



PROGRAM REVIEW



2018-19

Program Name: Kinesiology, Recreation, Athletics
(Disciplines: Sports Medicine, Health, Physical
Education/Kinesiology, Intercollegiate Athletics,
Recreation Management)

Self Study Members: Chris Stevens, Sheri Bates

Appendix Section

Achievement Reports Program Outcomes and Mapping Forms

Intercollegiate Athletics

Physical Education Recreation

Course Statistics and Evidence

Kinesiology

Health Education Intercollegiate

Athletics Physical Education

Recreation

Program Review Trends

Student Outcomes/Success Rates

Student Characteristics Enrollment

Patterns

Summary by Location and Distance Learning Program

Listing

Course Outlines

PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

During the academic year, 2012-13 Kinesiology/Intercollegiate Athletics (including the disciplines of Kinesiology, Recreation Management, Sports Medicine, Physical Education, and Intercollegiate Athletics) completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

<u>PLAN OF ACTION</u>	<u>ACTION TAKEN, RESULT AND STATUS</u>
Course Review	Completed in Fall 2018.
Hire Full Time Faculty	Hired Kinesiology Faculty/Coach (assistant football coach) Fall 2016. Hired faculty-counseling position to serve student athlete population.
Proposed department faculty needs through the Faculty Prioritization Process	Department proposes faculty positions, annually. The following faculty/coaching positions have not been approved and need full time faculty assignments: men's soccer, women's soccer, volleyball, men's and women's aquatics, recreation management, women's basketball, and men's/women's track/field.
Replacement of Retiree/Resignations	Request is made each time there is a retirement, currently there are three unreplaced positions.
Hire two full time Athletic Trainers	Hired two athletic trainers since last program review. Both ATC's are full time, 12 month employees and are classified exempt. They are able to also teach the sports medicine students who are pursuing a degree in SM.
Stipends for head coaches who are part-time need to be increased	Part Time Head Coach Stipends are now equal to Full Time Head coaches. Coaching stipend across the board need to be increased and tied into any Compensation increases, ie raises, COLA, etc. Assistant Coach Stipends remain problematic as their compensation does not meet minimum wage requirements.
Need Full Time Sports Information No changes, still a need	Currently, staffs at part time capacity.

Classified position request was submitted

by Director of Public Affairs. Also, position placed on classified prioritization list by Associate Dean/AD every year since last program review.

Allan Hancock College Program Review

2018-19 Comprehensive Self-Study

I. Program Mission (*must align with college mission statement*)

The Kinesiology, Recreation, & Athletics Department is committed to providing educational opportunities to students which will provide students the knowledge and ability to employ lifelong skills with regard to overall health and wellness. Additionally, educational opportunities will provide our students with viable career paths and basic core course requirements in enabling them to seek transfer and be properly equipped in the work place in the field of Health, Kinesiology, Athletics, and Recreation.

II. Progress Made Toward Past Program/Departmental Goals

The Kinesiology, Recreation and Athletics Division has progressed to ensure student success through transfer, lifelong wellness, and a diverse curriculum. The range of experiences found within the division help support student access, achievement and success.

In 2011/2012, the Physical Education department revamped its degree to an authentic Kinesiology degree. Since that time an ADT in Kinesiology has been established and approved. This has allowed a seamless transfer to the CSU and UC systems. Creation and implementation of new courses have been challenging but necessary for a quality educational opportunity that enhances student learning.

The Recreation Management program is an approved degree/certificate program with the state. This program has grown at a rapid pace over the past several years without a full-time instructor. Two part-time instructors have overseen its transformation from a simple core class to a viable degree/transfer option. The Recreation Management program has peaked until a full-time instructor can be hired to enhance curriculum and increase student opportunities.

Another strength found in the division has been the hiring of two new faculty members, Kinesiology Instructor/Assistant Football Coach and Athletics Counselor. This has led to increased class offerings, growth of new curriculum, student learning outcomes and assessment data, and coaching assignments that bring vitality and credibility to a comprehensive athletic program. Additionally, the athletic counselor has been a huge asset to our department. Student-athletes have access to this person for NCAA transfer requirements, class schedules, grade checks and educational plans. This type of support system has led to a successful transfer rate, not only to the CSU and UC systems, but to universities and colleges throughout the country.

PAST/CURRENT GOALS

PROGRESS TOWARDS THOSE GOALS

Imbed the six dimensions of "Wellness" in all Physical Education curriculum and holding students accountable in exams and in survey responses.

Expand hours and access to fitness lab and pool.

In recent years, we have increased our PFL hours to include 9am – 12:00pm on Saturdays

Increase number of Kinesiology, credit activity courses, and expand recreation program courses.

Recreation Management Courses are offered only on Tuesday's and Thursday's. Imperative in the future To expand and grow the popular degree program.

Organize course offerings to support Intercollegiate Athletic programs to provide efficiency in scheduling and meet the requirements of new repeatability language. PEIA classes have been restructured for the purposes of repeatability and 350 hour rule

Program and course expansion for athletic training. Fall 2018 brought in the opportunity for our classified exempt certified athletic trainer to teach ATF. As athletic programs have expanded and the non-traditional season of sport has increased across the 2nd trainer to change from a 10 month employee to a 12 month employees

	<p>Proposal includes a request for support to provide funding for the following; stipend for course/program development, stipend for organization of program advisory committee, funds to support student trainers in accessing hands on athletic training lab environment (work experience), and funds to support equipment for use by student trainers. ATH 104 was concurrently offered for Santa Ynez High School students. Hopefully this will increase our sports medicine student population in ATH 106. No other concurrent partnerships are being considered at this time.</p>
<p>Staffing of Certified Athletic Trainers <i>Additionally, consideration for another part time 10-month full-time athletic trainer should be considered.</i> <i>This will help support athletic training demands for our expanding athletic programs.</i></p>	<p>The college now employs 2 full-time athletic trainers. Due to increased athletic programming it is necessary to move both of those positions to 12 month and hire another part time 10 month certified trainer. This will allow for better treatment and management of student athlete injuries, recruit student athletic trainers, teach and expand curriculum in the sports medicine discipline.</p>
<p>Status of course offerings</p>	<p><u>Activity</u> courses support Intercollegiate Athletic programs during the season of sport and during the non-traditional season. General activity courses, which are unrelated to intercollegiate athletics, have been appropriately offered due to effective enrollment management strategy based</p> <p><u>Recreation Management</u> course offerings have increased. Additionally, the Recreation Management program has been approved at the State level for degree and certificate program. The discipline of recreation management is limited where it concerns curriculum and program growth as there are no full time faculty members to support it.</p> <p><u>Intercollegiate Athletics</u> Added Intercollegiate Swimming and Water Polo We have added intercollegiate swim and water polo, but unable to host meets/tournaments due to an insufficient swimming pool for intercollegiate competition.</p>

