8117	0.19%
FTE-M - Management	1.9850	0.00%	115.3460	1.72%
FTE-DC - Department Chairs	0.0000	0.00%	0.0000	0.00%

### Student Data

Data Element	Value	Change from 2017-18	District Total	% of District Total
FTES-CR - Credit	833.2737	-6.28%	13493.5475	6.18%
FTES-NC - Non-Credit	0.0000	0.00%	1729.6057	0.00%
FTES - combined	833.2737	-6.28%	15223.1532	5.47%
Students Enrolled/Served	7355	-7.90%	30000	24.52%

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	01	01	Does not exist	Student Success Resource Specialist 100%	Classified
0002	Santa Rosa	08	07	Does not exist	Assistant Athletic Director/SID/Website Manager	Classified

## 2.3a Current Contract Faculty Positions

Position	Description
KAD Faculty	Kinesiology / Head Coach Women's Basketball
KAD Faculty	Kinesiology / Head Men's Soccer Coach
KAD Faculty	Kinesiology / Head Men's & Women's Swim & Dive Coach
KAD Faculty	Kinesiology / Head Men's Basketball Coach
KAD Faculty	Dance & Kinesiology / Dance Instructor
KAD Faculty	Kinesiology / Head Baseball Coach
KAD Faculty	Kinesiology / Head Athletic Trainer
KAD Faculty	Kinesiology/ Head Men's Football Coach
KAD Faculty	Kinesiology / Head Women's Soccer Coach
KAD Faculty	Kinesiology Faculty / Athletic Trainer
KAD Faculty	Kinesiology Faculty
KAD Faculty	Kinesiology Faculty/Asst. Football Coach
KAD Faculty	Kinesiology / Head Track & Field Coach
KAD Faculty	Kinesiology Faculty

### 2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
KAD	14.3600	39.3100	22.3600	60.8900	Adapted Physical Education 1.75 FTEF Athletics 11.29 FTEF Dance 4.12 FTEF Kinesiology Aquatics 1.74FTEF Kinesiology Combatives 1.33 FTEF Kinesiology Fitness 10.96 FTEF Kinesiology Individual Sports .42 FTEF Kinesiology Lecture 4.04 FTEF Kinesiology Team Sports 1.14 FTEF

## **2.3c Faculty Within Retirement Range**

### **2.3c Faculty within Retirement Range**

The cluster currently has one faculty members whom is retiring. Full-Time KAD Generalist Stanley, Stanley will retire at the end of the 2021-22 academic year.

The cluster does not have any other faculty members in retirement age.

## **2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests**

### **2.3d Analysis of Staffing Needs:**

#### **2.3d Analysis of Faculty Staffing Needs**

Staffing needs, as determined by the KAD Dean for 2021-2022

1. Women's Volleyball Coach/ Kinesiology Generalist
2. Women's Softball Coach/ Kinesiology Generalist
3. Men's Wrestling Coach/ Kinesiology Generalist
4. Head of Athletic Performance and Student Success/ Kinesiology Generalist
4. Men's and Women's Tennis Coach/ Kinesiology Generalist
5. Men's and Women's Strength and Conditioning Coach/ Kinesiology Generalist

### 2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	ALL	01	02	KAD generalist - Head Women's Volleyball Coach	Student success and departmental productivity
0002	ALL	01	01	KAD Generalist - Head Softball Coach	Student success and departmental productivity
0003	ALL	01	01	KAD Generalist - Head Wrestling Coach	Student success and departmental productivity
0004	ALL	01	02	KAD Generalist - Head of Athletic Performance	Student success and departmental productivity
0005	ALL	01	01	KAD Generalist - Head Men's & Women's Tennis Coach	Student success and departmental productivity
0006	ALL	01	01	KAD Generalist - Strength Coach	Student success and departmental productivity

## **2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software**

### **2.4b Rational for Instructional and Non-Instructional Equipment, Technology and Software**

Given the department does not currently have one smart classroom makes this a high priority for our cluster. A focus needs to be placed on replacement of old equipment, media upgrades, replacement of worn out equipment, weight room equipment, and modifications to existing teaching stations throughout our facility inventory. One particular need is the replacement of worn out weight room equipment and the addition of several new pieces of equipment that will insure we maintain a state of the art facility and meet the ever increasing demands of our community. Such attention will enhance our teaching effectiveness and will increase FTES.

All KAD facilities are in dire need of wireless and hardline internet connections. The football stadium and the basketball facility were taken care of during the summer of '16. We would like it to be extended out to the green space facilities, Tauzer, and pool area.

The KAD Dean is currently examining software to provide greater support for student athlete success.

## **2.4c Instructional Equipment Requests**

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	06	07	football Helmets and Equipment	40	\$500.00	\$20,000.00	Markovich	Tauzer	Weaver
0002	Santa Rosa	01	01	Athletic Training Cart	1	\$30,000.00	\$30,000.00	Markovich	Tauzer	Weaver
0003	Santa Rosa	01	07	Football Playclocks	1	\$12,000.00	\$12,000.00	markovich	Bailey Field	Weaver
0004	Santa Rosa	01	07	Pool Lane Lines	16	\$400.00	\$6,400.00	Markovich	Quinn Swim Center	Weaver
0005	Santa Rosa	08	06	Replacement Equipment for KAD activity classes	20	\$400.00	\$8,000.00	Markovich	Tauzer 905	Weaver
0006	Santa Rosa	01	07	Ice Machine	2	\$6,500.00	\$13,000.00	Markovich	Tauzer 926	Weaver
0007	Santa Rosa	08	06	Soccer Goals	2	\$4,000.00	\$8,000.00	Markovich	Soccer Field	Weaver
0008	Santa Rosa	01	07	APE SciFit Total Body Exerciser	1	\$5,700.00	\$5,700.00	Markovich	APE	Weaver
0009	Santa Rosa	08	06	APE-Colorado Sports Cycle	2	\$600.00	\$1,200.00	Markovich	APE	Weaver
0010	Santa Rosa	01	06	TV screens	10	\$700.00	\$7,000.00	mavkovich	926	Markovich
0011	Santa Rosa	01	06	Basketball Scoreboard	2	\$15,000.00	\$30,000.00	Markovich	Haehl Pavilion	Markovich
0012	Santa Rosa	08	07	APE Assult Air Bike	1	\$900.00	\$900.00	Markovich	APE	Weaver
0013	Santa Rosa	01	07	Selected Weight Room Equipment	4	\$2,500.00	\$10,000.00	Markovich	Tauzer 999	Weaver
0014	Santa Rosa	08	06	Fence Branding	6	\$1,333.00	\$8,000.00	Markovich	Green Space	Markovich
0015	Santa Rosa	05	07	Sideline covers	2	\$10,000.00	\$20,000.00	Markovich	Bailey Field	Markovich



## 2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	08	07	Gator Utility Vehicle	1	\$30,000.00	\$30,000.00	Markovich	All	Weaver
0002	ALL	01	02	Live Stream Video Equipment	2	\$7,500.00	\$15,000.00	Markovich	All	Weaver
0003	ALL	08	07	Washer and Dryer	1	\$15,000.00	\$15,000.00	Markovich	All	Weaver

## 2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	08	07	Healthy Roster Electronic Medical Software	1	\$2,500.00	\$2,500.00	Markovich	919	Markovich

## 2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	00	00	Urgent	Tauzer	905, 999,	\$40,000.00	People are almost passing out in the summer time. It is dangerously hot.
0002	Santa Rosa	00	00	Urgent	Soccer/Softball/Baseball/Football Fields & Tennis		\$750,000.00	Install a lighting system on all greenspace athletic and PE fields and tennis courts. Under current situation, there are not enough instructional daylight hours to accomodate all of our instructional and athletic needs. A lighting system will open up additional instructional hours.
0003	Santa Rosa	00	00	Urgent	Haehl Pavilion	#1105	\$50,000.00	fake wood floors in lobby of Haehl and Hall of fame
0004	Santa Rosa	00	00	Urgent	Bailey Field Football /Track	#934	\$12,000.00	Renovate Football/Track Scoreboard
0005	Santa Rosa	01	06	Urgent	Tauzer	958	\$50,000.00	New mats for Tauzer 958
0006	Santa Rosa	00	00	Urgent	Need New Space off campus	Off Campus Facility Needed	\$100,000.00	We currently have no hammer throwing area for our track team. We are mandated to host track meets and we can't have them at SRJC because we do not have the facility to throw the hammer
0007	Santa Rosa	04	06	Urgent	Haehl Pavillion	Gymnasium	\$100,000.00	resurface bleacher add saftey rails to bleachers with back rests
0008	Santa Rosa	01	06	Urgent	Haehl Pavilion Lobby Snack Bar	#1105	\$20,000.00	Remodel Snack Bar Counters and door
0009	Santa Rosa	00	00	Urgent	Haehl Pavilion	#1105	\$17,000.00	Install Drop Down Curtain Room Divider
0010	ALL	00	00	Urgent			\$0.00	

## **2.5b Analysis of Existing Facilities**

### **2.5b Analysis of Existing Facilities**

The KAD Dean supervises all the facilities within the cluster. In a broad overview, most of the facilities within the cluster are inadequate to adequate. Many of the facilities are old and in need of renovation.

The facilities in KAD are in the process of a long overdue renovation. The time table to have the facilities renovated is by summer of 2024. The KAD cluster is still in the need of adding 8 tennis courts to our facilities on campus. The basketball gym is in need of renovating the lockerrooms, coaches offices, bleachers, lobby, and an HVAC system upgrade. The general PE lockerrooms need to be upgraded to support the current student and their needs.

The dean recommends a shared rental revenue process be instituted that will generate income that the cluster can use to address replacement and repair concerns. Additionally, the dean recommends the District explore allowing the Dean of KAD to supervise the rental of all KAD facilities which would give the department a greater role in the rental usage of our facilities. Such an agreement could provide the discipline with funds to better maintain our facilities and could provide incentives to monitor our building on a higher level.

## **3.1 Develop Financial Resources**

### **Diversify Funding – Grants/Contracts (Update every spring)**

- **Future funding:** Student Athlete Success
- **Current Grant Funding:** None at this time

## **3.2 Serve our Diverse Communities**

### **3.2 Faculty and Staff Diversity:**

The recruiting of diverse candidates is primarily a function of HR. We do confer with HR & DCO and support advertising in a diverse array of places, including traditional professional sites.

SRJC is committed to serving our diverse community. One way to do this is by having faculty and staff who are sensitive to the diversity of the students we serve.

### **3.3 Cultivate a Healthy Organization**

#### **3.3 Classified Staff Development:**

We support classified staff requests to attend professional development activities; we support staff who wish to take on new tasks by giving training and mentoring.

### **3.4 Safety and Emergency Preparedness**

#### **3.4 Safety and Emergency Preparedness**

##### **KAD Department Area Safety Coordinators:**

Monica Ohkubo  
Marty Kinahan

##### **KAD Building Safety Coordinators:**

Tauzer Gym  
Blair Bavuso, John McCallum, Debbie-Ann Medina

Quinn Swim Center  
Jill McCormick, Therese Jennings, Valerie Garcia

Haehl Pavilion  
Lacey Campbell, Craig McMillian

Bailey Field  
Lenny Wagner, Keith Simons

Green Fields  
Damon Neidlinger, Karen Stanley

##### **Required Safety Trainings:**

Blood Born Pathogen Training  
CPR  
AED  
Water Safety

##### **Injury and Illness Prevention Program:**

Discussed, analyzed, and implemented at department meetings annually

## 3.5 Establish a Culture of Sustainability

### 3.5 Sustainability Practices

1. **GREEN SPACE ARTIFICIAL TURF** - not only does the replacement of 7 acres grass playing fields reduce irrigation water usage, but also supports SCJCD's carbon footprint

2. **RECYCLING** – KAD has blue plastic recycling bins in: Faculty offices in Tauzer 962 (two); The Sports Medicine and Athletic Training Program (four - which is emptied by students daily); the KAD department front office; the Weight Room; outside of Quinn Swim Center; in the Petaluma Faculty Offices; and outside the Petaluma Fitness center. The Sports Medicine and Athletic Training Program also recycles their cardboard tape roll cores and plastic dividers (4/box, use over 100 boxes a year), and all their boxes from supplies. The Equipment Room, Department front office, and many faculty offices also recycle their boxes. These boxes are left outside of the Training Room, Quinn Swim Center, or outside Tauzer, and SRJC recycle crew picks them up.

3. **PAPERLESS** – the entire KAD department is moving in this direction by: using online communications, online class syllabuses, online class exams, online class handouts, online department meeting agendas, online department meeting notes and handouts, online department committee work, and online committee reports. Many faculty use the CATE or MOODLE programs for their classes and programs. The Track and Field Program uses Dropbox (cloud application) to share files with all track coaches, which saves a lot of paper and time.

4. **ENERGY EFFICIENCY** – the KAD department is working towards: using as little light as possible and necessary in classrooms, gyms, pools, and offices, and using natural light instead; using less water; closing windows in classrooms, offices, weight rooms, and gyms during cold months when heaters are on; minimizing air conditioning and heat use; and turning computers off when leaving for the day. The Sports Medicine and Athletic Training Program now keeps the door crash bar open, but the actual door closed with an OPEN sign on door so as to not waste AC or heat

5. **TRANSPORTATION** - Some KAD faculty bicycle into work most days, and some drive hybrid cars.

#### **AREAS for IMPROVEMENT:**

KAD identifies the following areas that we could improve sustainability, yet need some guidance and input as to how we can move in that direction:

1. **RECYCLING** - More blue recycling bins located around the three KAD buildings, such as in each faculty office area, the upstairs dance room, and possibly having work-study students to hire to pick up this added recycling. These added blue bins could be emptied or put out in hallways on certain days for student workers from KAD to pick up. At KAD events, big or small, our fields, tracks, courts, gyms, and pools do NOT have adequate recycling receptacles. Haehl Pavilion in particular. There is one recycling bin out in front of Haehl, but none inside. Therefore people just throw bottles and cans from the snack bar into the garbage because there is no choice.

2. **ENERGY EFFICIENCY** In teaching facilities such as the weight room, gymnasiums, and the pools, lights are frequently left on, and we need to use more of the natural daylight. KAD also needs to learn more from Facilities Operations on the specifics of our various lightening systems in our department, and how best to save energy. For example, the lights in the Petaluma Campus Fitness Center gymnasium are very expensive to use and replace, and we have learned that it uses *more* energy to turn them off for 10 or 15 minutes and then turn them back on, rather than to just leave them on. Since we have many classes with many different instructors, it would be very helpful to have a detailed outline of each KAD facility and which lights should be kept on and which should not if another class will be coming in 10 minutes later.
3. **CURRICULUM** – KAD Curriculum Committee uses tons of paper these days and is working towards ways to do more work electronically.
4. **COMMUNITY OUTREACH** and awareness with the community about sustainability practices by our Athletic Teams and KAD Programs.

## **SRJC Office Recycling Guide**

### **Mixed Paper**

Deposit the following listed materials into either your desk side recycling bins or directly into the larger paper bins located near the copy machine or main department center near your office. When your desk side bin is full, please dump it into the closest office size bin. Most office paper bins are located in break areas or near copy machines. Most paper

- ~ White & colored paper (staples & paper clips okay)
- ~ Magazines, Newspapers & catalogs, Phone books
- ~ Books (both paperback & hardback are okay)
- ~ Envelopes (plastic windows & metal brackets, okay)
- ~ Junk mail
- ~ Carbonless forms
- ~ Transparencies (from overhead projectors)
- ~ Cardboard or paperboard (please flatten)
- ~ Miscellaneous office supplies (file folders, binders, plastic sheet protectors, etc.)
- ~ No food contaminated paper towels, plates, or boxes (ie. pizza boxes)
- ~ Shredded Confidential Paper (bagged);
- ~ No Unshredded Confidential Paper; call the SRJC Warehouse at ext. 4352 for a pick-up.

### **Beverage Containers**

~ CRV beverage containers can be placed into specially designated bins inside certain buildings. Otherwise, due to odor and insect problems, most beverage containers should be recycled outside at the recycling cluster stations located near building entrances. Twenty-five percent of the revenue from the beverage container recycling program goes back to our Associated Students programs. The rest goes back into the general fund. Be responsible and recycle.

### **Toner and Ink Jet Cartridges**

- ~ Please place cartridges in original packaging or into a bag to prevent leaks.
- ~ Printer cartridge recycling is handled by the SRJC Warehouse, 527-4352.
- \* Cartridges are refilled and remanufactured locally

**Electronic Waste**

- ~ Staff & faculty with e-waste originating ON CAMPUS should contact the SRJC Warehouse, 527-4352.
- ~ To dispose of e-waste from OFF CAMPUS sources, please consult the Sonoma County Recycling Directory in the phone book for the nearest e-waste recycler.

**Batteries:**

~ To dispose of small batteries generated ON CAMPUS, place them into the small containers marked batteries located in our recycling closets. These containers are provided by the SRJC Environmental Health and Safety Department. When these containers become full, contact Jason Escher at 521-7841 to have them emptied. We accept most alkaline batteries, rechargeable nickel-cadmium batteries, silver button batteries, mercury batteries, small sealed lead acid batteries, and carbon-zinc batteries.

**4.1a Course Student Learning Outcomes Assessment**

**4.1a Course Level Student Learning Outcomes Synopsis:**

**178 Assessable Courses in KAD**

**Classes that have not been offered yet are not included in these totals**

	# of courses	# Assessed	as of Fall 2014
<b>KINES</b>	20	19	
<b>KAQUA</b>	25	13	
<b>KFIT</b>	29	28	
<b>KCOMB</b>	11	11	
<b>KINDV</b>	12	12	
<b>KTEAM</b>	15	14	
<b>ATHL</b>	32	31	
<b>DANCE</b>	32	30	
	<hr/> 176	<hr/> 158	

We have successfully completed assessments of all of our certificates and majors. Below is our 6 year rotation for SLO assessments.

<b>KINESIOLOGY</b>								
<b>Y</b>							<b>Year of Next Assessment</b>	<b>Adjusted for 6 year cycle</b>
<b>Class</b>	<b>Title</b>	<b>Approved</b>	<b>SLO #</b>	<b>Faculty</b>	<b>Initiated</b>	<b>Completed</b>		
KINES 1	Introduction to Kinesiology	Fall 2010	1	Jacobson	Sp 11	Sp 11	2017	2017
			2	Jacobson	F 11	F 11	2017	2017
			3	Jacobson	F 11	F 11	2017	2017
KINES 2	Sports Officiating Fall	Spring 2010	1	Wagner / Kinahan	F 11	F 11	2017	2017
KINES 3	Sports Officiating Spring	Fall 2012	1	Simons	F 13	F 13	2019	2019
KINES 4	Care & Prev. of Ath Inj.	Summer 2011	1	Horton	F 13	F 13	2019	2019
			2	Horton	F 13	F 13	2019	2019
			3	Horton	F 13	F 13	2019	2019
			4	Horton	F 13	F 13	2019	2019
KINES 21	Lifeguard Training	Fall 2013	1	McCray	F 13	F 13	2019	2019
			2	McCray	F 13	F 13	2019	2019
			3	McCray	F 13	F 13	2019	2019
KINES 49	Ind. Studies	Summer 2010	1	Wagner	Sp 11	Sp 11	2017	2017
KINES 50	Teachers Aid	Fall 2013	1	Jacobson	SP 13	SP 13	2019	2019
			2	Jacobson	SP 13	SP 13	2019	2019
KINES 53	Pinc. Of Health & Wellness	Spring 2011	1	Jacobson	Sp 11	Sp 11	2017	2017
KINES 55	Introduction to Coaching	Spring 2009	1	Wagner	Sp 11	Sp 11	2017	2017