<p><i>Indoor Classroom Space, Additional classrooms, i.e. Lecture rooms, Aerobics/Exercise Room, Cardiovascular Fitness Room, Resistance (Weight) Room, Exercise Physiology Testing Laboratory, Staff Locker Room, Upgrade existing student locker room, and Athletic Training Room</i></p>	<p>Plans have been produced by architect, using departmental staff input. Plans indicate a remodel of building N, which include a larger fitness lab, larger and more accessible training room, and adequate locker space for Kinesiology students and Men's/Women's Intercollegiate Athletic Teams. Identification of funding is still a problem.</p> <p>Building N is identified on facility master plan. Since the previous program review the facility council, board members, student government have all taken tours of the facility to create an awareness.</p>
	<p>Building N is an atrocity and does not support academic programming needs. As a department, from the Dean to faculty and classified staff, we have toured board members, Presidents, facility council committees, directors of maintenance and operations, yet NOTHING has been done to address a dilapidated building that no longer adequately serves the needs of hundreds of students on a daily basis. Flooring, water, hot water, heat, ventilation, air conditioning, locker rooms, fitness center, classrooms, athletic training room and offices all remain major eye sore issues in the building.</p> <p>As we have had sympathetic ears with the above contingencies, even sat down with architects to refurbish/remodel building N, nothing has ever been done other than short term "band-aid" fixes. As a department, we concur that the building is not salvageable even with a complete makeover. The building, with the exception on the gymnasium needs to be demolished and rebuilt from the ground up.</p> <p>Recently, a bond measure campaign failed. We have put "all our eggs in one basket" in hopes this bond will pass and building N will finally get the overhaul/rebuild it needs. This was critical for the well being and safety for all students served in our building. A new funding strategy must be identified in order to solve these problems.</p> <p>Constituent groups ask for feedback in prioritizing facility needs on campus. The department has communicated our most critical needs to these groups as a priority one status. Facilities council has not advocated for building N to be priority #1.</p> <p>Specifically facility and equipment needs/improvements are as follows:</p> <p>Physical Fitness Lab</p> <ul style="list-style-type: none"> ● Not enough space ● Need new mirrors ● HVAC not functional or adequate ● Electrical insufficient

MOST of the items stated to the right, addressing each building part remains the same. There are minor changes as noted.

Men's/Women's Locker Room

- Showers, not all are functional
- Need new lockers
- Team room not adequate for intercollegiate athletic programs
- Lighting not adequate
- Ceiling falling apart
- HVAC not adequate

Men's/Women's Faculty/Staff Locker Area

- Locker space not adequate
- Flooring/Walls/Ceiling old/dilapidated
- Showers/lighting

Faculty Office Space

- Need more faculty office space
- Carpet for all offices needs replacement
- New Desks
- Adequate HVAC for proper ventilation
- Emergency exits not identifiable
- (Some carpet replaced December, 2018)

Athletic Training Room

- Not accessible to code or ADA compliant
- Not gender equitable
- Location not large enough

Classroom NIO

- Learning environment not conducive to success of students. HVAC not appropriate.

Classroom NII

- Learning environment not conducive to success of students.
- HVAC not appropriate,
- Carpet installed January 2019.

Classroom NIS/Aerobic Room

- New Flooring should be installed.
- HVAC not adequate
- Info structure to store proper equipment not adequate.

Miscellaneous

- Fire codes, plumbing, ceiling, and water fountains are all disconcerting at best. Air quality in the building has been scrutinized and the question of mold or other hazardous materials are a major concern.

<p>Outdoor Classroom Spaces:</p> <p>Track</p> <p>Baseball Field</p> <p>Softball Field</p> <p>Soccer Fields</p>	<p>Built 2012, No Change</p> <p>Field Amenities still missing; no changing area, no permanent bathroom, no concession stand. Paved parking areas still needed, lighting needed for parking and storage areas. Theft and securing equipment has been a problem.</p> <p>Dugout expansion completed since last program review. New back stop installed, new infield, new sod, lazer leveled. Rennovations for softball provided by a combination of district dollars and dollars raised through Joe White Memorial event. Softball field COMPLETE. However, concessions, changing area, and bathrooms are still absent from facility. WiFi and showers necessary for both facilities.</p> <p>New scoreboard was purchased over 5 years ago and is NOT installed. No seating available for patrons. Storage is needed.</p> <ul style="list-style-type: none"> ● Press Box need for ALL fields that are DSA approved and code compliant.
<p><i>Outdoor classroom/athletic fields were constructed or re-furbished with measure I dollars, with the exception of the swimming pool and tennis courts.</i></p> <p><i>Fooball field/track still needs permanent seating, bathrooms, concessions, outdoor lighting, locker rooms, long and high jump pits and elevated press box.</i></p> <p><i>Softball/baseball fields needs permanent bathrooms, changing facilities with showers, paved and lighted parking lot, lighted walkways and pathays, concessions, athletic training room, WIFI, secure storage space for equipment and finished landscape.</i></p> <p><i>Soccer field needs permanent scoreboard installed, safety nets behind goals to keep balls from entering street and sidewalk areas.</i></p>	<ul style="list-style-type: none"> ● Restroom and changing facilities are needed for access by both teams ● Concession stand for use by both teams ● Storage Areas need to be developed ● Adequate lighting for pedestrian traffic <p>Football/Soccer Fields</p> <ul style="list-style-type: none"> ● Permanent Stadium seating necessary ● Outdoor lighting ● Concession stand ● Locker room built in under stadium ● Restroom facility ● Football Scoreboard purchased and installed fall 2017 ● Artificial turf ideal for football field

<i>(continued)</i>	<p>Track</p> <ul style="list-style-type: none"> ● Long Jump Pit installed 2014 ● Triple Jump Runway installed 2014 ● Hammer/Discuss Ring installed 2014 ● <i>8 lane track built in 2014</i> <p>Swimming Pool</p> <ul style="list-style-type: none"> ● Lane lines purchased 2015 ● Eye lets for lane lines need replacement ● Starting blocks need to be purchased ● Back stroke flags need replacing every 3 years ● Lane line reel needs replacement ● Plant services repaired leak under pool.
<i>Equipment – Physiological Lab and other testing equipment.</i>	<ul style="list-style-type: none"> ● Need for additional assessment tools; weight scale, software for fitness assessment and exercise prescription. <p><i>Two body composition devices have been purchased</i></p>
<i>Full time faculty</i>	<p>Since previous program review, two new faculty have been hired. One serves as a full time assistant football coach and the other as an academic counselor for student athletes.</p> <p>The department continues to request faculty through prioritization process. While discipline faculty continue to earn top prioritization spots, positions have gone unreplaced.</p> <p>Full time faculty positions may also support athletic programs in the following sports: women's swimming, women's soccer, men's soccer, m/w track and field, and strength/conditioning coach</p> <p>Full-time coaches should be on 11-month contracts in lieu of stipends. If stipends schedules are to remain, stipend schedlues should be tied into any compensatory raise. Currently, there is no incentive for coaches, full or part time, for longevity.</p>

<p><i>Assistant Coaches</i></p>	<p>No Changes</p> <p>The district should augment athletic budget for purposes of implementation of independent contractor agreements for staffing needs of some coaching positions. Specifically, assistants are needed for football, baseball, and softball. Additionally, these contracts should be considered to support head coaching positions for sports not supported by full time faculty positions. Augmentation request have been submitted annually in order to increase assistant coach stipend allocations. All sports need increases to the allocation for assistant coaches. Budget aug requests have not been approved for this purpose.</p>
---------------------------------	--

<p><i>Classified and support Staff</i></p>	<p>The administrative assistant was reclassified appropriately since the last program review. The position was previously an administrative assistant “2”. The position is now a “3” like other administrative support positions.</p> <p>Equipment personnel were reclassified since last program review in order to better support growing athletic programing. However, the department will be resubmitting additional reclass requests to support multiple community events and ensure athletic events are run smoothly. Event management has been a primary responsibility of equipment personnel and job descriptions should reflect accordingly.</p> <p>Additional athletic grounds technician has been hired part time to ensure grounds/fields are playable.</p>
--	--