			2	Wagner	Sp 11	Sp 11	2017	2017
			3	Wagner	Sp 11	Sp 11	2017	2017
KINES 59	Psychological Aspects of Sports Performance	Fall 2011	1	Kinahan	F 13	F 13	2019	2019
			2	Kinahan	F 13	F 13	2019	2019
			3	Kinahan	F 13	F 13	2019	2019
KINES 62A	Sports Medicine Lab	Fall 2011	1	Ohkubo	F 11	F 11	2017	2017
			2	Ohkubo	F 11	F 11	2017	2017
			3	Ohkubo	F 11	F 11	2017	2017
KINES 62B	Sports Med Lab B	Fall 2011	1	Ohkubo	F 13	F 13	2019	2019
			2	Ohkubo	F 13	F 13	2019	2019
			3	Ohkubo	F 13	F 13	2019	2019
KINES 62C	Sports Med Lab C	Fall 2011	1	Ohkubo	F 13	F 13	2019	2019
			2	Ohkubo	F 13	F 13	2019	2019
			3	Ohkubo	F 13	F 13	2019	2019
KINES 62D	Sports Med Lab D	Fall 2015	1	Ohkubo	SP 14	SP 14	2020	2020
			2	Ohkubo	SP 14	SP 14	2020	2020
			3	Ohkubo	SP 14	SP 14	2020	2020
KINES 83	Techniques of Fitness	Fall 2015	1	Orr	SP 14	SP 14	2020	2020
			2	Orr	SP 14	SP 14	2020	2020

<b>AQUATICS</b>							<b>Year of Next Assessment</b>	<b>Adjusted for 6 year cycle</b>
<b>Class</b>	<b>Title</b>	<b>Approved</b>	<b>SL O #</b>	<b>Faculty</b>	<b>Initiated</b>	<b>Completed</b>		
KAQUA 1.1	Beginning Swimming	Fall 2013	1	Feist	F 13	F 13	2019	2019
			2	Feist	F 13	F 13	2019	2019
			3	Feist	F 13	F 13	2019	2019

KAQUA 1.2	Intermediate Swimming	Fall 2013	1	Feist	F 13	F 13	2019	2019
			2	Feist	F 13	F 13	2019	2019
			3	Feist	F 13	F 13	2019	2019
			4	Feist	F 13	F 13	2019	2019
KAQUA 1.4	Training for Competitive Swimming	Fall 2011	1	McCormick	F 11	F 11	2017	2017
			2	McCormick	F 11	F 11	2017	2017
			3	McCormick	F 11	F 11	2017	2017
KAQUA 2.1	Aquatic Fitness	Fall 2013	1	Denize	SP 13	SP 13	2019	2019
			2	Denize	SP 13	SP 13	2019	2019
			3	Denize	SP 13	SP 13	2019	2019
			4	Denize	SP 13	SP 13	2019	2019
KAQUA A 2.3	Adv. Aquatic Fitness	Fall 2011	1	McCormick	Sp 11	Sp 11	2017	2017
			2	McCormick	Sp 11	Sp 11	2017	2017
			3	McCormick	Sp 11	Sp 11	2017	2017
			4	McCormick	Sp 11	Sp 11	2017	2017
			5	McCormick	Sp 11	Sp 11	2017	2017
KAQUA 3.1	Beg. Aquatic Calisthenics	Fall 2011	1	Feist	F 13	F 13	2019	2019
			2	Feist	F 13	F 13	2019	2019
			3	Feist	F 13	F 13	2019	2019
			4	Feist	F 13	F 13	2019	2019
KAQUA 4.1	Deep Water Running	Fall 2011	1	Burch	F 13	F 13	2019	2019
			2	Burch	F 13	F 13	2019	2019
			3	Burch	F 13	F 13	2019	2019
KAQUA 10.1	Beg. Springboard Diving	Fall 2011	1	Denize	F 11	F 11	2017	2015
			2	Denize	F 11	F 11	2017	2015
			3	Denize	F 11	F 11	2017	2015
			4	Denize	F 11	F 11	2017	2015
KAQUA 11.1	Training for Competitive	Fall 2011	1	McCormick	Sp 11	Sp 11	2017	2015

	e Water Polo							
			2	McCormick	Sp 11	Sp 11	2017	2015
			3	McCormick	Sp 11	Sp 11	2017	2015
KAQUA 12.2	Intermediate Water Polo	Fall 2013	1	Denize	F 13	F 13	2019	2019
			2	Denize	F 13	F 13	2019	2019
			3	Denize	F 13	F 13	2019	2019

<b>FITNESS</b>								<b>Year of Next Assessment</b>	<b>Adjusted for 6 year cycle</b>
<b>Classes</b>	<b>Title</b>	<b>Approved</b>	<b>SL O #</b>	<b>Faculty</b>	<b>Initiated</b>	<b>Completed</b>			
KFIT 1.1	Beg. Aerobic Dance	Spring 2009	1	Grose	Sp 11	Sp 11	2017	2015	
			2	Grose	Sp 11	Sp 11	2017	2015	
KFIT 17.1	Interval training	Fall 2013	1	Stanley	F 13	F 13	2019	2019	
KFIT 3.1	Beg. Body Conditioning	Spring 2011	1	Siemons	Sp 14	Sp 14	2020	2020	
			2	Simons	Sp 14	Sp 14	2020	2020	
			3	Simons	Sp 14	Sp 14	2020	2020	
KFIT 3.2	Int. Body Conditioning	Spring 2011	1	Simons	Sp 14	Sp 14	2020	2020	
			2	Simons	Sp 14	Sp 14	2020	2020	
			3	Simons	Sp 14	Sp 14	2020	2020	
KFIT 3.3	Adv. Body Conditioning	Spring 2011	1	Wagner	Sp 11	Sp 11	2017	2015	
			2	Wagner	Sp 11	Sp 11	2017	2015	
			3	Wagner	Sp 11	Sp 11	2017	2015	
			4	Wagner	Sp 11	Sp 11	2017	2015	
KFIT 4.1	Body Mechanics	Fall 2013	1	Derkos	SU 14	SU 14	2020	2020	
			2	Derkos	SU 14	SU 14	2020	2020	

			3	Derkos	SU 14	SU 14	2020	2020
KFIT 5.1	Pbeg. Pilates	Summer 2011	1	Grose	Sp 11	Sp 11	2017	2015
			2	Grose	Sp 11	Sp 11	2017	2015
			3	Grose	Sp 11	Sp 11	2017	2015
KFIT 5.2	Intermediate Pilates	Fall 2013	1	Stillman	F 13	F 13	2019	2018
			2	Stillman	F 13	F 13	2019	2018
KFIT 6.1	Beg. Yoga	Spring 2011	1	Jacobson	F 11	F 11	2017	2015
			2	Grose	Sp 11	Sp 11	2017	2015
			3	Grose	Sp 11	Sp 11	2017	2015
KFIT 6.2	Int.. Yoga	Fall 2013	1	Burch	F 13	F 13	2019	2018
			2	Burch	F 13	F 13	2019	2018
			3	Burch	F 13	F 13	2019	2018
KFIT 7.1	Beg. Circuit Training	Summer 2010	1	Simons	Sp 14	Sp 14	2020	2020
KFIT 8.1	Beg. Weight Lifting	Fall 2011	1	Simons	Sp 14	Sp 14	2020	2020
KFIT 50	Teaching Aids	Summer 2012	1	Medina	F 11	F 11	2017	2015
KFIT 10.1	Resistance training	Fall 2013	1	Horton / Medina	F 13	F 13	2019	2018
			2	Horton / Medina	F 13	F 13	2019	2018
KFIT 11.1	Periodized Weight Tr.	Fall 2013	1	Campbell	F 13	F 13	2019	2018
KFIT 12.1	Power Lifting	Fall 2013	1	McCormick	F 13	F 13	2019	2018
			2	McCormick	F 13	F 13	2019	2018
KFIT 16.1	Plyometrics Speed &	Fall 2013	1	Hamm	F 13	F 13	2019	2018
			2	Hamm	F 13	F 13	2019	2018
			3	Hamm	F 13	F 13	2019	2018
KFIT 20.1	Zumba	Fall 2013	1	Horton	F 13	F 13	2019	2018
			2		F 13	F 13	2019	2018
KFIT 21.1			1	Simons	Sp 14	Sp 14	2020	2020
			2				2020	2020

			3				2020	2020
KFIT 25.1	Vinyasa Flow Yoga	Fall 2013	1	Weymouth e-Payen	Fall 13	Fall 13	2019	2018
			2	Weymouth e-Payne	Fall 13	Fall 13	2019	2018
			3	Weymouth e-Payne	Fall 13	Fall 13	2019	2018
KFIT 26.1	Gentle Yoga	Fall 2013	1	Burch	F 13	F 13	2019	2018
			2	Burch	F 13	F 13	2019	2018
			3	Burch	F 13	F 13	2019	2018
KFIT 30.1	Stability Ball Training	Fall 2013	1	Stanley	F 13	F 13	2019	2018
			2	Stanley	F 13	F 13	2019	2018
KFIT 31.1	Pilates-Yofa Fusion	Fall 2013	1	Weymouth e-Payne	Fall 2013	Fall 2013	2019	2018
			2	Weymouth e-Payne	Fall 2013	Fall 2013	2019	2018
KFIT 32.1	Barre Fitness	Fall 2013	1	Hamm	SP 14	SP 14	2020	2020
			2	Hamm	SP 14	SP 14	2020	2020
			3	Hamm	SP 14	SP 14	2020	2020
KFIT 35.1	Walking for Fitness	Fall 2013	1	Stanley	F 13	F 13	2019	2018
			2	Stanley	F 13	F 13	2019	2018
KFIT 36.1	Jogging for Fitness	Fall 2014	1	Stanley	SP 14	SP 14	2020	2020
			2	Stanley	SP 14	SP 14	2020	2020
KFIT 37.1	Boot Camp	Fall 2014	1	Kinahan	SP 14	SP 14	2020	2020

<b>COMBATIVE</b>								<b>Year of Next</b>	<b>Adjusted for 6</b>
<b>S</b>		<b>Approved</b>	<b>SL O #</b>	<b>Faculty</b>	<b>Initiated</b>	<b>Completed</b>	<b>Assessment</b>	<b>year cycle</b>	
KCOM B 2.1	Beginning Judo	Spring 2010	1	Tartuffe	Sp 11	Sp 11	2017	2015	
			2	Tartuffe	Sp 11	Sp 11	2017	2015	
			3	Tartuffe	Sp 11	Sp 11	2017	2015	
KCOM B 2.2	Intermediate Judo	Fall 2011	1	Tartuffe	Sp 11	Sp 11	2017	2015	
			2	Tartuffe	Sp 11	Sp 11	2017	2015	
			3	Tartuffe	Sp 11	Sp 11	2017	2015	

KCOM B 2.3	Advanced Judo	Summer 2010	1	Tartuffe	Sp 11	Sp 11	2017	2015
			2	Tartuffe	Sp 11	Sp 11	2017	2015
KCOM B 4.1	Beginning Boxing	Fall 2010	1	Scott	Sp 11	Sp 11	2017	2015
			2	Scott	Sp 11	Sp 11	2017	2015
			3	Scott	Sp 11	Sp 11	2017	2015
KCOM B 4.2	Intermediate Boxing	Fall 2010	1	Kinahan	F 13	F 13	2019	2018
			2	Kinahan	F 13	F 13	2019	2018
			3	Kinahan	F 13	F 13	2019	2018
			4	Kinahan	F 13	F 13	2019	2018
KCOM B 10	Self Defense	Fall 2013	1	Tartuffe	F 13	F 13	2019	2018

<b>INDIVIDUAL SPORTS</b>								
<b>Class</b>	<b>Title</b>	<b>Approved</b>	<b>SL O #</b>	<b>Faculty</b>	<b>Initiated</b>	<b>Completed</b>	<b>Year of Next Assessment</b>	<b>Adjusted for 6 year cycle</b>
KIND V 2.1	Beginning Badminton	Fall 2011	1	Neidlinger	Sp 11	Sp 11	2017	2015
			2	Neidlinger	Sp 11	Sp 11	2017	2015
KIND V 2.2	Intermediate Badminton	Summer 2011	1	Neidlinger	Sp 11	Sp 11	2017	2015
			2	Neidlinger	F 11	F 11	2017	2015
KIND V 3.1	Beginning Golf	Summer 2010	1	Myers	Sp 11	Sp 11	2017	2015
			2	Myers	Sp 11	Sp 11	2017	2015
			3	Myers	Sp 11	Sp 11	2017	2015
			4	Myers	Sp 11	Sp 11	2017	2015
KIND V 3.2	Intermediate Golf	Spring 2010	1	Myers	Sp 11	Sp 11	2017	2015
			2	Myers	Sp 11	Sp 11	2017	2015
			3	Myers	Sp 11	Sp 11	2017	2015
			4	Myers	Sp 11	Sp 11	2017	2015
KIND V 4.1	Beginning Tennis	Fall 2013	1	Samonte	SP 14	SP 14	2020	2015
KIND V 4.2	Intermediate Tennis	Fall 2014	1	Samonte	SP 14	SP 14	2020	2015

KIND V 4.3	Advanced Tennis	Fall 2014	1	Poisson	SP 14	SP 14	2020	2015
KIND V 5.3	Advanced Track & Field	Fall 2011	1	Hiseman	F 11	F 11	2017	2015
			2	Hiseman	F 11	F 11	2017	2015
			3	Hiseman	F 11	F 11	2017	2015

<b>TEAM SPORTS - KTEAM</b>								
Class	Title	Approved	SL O #	Faculty	Initiated	Completed	Year of Next Assessment	Adjusted for 6 year cycle
KTEAM 1.1	Football Passing Game	Summer 2010	1	Simons/Akono	Sp 11	Sp 11	2017	2015
			2	Simons/Akono	Sp 11	Sp 11	2017	2015
			3	Simons/Akono	Sp 11	Sp 11	2017	2015
KTEAM 2.1	Touch Football	Summer 2010	1	Simons/Akono	Sp 11	Sp 11	2017	2015
			2	Simons/Akono	Sp 11	Sp 11	2017	2015
KTEAM 3.3	Advanced Baseball	Summer 2011	1	Neidlinger	F 11	F 11	2017	2015
			2	Neidlinger	F 11	F 11	2017	2015
			3	Neidlinger	F 11	F 11	2017	2015
KTEAM 4.1	Beginning Basketball	Summer 2011	1	McMilam	Sp 11	Sp 11	2017	2016
			2	McMilam	Sp 11	Sp 11	2017	2016
			3	McMilam	Sp 11	Sp 11	2017	2016
KTEAM 4.2	Intermediate Basketball	Summer 2011	1	Simons	Sp 14	Sp 14	2020	2020
			2	Simons	Sp 14	Sp 14	2020	2020
			3	Simons	Sp 14	Sp 14	2020	2020
KTEAM 4.3	Advanced Basketball	Summer 2010	1	Simons	Sp 14	Sp 14	2020	2020
			2	Simons	Sp 14	Sp 14	2020	2020
KTEAM 5.1	Softball	Summer 2011	1	Wright	F 11	F 11	2017	2015
			2	Wright	F 11	F 11	2017	2015

KTEA M 7.1	Beg. Indoor Soccer	Spring 2011	1	Kinahan	Sp 11	Sp 11	2017	2015
			2	Kinahan	Sp 11	Sp 11	2017	2015
			3	Kinahan	Sp 11	Sp 11	2017	2015
			4	Kinahan	Sp 11	Sp 11	2017	2015
KTEA M 8.2	Intermediat e Volleyball	Summer 2010	1	Neidlinger	F 11	F 11	2017	2015
			2	Neidlinger	F 11	F 11	2017	2015
KTEA M 8.3	Advanced Volleyball	Summer 2010	1	Neidlinger	F 11	F 11	2017	2017
KTEA M 9.1	Outdoor Volleyball		1	Ferguson	Sp14	Sp14	2020	2020
			2	Ferguson	Sp 14	Sp 14	2020	2020

<b>ATHLETICS</b>							<b>Year of Next Assessme nt</b>	<b>Adjuste d for 6 year cycle</b>
<b>Clas s</b>	<b>Title</b>	<b>Approve d</b>	<b>SL O #</b>	<b>Faculty</b>	<b>Initiate d</b>	<b>Complete d</b>		
ATH L 1	Intercollegiat e Physical Fitness	Fall 2011	1	Neidlinger, McCormic k	Sp 11	Sp 11	2017	2016
ATH L 8	Varsity Wrestling	Fall 2011	1	Fitzpatrick	F 11	F 11	2017	2016
			2	Fitzpatrick	F 11	F 11	2017	2016
			3	<b>Fitzpatric k</b>	F 11	F 11	2017	2016
ATH L 9	Varsity Women's	Fall 2011	1	Hennan /McCormic k	F 11	F 11	2017	2016
	Water Polo		2	Hennan /McCormic k	F 11	F 11	2017	2016
			3	Hennan /McCormic k	F 11	F 11	2017	2016
ATH L 10	Varsity Men's Water Polo	Fall 2011	1	Denize	F 11	F 11	2017	2016
	Polo		2	Denize	F 11	F 11	2017	2016
			3	Denize	F 11	F 11	2017	2016
ATH L 10L	Water Polo Lab	Fall 2011	1	Denize	F 11	F 11	2017	2016



			2	Denize	F 11	F 11	2017	2016
ATH L 11	Varsity Baseball	Spring 2012	1	Neidlinger	Sp 11	Sp 11	2017	2016
			2	Neidlinger	Sp 11	Sp 11	2017	2016
ATH L 11L	Baseball Lab	Spring 2011	1	Neidlinger			2017	2016
			2				2017	2016
ATH L 13	Varsity Men's Basketball	Fall 2011	1	McMillan	F 11	F 11	2017	2016
			2	McMillan	F 11	F 11	2017	2016
			3	McMillan	F 11	F 11	2017	2016
			4	McMillan	F 11	F 11	2017	2016
ATH L 14	Varsity Women's Basketball	Fall 2011	1	Campbell	F 11	F 11	2017	2016
			2	Campbell	F 11	F 11	2017	2016
			3	Campbell	F 11	F 11	2017	2016
			4	Campbell	F 11	F 11	2017	2016
ATH L 15L	Basketball Lab	Spring 2011	1	Campbell	Sp 11	Sp 11	2017	2016
			2	Campbell	Sp 11	Sp 11	2017	2016
ATH L 16	Tech. & Theory of  Basketball	Fall 2011	1	McMillen, Campbell	F 11	F 11	2017	2016
			2		F 11	F 11	2017	2016
			3		F 11	F 11	2017	2016

ATHL 17	Varsity Men's Cross Country	Fall 2011	1	Noble	F 11	F 11	2017	2016
			2	Noble	F 11	F 11	2017	2016
			3	Noble	F 11	F 11	2017	2016
ATHL 18	Varsity Women's Cross Country  Country	Fall 2011	1	Noble	F 11	F 11	2017	2016
			2	Noble	F 11	F 11	2017	2016
			3	Noble	F 11	F 11	2017	2016