<p><i>Department suggested a reorganization of the reporting structure and title for the Associate Dean/Athletic Director position.</i></p> <p><i>Recommendation was made to align the position to report directly to the president. Additionally, retitle of the position to DEAN of Kinesiology, Recreation, Health and Athletics.</i></p>	<p>No Change.</p> <p>A request to change the job description of “Associate Dean/Athletic Director” was requested. Title and salary changes were NOT requested. The current job description is inconsistent of actual job duties. Actual job duties outline Dean responsibilities and athletic director responsibilities. Job description remains unchanged.</p> <p>It should be noted that the majority of CCC's identify the position as a Dean/Director position, with an associate athletic director staffed in support of the function of Dean/Director.</p>
--	---

<p><i>Fund sports programs established by the governing body, or accept the need to reduce the size of the overall program by discontinuing selected sport offerings</i></p>	<p>Budget augmentations to support purchase of uniforms have been approved since previous program review. While budgets could always improve, there has been significant improvement with respect to operational budget.</p>
<p><i>District to provide for all intercollegiate coaches operational cell phones and long-distance credit cards In the support of student-athlete recruitment</i></p>	<p>No Change.</p>
<p><i>Set a district policy in which foreign students are allowed to apply for out-of-state fee waivers based on 3.0 GPA or above</i></p>	<p>No Change.</p>
<p><i>Faculty support</i></p>	<p>Since previous program review, Faculty and staff requesting support with upgraded technology and use of iPads. iPads and surface pro were purchased with TAC funds and allow Kinesiology faculty to access applications for use in fitness lab facility, athletic training facility, and classroom environment. Intercollegiate athletics utilize iPads in the scope of capturing and editing video footage needed for use during season and for assisting student athletes with the matriculation process.</p>

III. Analysis of Resource Use and Program Implementation

Two hired trainers employed directly through the college, instead of through 3rd party contract. This is a better use of college resources.

Changed to \$20 a day, 10 to Cuesta and SBCC, fall 2018.

District resources should be identified to help build the remaining elements of the softball field.

Specifically the playing surface. Softball field has been totally refurbished.

Resources should be identified to maintain safety equipment and replace as required for all sports which require safety equipment. Resources need to be allocated to address facility issues, department wide.

Resources need to be identified to increase budget for assistant coaching stipends. Resources need to be identified to increase student worker budget.

IV. Program SLOs/Assessment

Kinesiology, Recreation & Athletics Department

Program SLO's:

- Demonstrate and evaluate the factors that contribute to a healthy lifestyle and contribute to the prevention of adult related diseases such as diabetes, obesity and cardiovascular disease.
- Synthesize health education information and apply principles of exercise in order to improve personal wellness and longevity.
- Acquire program specific information from various sources with which to better appreciate, analyze, and communicate indifferent situations, involving diverse individuals and viewpoints.

Methods of collecting assessment data:

- Administering a pre-test & post-test relative to the course
- Imbedding a question into the final exam

Strengths & Weaknesses Data

- Strength: Data indicate students in the program have shown improvements in identifying factors that contribute to a healthy lifestyle, personal wellness and longevity. They acquired an appreciation with which they will be able to better analyze and communicate with the ever revolving atmosphere in life.
- Weakness: 29% of the students in the program have a) not been exposed to the assessment or b) did not show improvement in the ability to identify CSLO's.

Future Changes

- Create a consistent method of administering the assessments, each semester
- Increase & improve communication amongst colleagues in efforts of improving PSLOs
- Discipline faculty will meet annually in order to input appropriate SLO data.

V. Distance Learning

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

Health Education and Introduction to Kinesiology.

We are offering a balanced approach in live face to face course offerings in relation to our online offerings. Our enrollment trends in both courses exceed course minimums and have successful fill rates. Course enrollments indicate course offerings support student needs.

Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

In PE 100 – retention rates are similar when comparing online vs onsite instruction. However, it is troubling in considering the face to face course success rates are at 58% and the online success rate is 89.1%. Online course offerings will continue to be reviewed to ensure content and rigor are consistent across delivery modes.

As well, describe how program instructors ensure regular substantive instructor- initiated contact in online classes. Student surveys did not indicate any challenges relative to instructor contact. There has been no student initiated concerns relative to instructors and communication in any online course offerings. Retention rates substantiate successful instructor student contact.

VI. Success Retention and Equity

VII. Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

Students enrolled in PEIA courses demonstrate increased persistence and transfer rates due to the addition of a full time counselor for student athlete population. Mandatory student success lab (study hall) also enables increase student success rates. Tutorial center, math center, and writing center have been valuable assets. Moreover, the counselor has been able to connect these resources successfully to the needs of the students. Food share has been another valuable student service resource for our population.

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

Success rates for PE 121 and PE 140 (primary physical education activity classes) are diminished. Department is considering plans to improve. For instance, increased accountability measures to be installed in both course outlines. Instructors should encourage more accountability to students for our open enrolled courses. For example, utilization of a weekly time log could be implemented. Instructors could begin to post weekly time reports to encourage students tracking of their compliance.

VII Trend Analyses/Outlook

Using the information already gathered in the AUs (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last program review Explain possible causes for any identified gaps or trends and actions taken or needed to address these

Program data indicates During the last 6 years, data demonstrates large enrollment growth. In response to growth, we added too many sections causing a slight decline in

efficiency. We have since managed FTEF/FTES appropriately and have retained better efficiency. We have reviewed all discipline sections and reallocated FTEF to courses which demonstrate higher demand from students. Cancelling less popular PE activity courses and adding courses which historically have had wait lists has Academic lecture courses have seen enrollment growth due to improved scheduling mechanics of sections.

Intercollegiate Athletic enrollments have vastly improved, likely due to the imbedded counseling support for student athletes.

The addition of women's swimming and women's water polo have increased these overall enrollment numbers. Student data indicates there is interest and ability in the sport of men's swimming

To summarize, physical education and intercollegiate athletic programs, create clear evidence that these programs influence our overall campus success and retention rates, to the positive. Additionally, our student population clearly expands the diversity of the AHC campus. Over the last six years, Male student population has maintained status quo. Meanwhile our female student population has increased substantially. Kinesiology transfer degrees have increased annually and have doubled since the last program review.

Recreation Management program has doubled since the last program review. FTES and head count both indicate the program is health and would support the need for a full time faculty member. The entire program is taught by part time faculty.

VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

The facility which hosts each of the department's disciplines are insufficient. AHC's campus facility master plan clearly delineates the need. The student surveys clearly indicate the facility is insufficient and in many instances non-compliant relative to ADA standards. We see the facility challenges as the largest hurdle in terms of moving the department forward. The campus shared governance process has unsuccessfully identified funding necessary to install these improvements.

Develop Certificate for "Physical Therapy Aide" as indicated by sports medicine advisory board. Sports medicine degree graduates are alarmingly low. The department is changing the math course requirement as a possible solution to this outcome.

Development of Recreation Management program-. Further development of recreation management program is hindered by the lack of a full time faculty member. (Zero faculty discipline, supported by only part time faculty) Graduates of the recreation management degree program have vastly increased. It should be noted that many graduates of that program transfer out of State and not captured by data. A modification to the degree requirements are being considered. Outdoor adventure course was recently added to the list of selected units. Course has been successfully offered for multiple semesters. Grant funds purchased surfboards, kayaks, and other outdoor adventure equipment. Future CTEA grant funding is necessary to support student work experiences in the field of recreation management. CTEA grant funds will be pursued for managing student work experiences and staying up to date with equipment needs. Collaboration is necessary with recreation services in Santa Ynez Valley. Advisory committee requests student support in community of Santa Ynez.

HERE is the most recent Advisory Committee List and Notes from most recent meeting:

Recreation Management Major Advisory Committee
December 4, 2018 5pm-7pm
Santa Maria Valley YMCA;
3400 Skyway Drive
Santa Maria, CA 93455



Recreation Management Advisory committee:

Paul LeSage, P/T AHC faculty., Eduardo Marquez, Recreation Coordinator, City of Santa Maria., Marna Lombardi, Public Affairs Information Specialist, AHC., Ron Rodriguez, Advisory Chairperson, retired Parks and Director., Kim Ensing, Associate Dean/Athletic Director., Lainey Campos, Athletic and Academic Counselor., Laska Gardner, San Luis Obispo Parks Ranger.

Others in Attendance;

Priscilla Ruedas, AHC Student., Becky Avila, AHC Student., Andee Lewis, AHC Student., Emily Martella, AHC Student., Sohyoung Shin, AHC Student., Jacob Rivera, AHC Student., Courtney Crawford, Former Student - Cal Poly Graduate – Executive Director Jack’s Helping Hand., Bianca Mendez, Former Student - Cal Poly Graduate – Outreach Coordinator Dignity Health., Miguel Morales, Former Student – Cal Poly Student., Jessica Bewley, Former Student – Cal Poly Graduate – Core Winery Sales Director., Shelby Pool, Former Student - Chico Graduate – Events Manager Avila Beach Resort., Gabriela Mendoza, Santa Maria Valley YMCA Membership Director., Kelsey Ferguson, Santa Maria Valley YMCA Child Care Director., Cathy Otero, Santa Maria Valley YMCA Sports Director., Ron Beagen, School District – ASES., Nick Horowitz, The Pad Climbing Gym.

Discussion:

Ron Rodriguez called the meeting to order at 5:41 p.m.

Introductions of the advisory committee and attendees, were done. Starting the meeting, Paul LeSage shared the minutes from the Spring Advisory meeting and gave an update on the three items of discussion that included:

1. Additional classes for Recreation students.
 - o Are there/can there be classes that address Special Event Planning, Customer Service – Hospitality, Excel, Marketing and Programming for boomers? Special Events Planning,

Customer Service and programming for boomers are addressed at a basic level in the current curriculum. When Students transfer, they can take more directed courses. Excel, Marketing and Hospitality are addressed in other classes currently offered at AHC. Some classes are selected units in the major, others will be considered at this meeting.

- See attached Documentation titled, *Courses to Consider as Substitutions to Obtain AS in Recreation Management*.
2. Provide more hands-on environmental education opportunities
 - Rec 109 Outdoor and Adventure Recreation is fairly new and a work in progress. This is primarily an activity classes with students planning a number of outdoor activities for the class to participate in. [Another event planning opportunity]. It seems if this presents an opportunity to add an environmental component to each activity. For example, a trail work day, which has been done could include information on open space management and habitat restoration. Perhaps a subcommittee could be formed to look at the course material and see what can be done to increase environmental education.
 3. How to expand outreach in the Santa Ynez Valley.
 - Outreach to Santa Ynez Valley. In short term, activities such as Bulldog Bound and Career Days will raise awareness of the major. Long term, the Santa Ynez Valley any number of opportunities in the recreation profession. This is an item that needs follow up.

Priscilla Ruedas presented the list of courses that the Recreation students have suggested as electives to help gain a broader overview while at AHC. [See sheet “Courses to Consider as Substitution to Obtain AS in Recreation Management” attached] Those in attendance all agreed that taking additional courses helped students figure out what aspect of the hospitality- recreation- tourism industry that they wanted to pursue.

Association in Recreation Management

Required courses;

REC 101- Introduction to Recreation Management, [F, S]
REC 103 - Leadership in Recreation Services, [S]
REC 105 - Program Planning for Recreation, [F]
REC 107 - Recreational Sports Programming, [F, S]
CWE 149 - Cooperative Work Experience. [F, S, U]

Selected Unites;

ATH 104 - Care/Prevention of Athletic Injuries, [F, S]
EMS 102 - First Aid and Safety, [F, S, U]
HED 100 - Health and Wellness, [F, S, U]
SOC 120 - Race and Ethnic Relations, [F, S, U]
SPCH 102 - Small Group Communication. [F, S]

In addition, these were suggested:

CA 119 - Introduction to Hospitality Management
CA 129 – Catering and Events Management
AG 301 and AG 302 - Wine and Food Pairing (1 credit)
AG 320 - Tasting Room Sales
PSY 127 - Emotional intelligence
BIO 100 - General biology for the USFS Pathways program
BUS 110 – contract law
EMS 307 - Wilderness First Responder

Students would like to see this happen as not all students are only recreation management. Many want to be in the hospitality side and Culinary Arts courses may assist with this; however, students are wanting more. They would like to be as well rounded and having a broader elective range will help them determine their career path at AHC. Lainey mentioned that students should be aware of the difference between transfer units and work units. Priscilla mentioned that not all students are looking to transfer, meaning that it should be discussed for those wanting the knowledge and the degree/certificate.

Paul suggested secondary major for Recreation Students is Business Marketing or grant writing. Adding certain business classes to the major requirement. Small amounts are discussed in Recreation Courses but making it apart of the selected units will push students to take the class.

Nick Horowitz suggested that Allan Hancock College look into adding Wilderness First Aid Certification course. It is a course designed to educate students on outdoor recreation safety. It would be a secondary to the EMS 102 Course.

Becky Avila requested that Transferology was reviewed by Lainey, it works similar to Assist and would help students that are transferring to schools in another state. This could allow students to be able to transfer out of state and see what courses they should be taking as opposed to taking and hoping that classes might transfer. Transferology is used by many four-year universities throughout the United States. Lainey will look into it, if other California schools are using the website it may be a possibility for Allan Hancock College.

Courtney Crawford introduced to the committee that a certain econ class at Hancock transfer over and is the one that needs to be added to the Cal Poly transfer list as it is a difficult to enroll class at Poly. Lainey will follow up with this.

Lainey and Paul agreed to follow up and take the necessary steps to add the proposed classes to the pathway program.

New Business:

- CWE changes were introduced by Lainey. She explained that it is now housed in the department and that students can register online and not have to wait for an ADD CODE.
- The Allan Hancock College Hospitality Management Scholarship is no longer available due to funding, brought to the board by Marna Lombardi.
- Hospitality Management Associates in Science degree may be added to Allan Hancock College.

Ron Rodriguez motioned to end the meeting on 6:52pm

Courses to Consider as Substitution to Obtain AS in Recreation Management

Recreation Management is a broad major that has several Core Classes needed to obtain an Associates in Science. There is a selection of Electives classes that students can substitute because they are more related to their field. These classes will help gain focus on student specific goals within the Recreation Program.