ATHL 21	Varsity Football	Fall 2011	1	Ako	F 11	F 11	2017	2016
ATHL 22.1L	Defensive Football Laboratory	Summer 2009	1	Ako	Sp 11	Sp 11	2017	2016
			2	Ako	Sp 11	Sp 11	2017	2016
ATHL 22.2L	Offensive Football Laboratory	Summer 2009	1	Simons	Sp 11	Sp 11	2017	2016
			2	Simons	Sp 11	Sp 11	2017	2016
ATHL 27	Varsity Men's Soccer	Fall 2011	1	Kinahan	F 11	F 11	2017	2016
			2	Kinahan	F 11	F 11	2017	2016
			3	Kinahan	F 11	F 11	2017	2016
			4	Kinahan	F 11	F 11	2017	2016
ATHL 28	Varsity Women's Soccer	Fall 2011	1	Oberkirch	F 11	F 11	2017	2016
			2	Oberkirch	F 11	F 11	2017	2016
			3	Oberkirch	F 11	F 11	2017	2016
			4	Oberkirch	F 11	F 11	2017	2016
ATHL 30	Soccer Theory	Summer 2010	1	Kinahan	Sp 11	Sp 11	2017	2016
			2	Kinahan	Sp 11	Sp 11	2017	2016
ATHL 31L	Softball Laboratory	Summer 2010	1	Wright	F 11	F 11	2017	2016
			2	Wright	F 11	F 11	2017	2016
ATHL 33	Varsity Men's Swimming & Diving	Fall 2011	1	McCormick	Sp 11	Sp 11	2017	2016
			2	McCormick	Sp 11	Sp 11	2017	2016
			3	McCormick	Sp 11	Sp 11	2017	2016
			4	McCormick	Sp 11	Sp 11	2017	2016
ATHL 34	Varsity Women's Swimming & Diving	Fall 2011	1	McCormick	Sp 11	Sp 11	2017	2016
			2	McCormick	Sp 11	Sp 11	2017	2016
			3	McCormick	Sp 11	Sp 11	2017	2016
			4	McCormick	Sp 11	Sp 11	2017	2016
ATHL 45	Varsity Women's Volleyball	Fall 2011	1	Ferguson	F 13	F 13	2017	2016
			2	Ferguson	F 13	F 13	2017	2016

			3	Ferguson	F 13	F 13	2017	2016
ATHL 45L	Volleyball Laboratory	Summer 2010	1	Ferguson	F 13	F 13	2017	2016
			2	Ferguson	F 13	F 13	2017	2016
DANCE 5.2	Modern Dance 2	Fall 2013	1	Stillman	F 13	F 13	2019	2018
			2	Stillman	F 13	F 13	2019	2018
DANCE 86.5	Modern Dance 86.5	Fall 2013	1	Stillman	F 13	F 13	2019	2018
			2	Stillman	F 13	F 13	2019	2018
			3	Stillman	F 13	F 13	2019	2018
DANCE 10	Introduction to Dance	Summer 2011	1	Grose	Sp 11	Sp 11	2017	2017
			2	Grose	Sp 11	Sp 11	2017	2017
			3	Grose	Sp 11	Sp 11	2017	2017
DANCE 11.1	Ballet I	Summer 2011	1	Grose	Sp 11	Sp 11	2017	2017
			2	Grose	Sp 11	Sp 11	2017	2017
			3	Grose	Sp 11	Sp 11	2017	2017
DANCE 11.2	Ballet II	Summer 2011	1	Grose	F 11	F 11	2017	2017
			2	Grose	F 11	F 11	2017	2017
			3	Grose	F 11	F 11	2017	2017
DANCE 11.3	Ballet III	Summer 2011	1	Grose	F 11	F 11	2017	2017
			2	Grose	F 11	F 11	2017	2017
			3	Grose	F 11	F 11	2017	2017
DANCE 11.4	Ballet IV	Summer 2011	1	Statkoun	F 13	F 13	2019	2019
			2	Statkoun	F 13	F 13	2019	2019
			3	Statkoun	F 13	F 13	2019	2019
DANCE 13.1	Jazz I	Fall 2010	1	Medina	Sp 11	Sp 11	2017	2017
			2	Medina	Sp 11	Sp 11	2017	2017
			3	Medina	Sp 11	Sp 11	2017	2017
DANCE 13.2	Jazz II	Fall 2010	1	Medina	Sp 11	Sp 11	2017	2017
			2	Medina	Sp 11	Sp 11	2017	2017
			3	Medina	Sp 11	Sp 11	2017	2017

DANCE 13.3	Jazz III	Fall 2010	1	Medina	Sp 11	Sp 11	2017	2017
			2	Medina	Sp 11	Sp 11	2017	2017
			3	Medina	Sp 11	Sp 11	2017	2017
DANCE 13.4	Jazz IV		1	Medina	Sp 14	Sp 14	2020	2020
			2	Medina	Sp 14	Sp 14	2020	2020
			3	Medina	Sp 14	Sp 14	2020	2020
DANCE 13.5	Jazz V		1	Medina	Sp 14	Sp 14	2020	2020
			2	Medina	Sp 14	Sp 14	2020	2020
			3	Medina	Sp 14	Sp 14	2020	2020
DANCE 16.1	Modern Dance I	Summer 2011	1	Weymouth-Payne	F 11	F 11	2017	2017
			2	Weymouth-Payne	F 11	F 11	2017	2017
			3	Weymouth-Payne	F 11	F 11	2017	2017
DANCE 16.2	Modern Dance II	Summer 2011	1	Marchus	F 11	F 11	2017	2017
			2	Marchus	F 11	F 11	2017	2017
			3	Marchus	F 11	F 11	2017	2017
DANCE 16.3	Modern Dance III	Summer 2011	1	Marchus	F 11	F 11	2017	2017
			2	Marchus	F 11	F 11	2017	2017
			3	Marchus	F 11	F 11	2017	2017
DANCE 16.4	Modern Dance IV	Summer 2011	1	Marchus	F 11	F 11	2017	2017
			2	Marchus	F 11	F 11	2017	2017
			3	Marchus	F 11	F 11	2017	2017
DANCE 21.1	Hip Hop I	Fall 2010	1	Medina	Sp 11	Sp 11	2017	2017
			2	Medina	Sp 11	Sp 11	2017	2017
			3	Medina	Sp 11	Sp 11	2017	2017
DANCE 21.2	Hip Hop II	Fall 2010	1	Medina	Sp 11	Sp 11	2017	2017
			2	Medina	Sp 11	Sp 11	2017	2017
			3	Medina	Sp 11	Sp 11	2017	2017
DANCE 21.3	Hip Hop III		1	Medina	Sp 14	Sp 14	2020	2020
			2	Medina	Sp 14	Sp 14	2020	2020
			3	Medina	Sp 14	Sp 14	2020	2020
DANCE 21.4	Hip Hop IV	Fall 2013	1	Poisson	F 13	F 13	2019	2018

			2	Poisson	F 13	F 13	2019	2018
			3	Poisson	F 13	F 13	2019	2019
DANCE 21.5	Hip Hop V	Spring 2014	1	Poisson	SP 14	SP 14	2020	2020
			2	Poisson	SP 14	SP 14	2020	2020
			3	Poisson	SP 14	SP 14	2020	2020
DANCE 21.6	Hip Hop VI		1	Poisson			2021	2021
			2	Poisson			2021	2021
			3	Poisson			2021	2021
DANCE 29	Dance Ensemble		1	Branan & Matthies	F 13	F 13	2019	2018
			2	Branan & Matthies	F 13	F 13	2019	2018
DANCE 37.1	Ballroom I		1	Medina	Sp 14	Sp 14	2020	2020
			2	Medina	Sp 14	Sp 14	2020	2020
DANCE 40	Introduction to Folf Dance	Summer 2011	1	Smith	F 11	F 11	2017	2017
			2	Smith	F 11	F 11	2017	2017
			3	Smith	F 11	F 11	2017	2017

## 4.1b Program Student Learning Outcomes Assessment

### 4.1b Program Level Student Learning Outcomes:

Our cluster supports student learning by teaching a variety of beginning level courses; encouraging more advanced students to enroll in more advanced levels of the class and in combo classes serve as examples and tutors for the beginning students.

SLO's have been completed. We are currently working on 100% completion of our SLO Assessments.

#### Kinesiology Program Outcomes

Upon successful completion of a degree in Kinesiology, the student will be able to:

1. Demonstrate the skills necessary to participate, perform, and progress in a variety of sport and/or exercise classes.

2. Identify and explain the rules, concepts and vocabulary used in the Kinesiology curriculum.
3. Apply the cognitive and movement experiences from the Kinesiology curriculum in order to participate in lifelong fitness.

### **Athletics Program Outcomes**

Upon successful completion of a season of varsity sport, the student will be able to:

1. Identify and apply strategies and situations used in intercollegiate athletics to improve ability both individual and for a team.
2. Demonstrate the skills necessary to perform, progress, and compete in a varsity sport.
3. Apply the values of teamwork and leadership skills experienced in collegiate competition to the process of everyday life.

### **Dance Program Outcomes**

1. Majors will develop proficiency in modern, jazz, and ballet dance forms, enabling them to pursue higher level dance degrees.
2. Majors will have practical experience in the performance and production aspects of dance.
3. Certificate dancers will have the skills and techniques to secure employment at local dance studios.
4. Recreational dancers will develop an appreciation to the rigors involved with learning a dance form, both physically and emotionally.