For anyone interested in Hospitality Management,

CA 119 – Introduction to Hospitality Industry – An overview of hospitality industry with emphasize on career perspective and wages, restaurant business, operations and industry organization and hotel business.

AG 101 – Introduction to Wine Making – Examination of principles of winemaking.

For anyone interested in becoming a Probation Officer, Park Ranger, or work within the Prison System.

AJ 101 – Introduction to Criminal Justice – Introduction to the origins and development of criminal law, legal process and sentencing and incarceration process.

EMS 307 – Wilderness Emergency Medical Services – Prepares students to recognize and treat medical emergencies unique to a wilderness or disaster environment

For anyone applying to the USFS Pathway Program will need 9-12 units of Biology,

BIO 132 – Marine Biology – A study of central coast flora and fauna, gives a basic understanding of the coastal community

BIO 135 – Natural History of California – Exploration of the natural history of California

BIO 145 – Elementary Biology – survey of plant kingdom, the roles plants play in the ecosystem and important problems common to plants.

BIO 155 – Elementary Biology – Exploration of animal phyla.

Business Organization and Management

BUS 104 – Business Organization and Management - planning, organization and control within a business firm

The business department offers several half unit classes available on Saturdays that cover topics such as Management of People and executive Leadership.

For anyone considering event planning

ENTR 101 – Intro to Entrepreneurship – identifies methods for developing a business idea, starting a business, acquiring resources and writing a business plan.

CBOT 131-132 – Intro to Word Processing and Advance Word Processing – Skills required for processing information in today's electronic office.

CBIS 141 – Microsoft Excel Comprehensive – Manage and Analyze information using spreadsheets for more informed decisions such as applying formatting, creating calculation using functions and sharing data.

Physical Education Activity Courses - we have restored multiple activity courses which were lost during budget crisis and last program review. Additionally, new activity courses have been implemented. Open lab hours for physical fitness and swim have been expanded. Student surveys and student feedback indicate a desire to install a spin class. Curriculum has been completed for such a class. Spin cycles may be purchased through equipment prioritization. However, classroom space for spin cycles is not currently identified or available.

Intercollegiate Athletics – Each year data is collected from student the AHC student application, which reflects student interest in various sports specific programs. Title IX requires us to collect this information, which is supposed to indicate which sports reflect interest and ability of the student body population. This data, over the past three years, indicated there is a significant interest in the sport of intercollegiate men's swimming. Women's water polo has been successfully offered for 3 seasons. However, program viability is a concern and there is question as to whether or not there is interest and ability to sustain women's water polo. Plans to install men's swimming and other athletic programs are reviewed annually based on student application surveys.

Intercollegiate Athletics - TITLE IX Concerns relative the softball field have all been addressed. Inequities in terms of athletic fields are no longer a concern. However, access to the athletic training room continues to be problematic as female athletes still have no direct access to the athletic training area

Access to the athletic training room is not equally compliant to serve male and female student-athletes. This issue is another long standing, disparate issue relative to Title IX. While we could switch men's and women's locker rooms, to achieve accessible equality, this is not reasonable considering the numbers of male athletes and the size of the current women's locker room.

Academic Success Program for Student Athletes – During 2016-17 academic year a full time faculty member was hired to specifically address the academic needs of student athletes and students who are enrolled in sports medicine and recreation management degree programs. This faculty member is responsible for the coordination of education plans for all student athletes, oversight of the study hall program, and ensuring student athletes and coaches stay up to date on NCAA/NAIA eligibility rules, issue regular grade checks, implementation of personal development course specific to student athlete needs, and assist student athlete population with class schedules. A timeline to support this need will be ongoing until this position is approved.

STUDENT DATA SUMMARY

Student surveys clearly indicated extremely negative comments related to the facilities which house nearly every course offered in multiple disciplines. Needs for a stadium, improved classroom environment in building N, and the lack of adequate and appropriate space in the men's/women's locker rooms. Additionally, sports medicine area for treatments of athletes and academic programming is insufficient. Specifically, the classroom environment in NIO has been documented numerous times through student complaints. Students have complained about inadequate HVAC and extremely noisy environment. Locker rooms are dated, many of the shower heads are not operable, and many students/faculty have indicated that they do not wish to utilize work out facilities because of the poor condition of the locker rooms. Student comments outline the need for a new swimming pool, larger weight room, and improved dance/yoga space. Students requested spin class in which we have no location for.

In Fall of 2011 a submission to the State was made in requesting State facility dollars to remodel building N. Currently, there is no approved funding to address the needs of building N. AHC's facility master plan clearly identifies the needs which would support enhancement and refurbishment of building N.

Student feedback was positive regarding improvements to the softball field and the new track. The data also indicates that students are satisfied with current academic programming to include the addition of intercollegiate women's swimming program, and the new transfer degree in Kinesiology.

In terms of specific academic program offerings in sports medicine, recreation management, physical education, intercollegiate athletics, and health education students are 98% satisfied. Any question related to content, books, curriculum were answered with positive responses (less than 2% were dissatisfied). In a sample size of over 500 students, this was particularly complimentary. The faculty have delivered quality academic programming to spite the challenges with the facility and older equipment.

Students generally do not comment when the opportunity to fill out a survey is presented to them. The students who are enrolled in multiple disciplines within the department offered very specific feedback in the way of comments. Those comments are included in this document.

Beyond the on-field accomplishments, the 2018 roster yields an academic retention/transfer rate of 89%, 66/74 have either continued their education at Hancock (56), are receiving scholarship to transfer to a university (13, 4- overlap with continued 56), or have chosen an academic transfer pathway (2).

It's estimated the 13 accepted scholarships equal a total amount of about \$500,000.

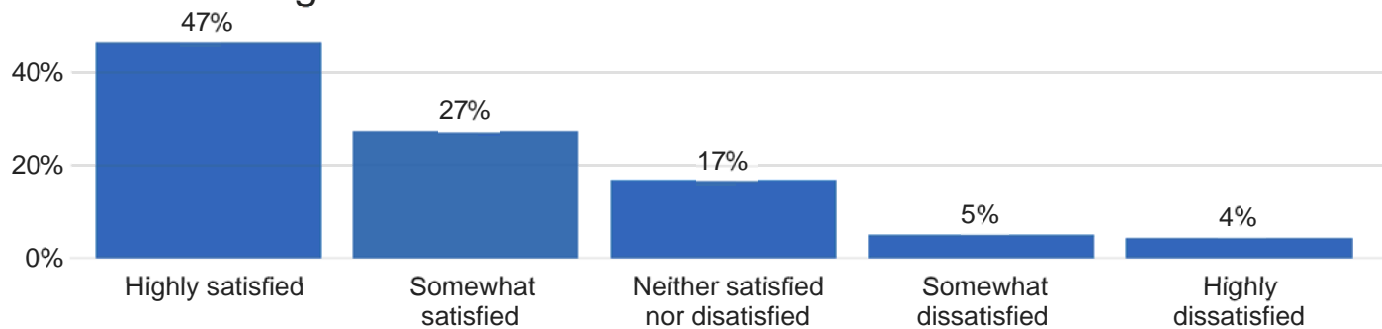
Program Review

Health, Kinesiology, Recreation, Sports Medicine, and Intercollegiate Athletics Program

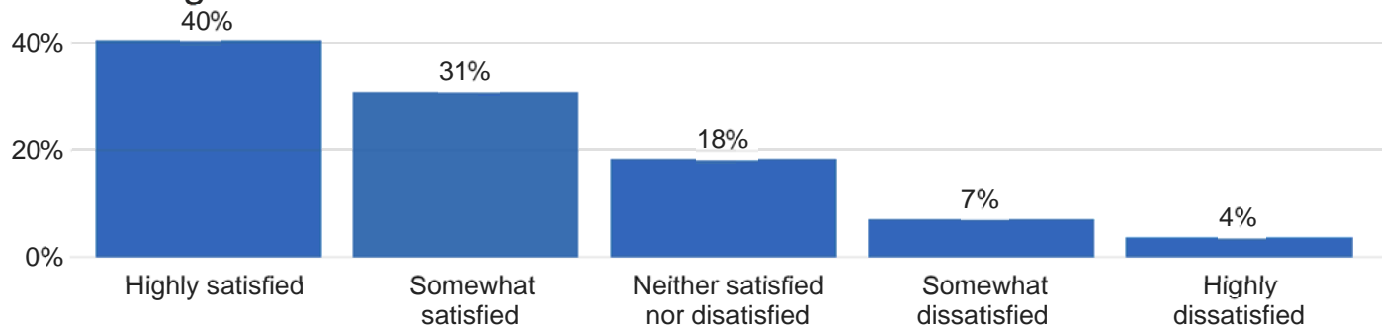
Fall 2018

Total N of students surveyed: 562

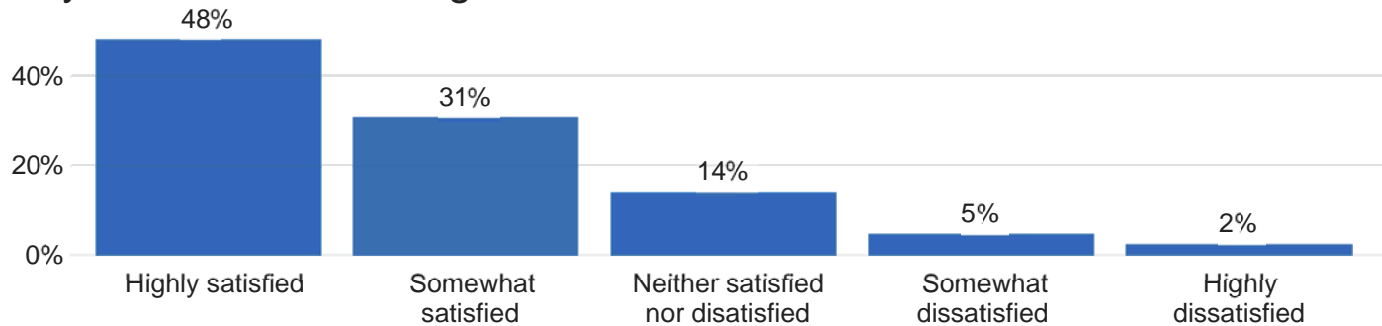
Recreation Program



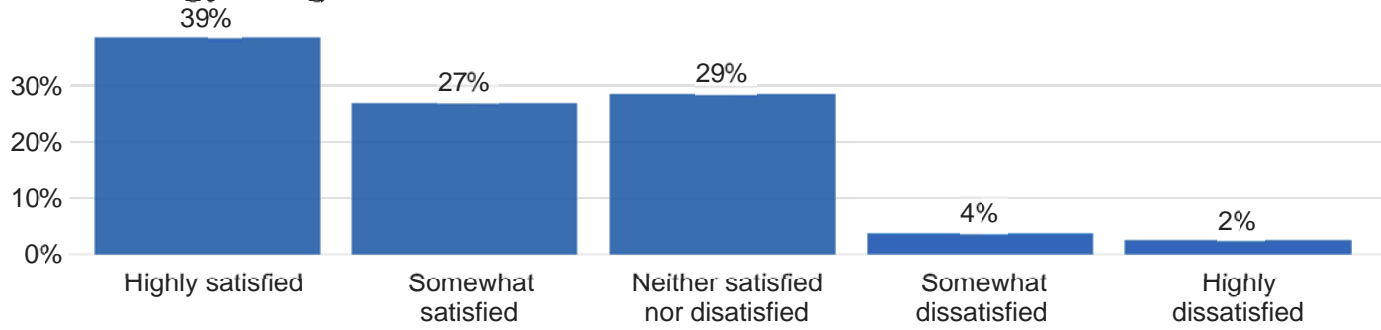
Intercollegiate Athletics



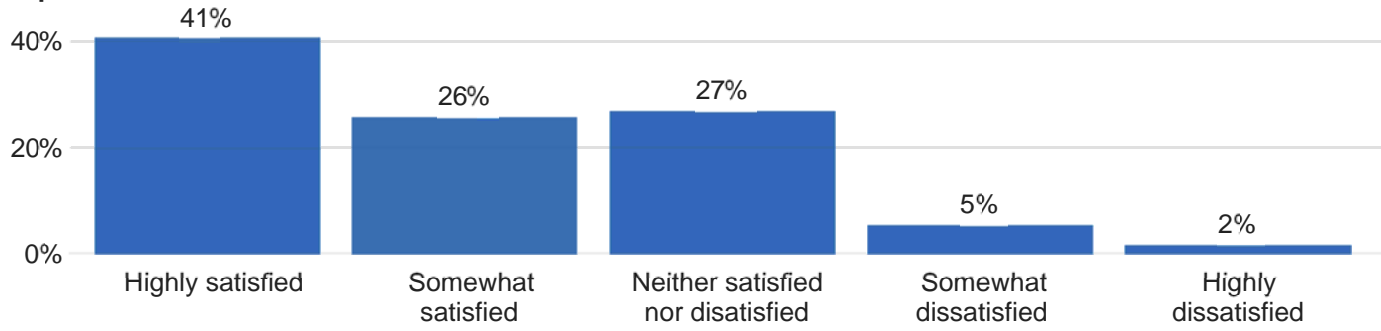
Physical Education Program