## **4.1c Student Learning Outcomes Reporting**

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	KINES 1	Spring 2011	Spring 2011	Fall 2004
Course	KINES 1	Spring 2011	Spring 2011	N/A
Course	KINES 2	Fall 2011	Fall 2011	N/A
Course	KINES 3	Fall 2013	Fall 2013	N/A
Course	KINES 4	Fall 2013	Fall 2013	N/A
Course	KINES 21	Fall 2013	Fall 2013	N/A
Course	KINES 48	N/A	N/A	N/A
Course	KINES 49	Spring 2011	Spring 2011	N/A
Course	KINES 50	Spring 2014	Spring 2014	N/A
Course	KINES 53	Spring 2011	Spring 2011	N/A
Course	KINES 55	Spring 2011	Spring 2011	N/A
Course	KINES 59	Spring 2011	Spring 2011	N/A
Course	KINES 62A	Fall 2011	Fall 2011	N/A
Course	KINES 62B	Fall 2013	Fall 2013	N/A
Course	KINES 62C	Fall 2013	Fall 2013	N/A
Course	KINES 62D	Spring 2014	Spring 2014	N/A
Course	KINES 80	N/A	N/A	N/A
Course	KINES 81	N/A	N/A	N/A
Course	KINES 82	Spring 2014	Spring 2014	N/A
Course	KINES 83	Fall 2011	Fall 2011	N/A
Course	KAQUA 1.1	Fall 2013	Fall 2013	N/A
Course	KAQUA 1.2	Fall 2013	Fall 2013	N/A
Course	KAQUA 1.3	N/A	N/A	N/A
Course	KAQUA 1.4	Fall 2011	Fall 2011	N/A
Course	KAQUA 2.1	Spring 2014	Spring 2014	N/A
Course	KAQUA 2.3	Spring 2011	Spring 2011	N/A
Course	KAQUA 3.1	Fall 2013	Fall 2013	N/A



Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	KAQUA 3.2	Spring 2014	Spring 2014	N/A
Course	KAQUA 4.1	Fall 2013	Fall 2013	N/A
Course	KAQUA 10.1	Fall 2011	Fall 2011	N/A
Course	KAQUA 11.1	Spring 2011	Spring 2011	N/A
Course	KAQUA 12.1	N/A	N/A	N/A
Course	KAQUA 12.2	Fall 2013	Fall 2013	N/A
Course	KFIT 1.1	Spring 2011	Spring 2011	N/A
Course	KFIT 1.2	N/A	N/A	N/A
Course	KFIT 2.1	Spring 2014	Spring 2014	N/A
Course	KFIT 2.2	N/A	N/A	N/A
Course	KFIT 3.1	Spring 2011	Spring 2011	N/A
Course	KFIT 3.2	Spring 2011	Spring 2011	N/A
Course	KFIT 3.3	Spring 2011	Spring 2011	N/A
Course	KFIT 4.1	Spring 2014	Spring 2014	N/A
Course	KFIT 5.1	Spring 2011	Spring 2011	N/A
Course	KFIT 5.2	Fall 2013	Fall 2013	N/A
Course	KFIT 6.1	Spring 2011	Spring 2011	N/A
Course	KFIT 6.2	Fall 2013	Fall 2013	N/A
Course	KFIT 7.1	Spring 2011	Spring 2011	N/A
Course	KFIT 8.1	Fall 2011	Fall 2011	N/A
Course	KFIT 10.1	Fall 2013	Fall 2013	N/A
Course	KFIT 11.1	Fall 2013	Fall 2013	N/A
Course	KFIT 12.1	Fall 2013	Fall 2013	N/A
Course	KFIT 16.1	Fall 2013	Fall 2013	N/A
Course	KFIT 17.1	Spring 2014	Spring 2014	N/A
Course	KFIT 20.1	Fall 2013	Fall 2013	N/A
Course	KFIT 25.1	Fall 2013	Fall 2013	N/A

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	KFIT 26.1	Fall 2013	Fall 2013	N/A
Course	KFIT 30.1	Fall 2013	Fall 2013	N/A
Course	KFIT 31.1	Fall 2013	Fall 2013	N/A
Course	KFIT 32.1	Spring 2014	Spring 2014	N/A
Course	KFIT 35.1	Fall 2013	Fall 2013	N/A
Course	KFIT 37.1	Spring 2014	Spring 2014	N/A
Course	KFIT 50	Fall 2011	Fall 2011	N/A
Course	KCOMB 1.1	Fall 2011	Fall 2011	N/A
Course	KCOMB 2.1	Spring 2011	Spring 2011	N/A
Course	KCOMB 2.2	Spring 2011	Spring 2011	N/A
Course	KCOMB 2.3	Spring 2011	Spring 2011	N/A
Course	KCOMB 3.1	Spring 2014	Spring 2014	N/A
Course	KCOMB 3.2	Spring 2014	Spring 2014	N/A
Course	KCOMB 4.1	Spring 2011	Spring 2011	N/A
Course	KCOMB 4.2	Fall 2011	Fall 2011	N/A
Course	KCOMB 5.1	N/A	N/A	N/A
Course	KCOMB 5.2	N/A	N/A	N/A
Course	KCOMB 5.3	N/A	N/A	N/A
Course	KCOMB 6.1	N/A	N/A	N/A
Course	KCOMB 6.2	N/A	N/A	N/A
Course	KCOMB 6.3	N/A	N/A	N/A
Course	KCOMB 7.1	N/A	N/A	N/A
Course	KCOMB 7.2	N/A	N/A	N/A
Course	KCOMB 7.3	N/A	N/A	N/A
Course	KCOMB 10	Fall 2013	Fall 2013	N/A
Course	KINDV 1.1	N/A	N/A	N/A
Course	KINDV 1.3	N/A	N/A	N/A

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	KINDV 2.1	Spring 2011	Spring 2011	N/A
Course	KINDV 2.2	Spring 2011	Spring 2011	N/A
Course	KINDV 3.1	Spring 2011	Spring 2011	N/A
Course	KINDV 3.2	Spring 2011	Spring 2011	N/A
Course	KINDV 3.3	N/A	N/A	N/A
Course	KINDV 4.1	Spring 2011	Spring 2011	N/A
Course	KINDV 4.2	Spring 2011	Spring 2011	N/A
Course	KINDV 4.3	Spring 2011	Spring 2011	N/A
Course	KINDV 5.1	N/A	N/A	N/A
Course	KINDV 5.2	N/A	N/A	N/A
Course	KINDV 5.3	Fall 2011	Fall 2011	N/A
Course	KTEAM 1.1	Spring 2011	Spring 2011	N/A
Course	KTEAM 2.1	Spring 2011	Spring 2011	N/A
Course	KTEAM 3.1	Spring 2011	Spring 2011	N/A
Course	KTEAM 3.2	Spring 2011	Spring 2011	N/A
Course	KTEAM 3.3	Spring 2011	Spring 2011	N/A
Course	KTEAM 4.1	Spring 2011	Spring 2011	N/A
Course	KTEAM 4.2	Spring 2011	Spring 2011	N/A
Course	KTEAM 4.3	Fall 2011	Fall 2011	N/A
Course	KTEAM 5.1	Fall 2011	Fall 2011	N/A
Course	KTEAM 6.1	N/A	N/A	N/A
Course	KTEAM 6.2	Spring 2014	Spring 2014	N/A
Course	KTEAM 6.3	Spring 2011	Spring 2011	N/A
Course	KTEAM 7.1	Spring 2011	Spring 2011	N/A
Course	KTEAM 8.1	Spring 2014	Spring 2014	N/A
Course	KTEAM 8.2	Fall 2011	Fall 2011	N/A
Course	KTEAM 8.3	Fall 2011	Fall 2011	N/A

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	KTEAM 9.1	Spring 2014	Spring 2014	N/A
Course	ATHL 1	Spring 2011	Spring 2011	N/A
Course	ATHL 3	Spring 2014	Spring 2014	Spring 2014
Course	ATHL 8	Fall 2011	Fall 2011	N/A
Course	ATHL 9	Fall 2011	Fall 2011	N/A
Course	ATHL 10	Fall 2011	Fall 2011	N/A
Course	ATHL 10L	Fall 2011	Fall 2011	N/A
Course	ATHL 11	Spring 2011	Spring 2011	N/A
Course	ATHL 11L	Spring 2011	Spring 2011	N/A
Course	ATHL 13	Fall 2011	Fall 2011	N/A
Course	ATHL 14	Fall 2011	Fall 2011	N/A
Course	ATHL 15L	Spring 2011	Spring 2011	N/A
Course	ATHL 16	Fall 2011	Fall 2011	N/A
Course	ATHL 17	Fall 2011	Fall 2011	N/A
Course	ATHL 18	Fall 2011	Fall 2011	N/A
Course	ATHL 21	Fall 2011	Fall 2011	N/A
Course	ATHL 22.1L	Spring 2011	Spring 2011	N/A
Course	ATHL 22.2L	Spring 2011	Spring 2011	N/A
Course	ATHL 24	Spring 2014	Spring 2014	N/A
Course	ATHL 27	Fall 2011	Fall 2011	N/A
Course	ATHL 28	Fall 2011	Fall 2011	N/A
Course	ATHL 29L	Spring 2014	Spring 2014	N/A
Course	ATHL 30	Spring 2011	Spring 2011	N/A
Course	ATHL 31	Spring 2014	Spring 2014	N/A
Course	ATHL 31L	Fall 2011	Fall 2011	N/A
Course	ATHL 33	Spring 2011	Spring 2011	N/A
Course	ATHL 34	Spring 2011	Spring 2011	N/A

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	ATHL 37	Spring 2014	Spring 2014	N/A
Course	ATHL 38	Spring 2014	Spring 2014	N/A
Course	ATHL 41	Spring 2014	Spring 2014	N/A
Course	ATHL 42	Spring 2014	Spring 2014	N/A
Course	ATHL 45	Fall 2013	Fall 2013	N/A
Course	ATHL 45L	Fall 2013	Fall 2013	N/A
Course	DANCE 2	Spring 2014	Spring 2014	N/A
Course	DANCE 5.2	Fall 2013	Fall 2013	N/A
Course	DANCE 10	Spring 2011	Spring 2011	N/A
Course	DANCE 10.1	Spring 2014	Spring 2014	N/A
Course	DANCE 10.2	Spring 2014	Spring 2014	N/A
Course	DANCE 11.1	Spring 2011	Spring 2011	N/A
Course	DANCE 11.2	Fall 2011	Fall 2011	N/A
Course	DANCE 11.3	Fall 2011	Fall 2011	N/A
Course	DANCE 11.4	Fall 2013	Fall 2013	N/A
Course	DANCE 11.5	Spring 2014	Spring 2014	N/A
Course	DANCE 11.6	Spring 2014	Spring 2014	N/A
Course	DANCE 13.1	Spring 2011	Spring 2011	N/A
Course	DANCE 13.2	Spring 2011	Spring 2011	N/A
Course	DANCE 13.3	Spring 2011	Spring 2011	N/A
Course	DANCE 13.4	Spring 2014	Spring 2014	N/A
Course	DANCE 13.5	Spring 2014	Spring 2014	N/A
Course	DANCE 13.6	Spring 2014	Spring 2014	N/A
Course	DANCE 14.1	N/A	N/A	N/A
Course	DANCE 14.2	N/A	N/A	N/A
Course	DANCE 14.3	N/A	N/A	N/A
Course	DANCE 14.4	N/A	N/A	N/A