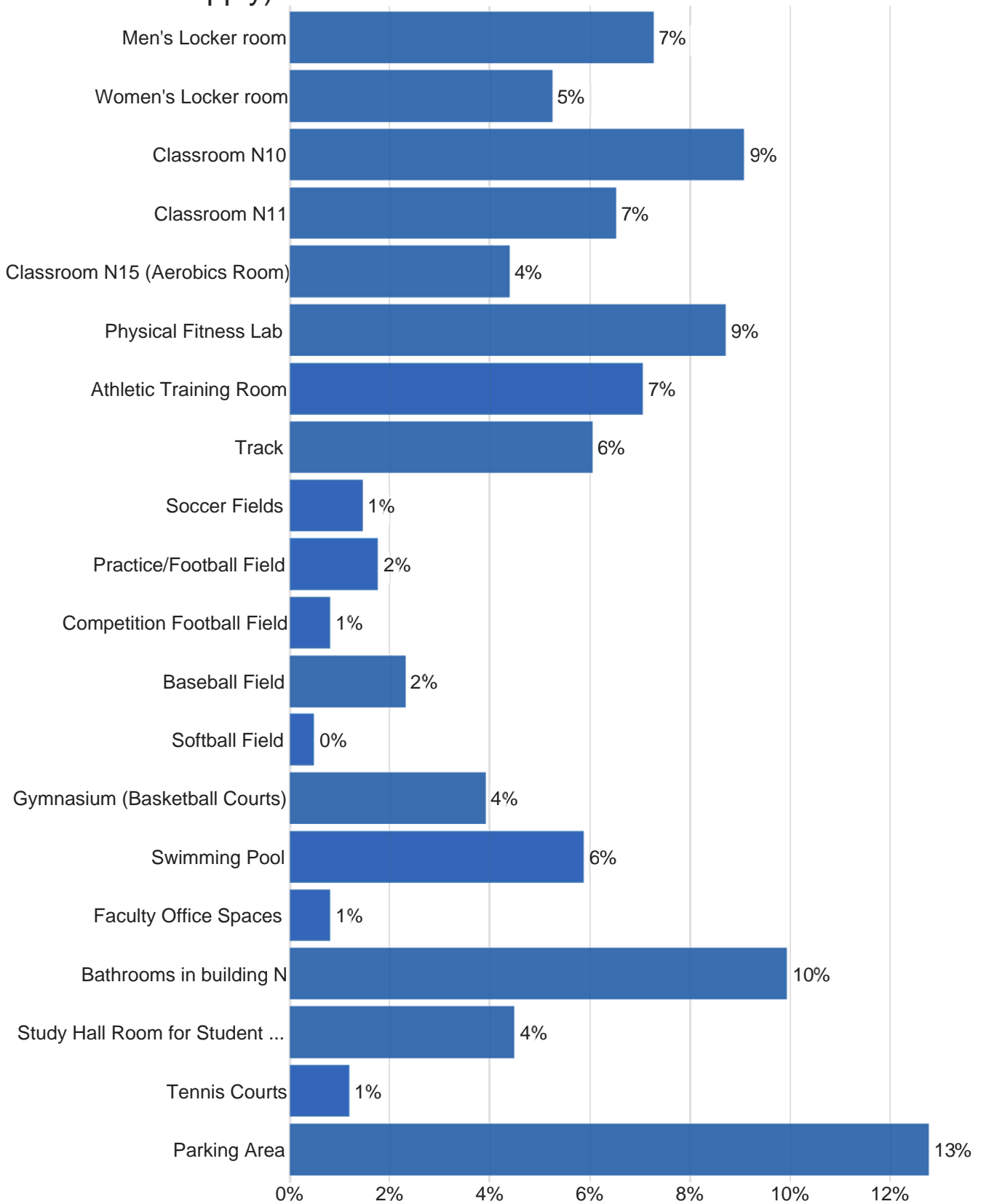
Kinesiology Program



Sports Medicine



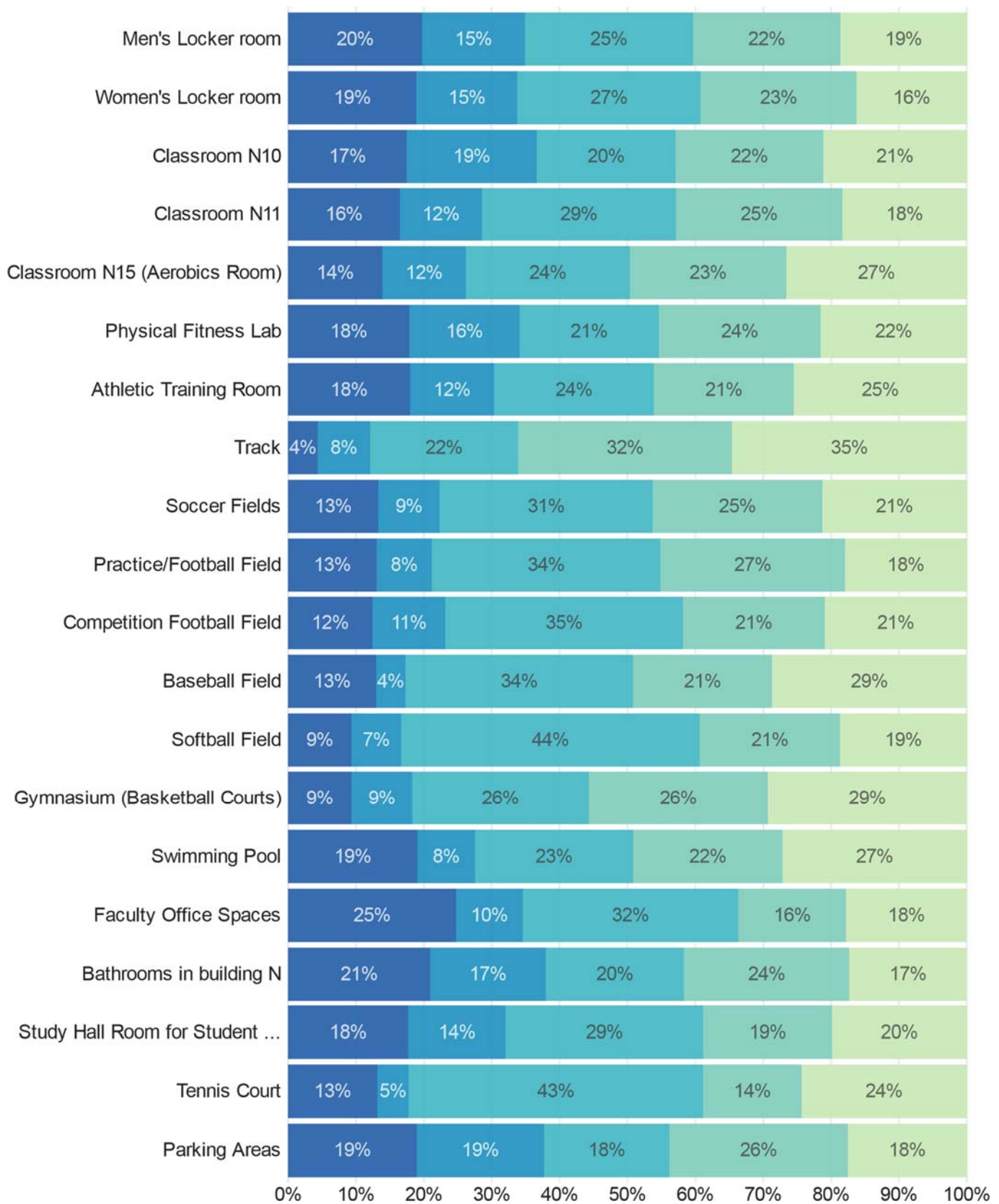
What specific facilities or spaces do you use when taking a course? (Check all that apply)



Please rate your satisfaction with facility or space.