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	DANCE 16.1	Fall 2011	Fall 2011	N/A
Course	DANCE 16.2	Fall 2011	Fall 2011	N/A
Course	DANCE 16.3	Fall 2011	Fall 2011	N/A
Course	DANCE 16.4	Fall 2011	Fall 2011	N/A
Course	DANCE 16.5	Spring 2014	Spring 2014	N/A
Course	DANCE 16.6	Spring 2014	Spring 2014	N/A
Course	DANCE 21.1	Spring 2011	Spring 2011	N/A
Course	DANCE 21.2	Spring 2011	Spring 2011	N/A
Course	DANCE 21.3	Spring 2014	Spring 2014	N/A
Course	DANCE 21.4	Fall 2013	Fall 2013	N/A
Course	DANCE 21.5	Spring 2014	Spring 2014	N/A
Course	DANCE 21.6	Spring 2014	Spring 2014	N/A
Course	DANCE 27	N/A	N/A	N/A
Course	DANCE 28	N/A	N/A	N/A
Course	DANCE 29	Fall 2013	Fall 2013	N/A
Course	DANCE 37.1	Spring 2014	Spring 2014	N/A
Course	DANCE 40	Fall 2011	Fall 2011	N/A
Course	DANCE 86.5	Fall 2013	Fall 2013	N/A
Certificate/Major	Kinesiology Major	Spring 2014	Spring 2014	Spring 2014
Certificate/Major	Kinesiology TMC	Spring 2014	Spring 2014	Spring 2014
Certificate/Major	Kinesiology:Ath. Training Majo	Spring 2014	Spring 2014	Spring 2014
Certificate/Major	Fitness, Nut. & Health Major	Spring 2014	Spring 2014	Spring 2014
Certificate/Major	Fitness, Nut. & Health Cert.	Spring 2014	Spring 2014	Spring 2014
Certificate/Major	Dance Major	Spring 2013	Spring 2013	Spring 2014
Certificate/Major	Dance: Ballet Certificate	Spring 2013	Spring 2013	Spring 2014
Certificate/Major	Dance: Jazz Certificate	Spring 2013	Spring 2013	Spring 2014
Certificate/Major	Dance: Modern Certificate	Spring 2013	Spring 2014	Spring 2014

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Certificate/Major	Dance: Hip Hop/Funk Certificat	Spring 2013	Spring 2013	Spring 2014

## 4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
APE LAB	X	X	X	X	X	X	X	X	X	X	X	X	X			
ATHL LAB		X		X	X	X	X	X	X	X	X		X	X	X	X
ATHL LECTURE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DANCE LAB	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
DANCE LECTURE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
KINES LAB	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
KINES LECTURE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## 4.2b Narrative (Optional)

### 4.2b Narrative:

The KAD Cluster teaches classes that challenge students mentally and physically. Students must apply and therefore practice foundational skills, time management, and critical thinking in almost all KINES, DANCE & ATHLETIC classes. In some lecture classes oral presentations, projects and reports are very common. Most of our classes involve fitness related calculations and critical thinking for the pursuit of a sound and fit mind and body. Our classes attract every kind of person, young, old, male, female, in shape, out-of-shape and everywhere in between. This creates a unique learning environment that forces students to interact and co-exist with many different types of people. This kind of communication is very important to understanding different age groups, cultures and fitness levels as they relate to an individuals every day life.

Our cluster believes that the information and lessons taught by our instructors and courses are conducive to lifelong fitness and well being. Many of the courses taught in our cluster are life-changing for the people involved.

## 5.0 Performance Measures

### 5 Performance Measures:

#### 1. Head Count

##### **Fall 2017**

Santa Rosa Campus 3046

Petaluma Campus 506

Other Locations 21

All Locations 3573

##### **Spring 2018**

Santa Rosa Campus 3053

Petaluma Campus 457

Other Locations 7

All Locations 3517

#### 2. Enrollment Efficiency

##### **Fall 2017**

Santa Rosa Campus 76.7%

Petaluma Campus 78.1%

Other Locations 87.5%

All Locations 76.9%

##### **Spring 2018**

Santa Rosa Campus 80.6%

Petaluma Campus 71.6%

Other Locations 46.7%

All Locations 79.2%

#### 3. Average Class Size

##### **Fall 2017**

Santa Rosa Campus 24.3

Petaluma Campus 26.7

Other Locations 21.0

All Locations 24.6

##### **Spring 2018**

Santa Rosa Campus 25.3

Petaluma Campus 25.4

Other Locations 7.0

All Locations 25.2

#### 4. Instructional Productivity

##### **Fall 2017**

Santa Rosa Campus 17.54

Petaluma Campus 16.83

Other Locations 0

All Locations 17.38



### **Spring 2018**

Santa Rosa Campus 17.87

Petaluma Campus 16.65

Off Campus 0

All Locations 17.85

### **5. Retention**

#### **Fall 2017**

Santa Rosa Campus 84.2%

Petaluma Campus 78.3%

Other Locations 71.4%

All Locations 83.3%

#### **Spring 2018**

Santa Rosa Campus 83.3%

Petaluma Campus 76.6%

Other Locations 100%

All Locations 82.5%

### **6. Course Completion**

#### **Fall 2017**

Santa Rosa Campus 83.5%

Petaluma Campus 75.7%

Other Locations 71.4

All Locations 82.3%

#### **Spring 2018**

Santa Rosa Campus 82.0%

Petaluma Campus 74.2%

Other Locations 100%

All Locations 81.0%

### **7. Grade Point Average**

#### **Fall 2017**

Santa Rosa Campus 3.27

Petaluma Campus 2.88

Other Locations 2.74

All Locations 3.19

#### **Spring 2018**

Santa Rosa Campus 3.11

Petaluma Campus 2.71

Other Locations 3.43

All Locations 3.05

## **5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)**

### **5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Mode:**

1. Yes. The KAD Cluster offers a very wide range of classes, with varying times and special target times to ensure maximum enrollment and maximum convenience for our students, and faculty who take our classes. Our classes run from 6:00am until 9:00pm, Monday through Saturday.

2. Yes. The KAD Cluster offers great geographic distribution. We currently offer full programs in Santa Rosa and Petaluma. Kinesiology Lecture, Activity, and Dance are offered at both Petaluma and Santa Rosa campuses. Athletics is only on Santa Rosa Campus due to the facilities available.

3. The KAD Cluster has been a leader in offering on-line classes. We are in the beginning stages of creating fully on-line activity classes. This is an area we could grow even more. We have thought about creating on-line coaching classes. improve on.

4. We have a variety of certificate and transfer majors to meet student career and academic goals including: Dance majors and certificate, Fitness, Nutrition, and Health Certificate/major, Kinesiology TMC Major, Sports Medicine Prep Major, and a new Yoga teaching certificate.

5. Yes. We can always improve on what we do. Areas that our cluster could improve on include:

a. On-Line Instruction / Accessibility: We could increase our on-line offerings in the area of activity classes.

b. We are currently working on creating some hybrid courses for the weight room - These courses could help with the flexibility in the weight room.

c. Our cluster can improve the offerings by creating new courses that keep our area current with the private business trends.

d. Continue to monitor enrollment trends and offer more sections of highly enrolled courses.

## **5.2a Enrollment Efficiency**

### **5.2 Enrollment Efficiency**

The courses offered by KAD are slightly below the efficiency targets of the District at this time. Since the changes in the repeatability restrictions of KAD classes the efficiency numbers have been pretty consistent. With the reduction in the schedules we should start to see an increase in the efficiency numbers. The department has worked very hard on

curriculum to give students multiple options to enroll in classes needed to reach their educational and life goals. The KAD Dean feels greater efficiency will be met as the department reduces its offerings, grows the basic classes for the families and increases the number of families we offer.

Enrollment efficiency and class maximums are being addressed in athletic classes. KAD has 17 athletic programs, some very large and some very small. These adjustments will help in the future with the efficiency of the cluster.

<b>Data Element:</b>	<b>Fall 2017</b>	<b>Spring 2018</b>	<b>Fall 2018</b>
Enrollment Efficiency	76.9%	79.2%	81.9%

## 5.2b Average Class Size

### 5.2b Average Class Size:

Average Class Size

<b>Discipline</b>	<b>S2018</b>	<b>X2018</b>	<b>F2018</b>
Aquatics	17	0	19
Athletics	21	22	24.2
Combative	31	0	0
Dance	26.5	22	19.7
Fitness	20.7	10.7	24.8
Individual	0	0	0
Kinesiology	21.7	31	26.3
Physical Education (PHYED)	0	0	0
Team	19	0	0
<b>ALL Disciplines</b>	<b>25.2</b>	<b>23.5</b>	<b>25.7</b>

## 5.3 Instructional Productivity

### 5.3 Instructional Productivity:

The KAD Dean and Department Chair analyze enrollment reports, EMS data, and communicate with faculty to help ensure productive class offerings. With the reduction of class offerings we are projected to raise our productivity back to 18+.

<b>Data Element:</b>	<b>Fall 2017</b>	<b>Spring 2018</b>	<b>Fall 2018</b>
Instructional Productivity	17.38	17.85	17.55

## 5.4 Curriculum Currency

### 5.4 Curriculum Currency:

- The KAD department has completed SLOs for all courses.
- Over 300 assessment projects have been completed and approved.
- All courses up for six year review have been submitted.
- Activity courses have been placed in Similar Activity Groups (SAGs) and new courses or levels have been created to satisfy changes in repeatability of KAD courses.

## 5.5 Successful Program Completion

### 5.5 Successful Program Completion (annual):

Core courses for Fitness Certificate are offered once a year to make sure students can complete certificate in one year if desired.

Need data on program completion of majors and certificates.

## 5.6 Student Success

### 5.6 Student Success

Average GPA for academic year 2017-18

Fall	3.17
Spring	3.05
Summer	2.99

Retention Rate for Academic Year 2017-18

Fall	84.4%
Spring	82.5%
Summer	81.0%

Completion Rates for Academic year 2017-18

Fall	82.9%
Spring	81.0%
Summer	87.1%

## 5.7 Student Access

### 5.7 Student Access

Students KAD served by Ethnicity for Academic Year 2017-18:

This data is for all courses at all locations by department:

KAD Department	Total	Percent
White	3380	42.75%
Asian	337	6.95%
Black	214	3.03%
Hispanic	2443	33.28%
Native American	42	.41%
Pacific Islander	98	.87%
Filipino	49	.76%
Other Non-White	531	6.40%
Decline to State	408	7497%
Total	7,502	

1. Students from diverse backgrounds enroll in KAD classes at rates equal to or greater than the District as a whole.

2. The student population has changed slightly over the past 4 years. There is an increasing number of Hispanic students enrolled in the KAD Department as is the case with the institution.

Outreach is a vital part of the KAD Department. The department actively recruits students and participates and provides a number of community outreach projects. Athletic Programs are very active in recruiting students from underrepresented groups.

## **5.8 Curriculum Offered Within Reasonable Time Frame**

### **5.8 Curriculum Offered Within Reasonable Time Frame**

All courses that are part of a major or certificate are offered within a reasonable time frame. At the least, once per year.

One area to consider is having additional sections of courses for the Fitness, Nutrition, and Health Certificate during the evening to accommodate working students. Additionally, scheduling certificate/major courses at Santa Rosa and Petaluma campuses.

The majority of our classes are offered every semester.

## **5.9a Curriculum Responsiveness**

### **5.9a Curriculum Responsiveness (every third year):**

We are actively writing and re-writing current and new curriculum in order to keep up with new majors, certificates, student needs and labor market demand.

KAD department has been responsive to the changing repeatability guidelines by the State from year to year. In the past couple years, by adding repeatability language in every course outline and most recently, the change to not allow repeatability of the majority of activity and dance courses.

In Spring 2013, KAD curriculum committee's Similar Activity Group Proposal was approved by CRC and courses have been written and waiting and approved.

#### CTE

The first advisory board meeting for the Fitness, Nutrition, and Health Certificate/Major will be held in May 2013. There are currently 23 advisory board members, five are adjunct faculty that teach in the program. We have one enrolled student and one graduate of the Fitness Certificate program. We have a broad variety of members from different areas in the fitness industry. The advisory board will be reviewing curriculum for currency and providing feedback on the program and it's ability to fulfill industry need.

## **5.9b Alignment with High Schools (Tech-Prep ONLY)**

### **5.9b Alignment with High Schools**

Not applicable

## **5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)**

### **5.10a Alignment with Transfer Institutions**

The majority of CSUs have articulation agreements for our transfer courses in the Kinesiology Major. There are however a few CSUs that don't currently have an agreement for KINES 1- Introduction to Kinesiology where our department needs to follow up. Additionally, there are a few classes that our department could offer that transfer as lower division courses such as PE for Elementary Teachers, Sport Psychology, Fitness and Health, and Sociology of Sport (now a transfer level course that is accepted by Cal Poly - SLO).

KINES 82 - Exercise Assessment and Prescription needs assessment of body fat analysis, including skin fold calipers, clearly defined in the course outline and resubmitted to CSUSB for articulation.

## **5.11a Labor Market Demand (Occupational Programs ONLY)**

### **5.11a Labor Market Demand (Occupational Programs):**

#### **Fitness, Nutrition, and Health Certificate/Major**

##### Local Occupational Outlook

##### **Jobs for Fitness Trainers and Aerobic Instructors between 2006 and 2016**

<b>Area</b>	<b>Expected Increase</b>	<b>Faster than average growth rate for all occupations?</b>	<b>New Jobs</b>	<b>Additional Replacement Openings</b>
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<b>Sonoma County</b>	21.4%	Yes	150	130
<b>SF Bay Area</b>	10.5%	Yes	300	540
<b>California</b>	21.8%	Yes	7,200	6,200

### Salary Range/Median for Fitness Trainers and Aerobic Instructors

<b>Sonoma County</b>	<b>\$19.16 hourly</b>	<b>\$39,861 annually</b>
<b>SF Bay Area</b>	<b>\$20.05 hourly</b>	<b>\$41,695 annually</b>
<b>California</b>	<b>\$18.32 hourly</b>	<b>\$38,123 annually</b>

Source: EDD/LMID Occupational Employment Statistics Survey, 2009 at [www.labormarketinfo.edd.ca.gov/?PageID=1009](http://www.labormarketinfo.edd.ca.gov/?PageID=1009). Wages do not reflect self-employment.

### National Occupational Outlook

Fitness workers held approximately 261,100 jobs in 2008. About 61% worked in fitness and recreational sports centers, 13% worked in civic and social organizations, and about 9% were self-employed. Many fitness jobs are part-time and many workers have multiple jobs teaching or training at several locations including client homes.

Employment of fitness workers is expected to increase 29 percent over the 2008–18 decade, which is much faster than the average for all occupations. This gain is attributed to a growing number of people spending time and money on fitness and businesses awareness of the benefits of health and fitness programs for their employees.

Some other factors include aging baby boomers that are increasingly becoming concerned about staying fit and healthy and the reduction of physical education programs in schools prompting parents to seek out other methods to combat obesity. There is a growing trend of parents hiring personal trainers for their children and gyms designed exclusively for kid friendly fitness. Participation in yoga and Pilates is expected to continue to increase, driven in part by an aging population needing low impact forms of exercise.

Fitness professionals with degrees in fitness-related subjects will have better opportunities due to the fact that the clients perception is that a degree equals higher quality training. “Trainers who incorporate new technology and wellness issues as part of their services may be in more demand.”

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2010-11 Edition*, Fitness Workers, on the Internet at <http://www.bls.gov/oco/ocos296.htm> (visited **March 18, 2010**).

### Net Job Market

Given the number of enrollments that are projected for the program, it appears that there will be more than enough local openings annually to permit placement of graduates. The job market is growing steady and faster than average for all other occupations.

Area	Annual Job Openings
Sonoma County	28
SF Bay Area	84



**Program Credibility**

Personal trainers can advance to head or lead trainer, with responsibility for supervising and personal training staff and bringing in clients. Group exercise instructors may be promoted to group exercise director or coordinator, with responsibility for auditioning and hiring new instructors, coordinating the group exercise schedule, and evaluating current instructors. Many fitness instructors may consider opening their own training studio or starting their own business training outdoor bootcamp style classes or starting franchises such as Stroller Strides and Curves. To move to a club or general management level positions within the fitness industry a bachelor's degree is often required. Some of the courses in the certificate will transfer toward a degree in Kinesiology.

**Career Potential**

Students will need to take additional continuing education throughout their career to remain current as the health, fitness, and nutrition field is constantly evolving. This certificate teaches both basic theory and application. Many currently employed fitness instructors have only had a weekend training and certification test. This certificate would greatly improve their expertise and quality of instruction. The practical application component of the certificate will prepare students in the field. This aspect is lacking as expressed by many employers. After successfully completing the certificate, fitness instructors will have experience in leading different formats of group classes, incorporating a wide variety of training techniques, and provide nutrition and wellness guidance to their clients.

**5.11b Academic Standards****5.11b Academic Standards (every third year):**

Academic Standards are addressed at department meetings. We have increased the academic rigor of our activity courses which include lectures, quizzes, exams, reading assignments, textbooks, instructor prepared materials, and written work. Students not only engage in learning safe and effective techniques in sport, exercise, and dance but learn the fundamentals of fitness, health, biomechanics, wellness, and health.

## 6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	00	00	Hire additional administrative support; a. Assistant athletic director b. SID c. Gate & concession coordinator	Additional support for our students, faculty and programs	1 to 3 years	There has been no movement on this. Getting one person to fill all these roles would be great and extremely helpful to the staff and students.
0002	ALL	00	00	Effectively manage bond measure funds to complete existing facility projects as well as new facility projects in KAD	New KAD facilities	3 to 5 years	Projects are on ahead of schedule - People are informed - Everyone is excited with the projects - So I believe things are going well.
0003	ALL	00	00	Upgrade existing equipment and labs to meet student needs.	Update and equipment	1 to 3 years	We have been making continual improvements to this area through IELM funds. I am worried about staying on top of this progress since these funds seem to be gone for the time being.
0004	ALL	00	00	Hire full time faculty	Hire full time faculty	1-3 years	We have hired a FT Wsoccer coach, FT Allied Trainer and now are in the process of hiring a FT yogs/generalist. They all have been great hires.
0005	ALL	00	00	creat a student athlete success center	support student athletes at SRJC	1-3 years	This has been accomplished. Will upgade more during bond projects.
0006	ALL	00	00	curriculum development and implementation	Current and meaningful curriculum that cmoplies with the new repeatability standards	1-3 years	KAD has been working on this and has made signifigant progress

**6.2b PRPP Editor Feedback - Optional**

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## 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	08	02	Hire additional administrative support; a. Assistant athletic director b. Sports information director c. Game day operations director	Looking for one position to support students and staff at 100% either a classified or release time position.	has been a need for awhile	district funds
0002	Santa Rosa	01	06	Upgrade existing equipment and labs to meet student needs.	continue to up keep our equipment for classrooms and teams	Ongoing	district funds, state funds, IELM
0003	ALL	00	00	Student Success Liaison	support student athletes at SRJC	1-3 years	50% faculty release time to serve students
0004	Santa Rosa	06	06	Effectively manage bond measure funds to complete existing facility projects as well as new facility projects in KAD	New KAD facilities	3 more years	bond, district and state funds
0005	ALL	00	00	curriculum development and implementation	Curriculum development to upgrade offerings - make more current	1-3 years	district college service from full time faculty