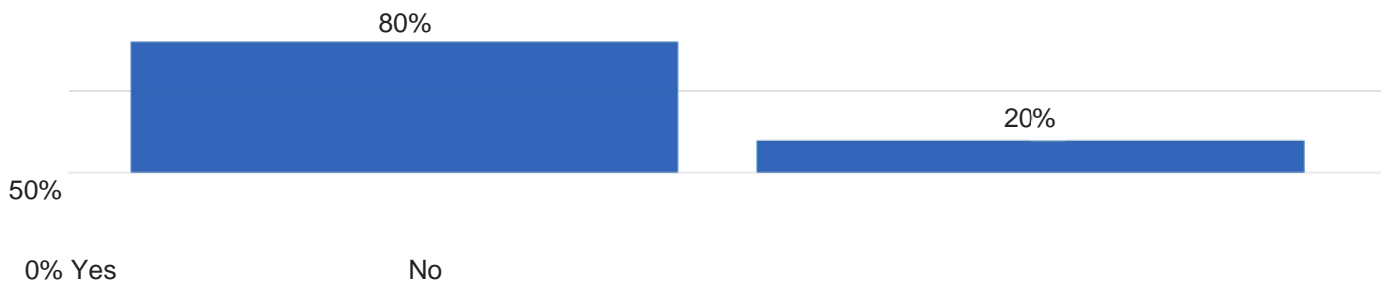
Field	Highly satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Highly dissatisfied
Men's Locker room	19%	22%	25%	15%	20%
Women's Locker room	16%	23%	27%	15%	19%
Classroom N10	21%	22%	20%	19%	17%
Classroom N11	18%	25%	29%	12%	16%
Classroom N15 (Aerobics Room)	27%	23%	24%	12%	14%
Physical Fitness Lab	22%	24%	21%	16%	18%
Athletic Training Room	25%	21%	24%	12%	18%
Track	35%	32%	22%	8%	4%
Soccer Fields	21%	25%	31%	9%	13%
Practice/Football Field	18%	27%	34%	8%	13%
Competition Football Field	21%	21%	35%	11%	12%
Baseball Field	29%	21%	34%	4%	13%
Softball Field	19%	21%	44%	7%	9%
Gymnasium (Basketball Courts)	29%	26%	26%	9%	9%
Swimming Pool	27%	22%	23%	8%	19%
Faculty Office Spaces	18%	16%	32%	10%	25%
Bathrooms in building N	17%	24%	20%	17%	21%
Study Hall Room for Student Athletes	20%	19%	29%	14%	18%
Tennis Court	24%	14%	43%	5%	13%
Parking Areas	18%	26%	18%	19%	19%

Please rate your satisfaction with facility or space.



■ Highly dissatisfied
 ■ Somewhat dissatisfied
 ■ Neither satisfied nor dissatisfied
 ■ Somewhat satisfied
 ■ Highly satisfied

If you have not taken a course in the Health, Kinesiology, Recreation, Sports Medicine, and Intercollegiate Athletics Program, have you at least seen any of the listed facilities?

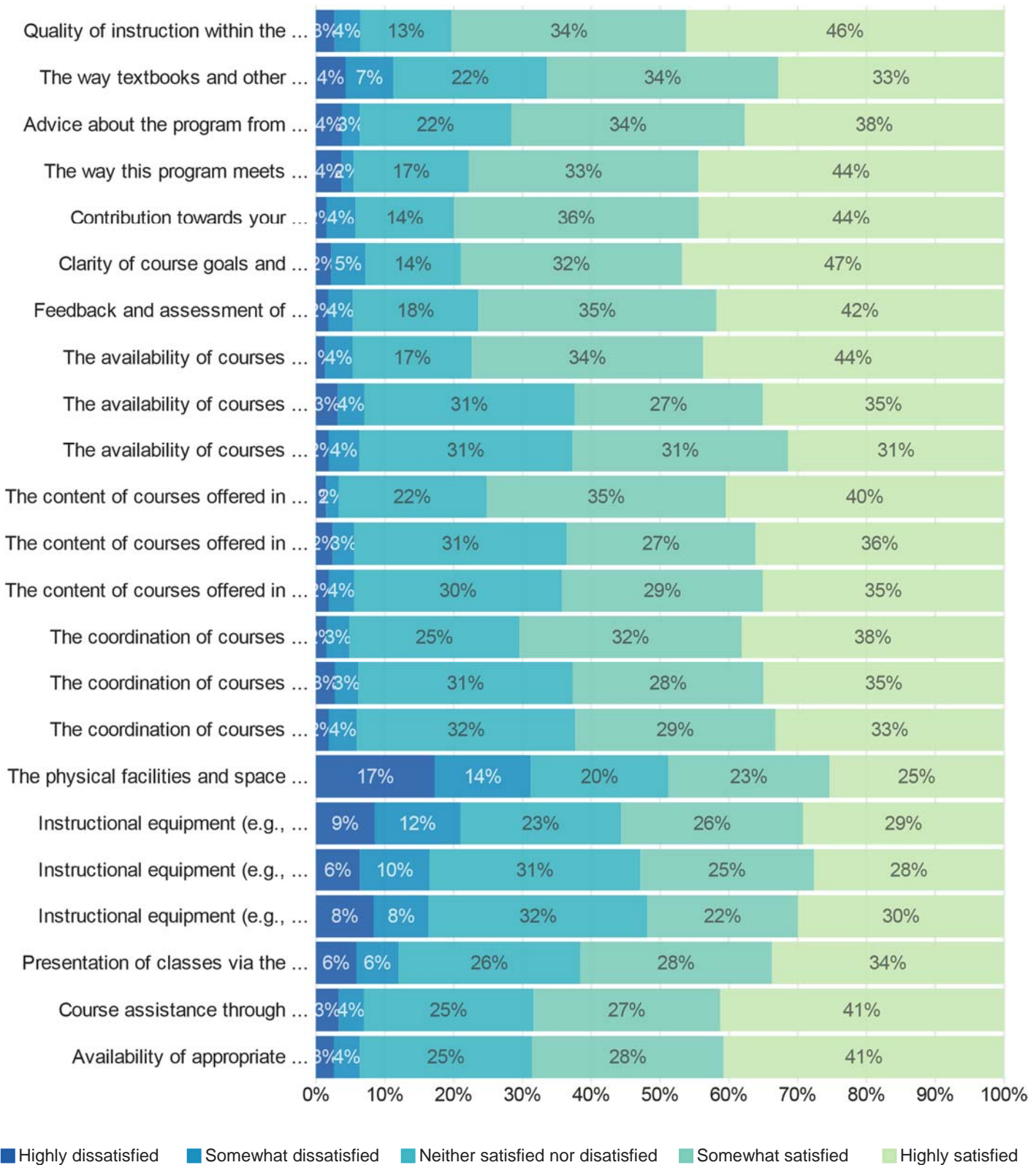


Please indicate how satisfied you are, in general, with the following aspects of the program.

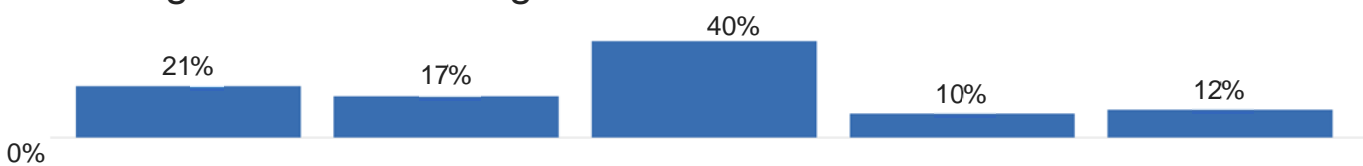
Field	Highly satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Highly dissatisfied
Quality of instruction within the program	46%	34%	13%	4%	3%
The way textbooks and other materials used in courses within the program help me learn	33%	34%	22%	7%	4%
Advice about the program from counselors	38%	34%	22%	3%	4%
The way this program meets your educational goals	44%	33%	17%	2%	4%
Contribution towards your intellectual growth	44%	36%	14%	4%	2%
Clarity of course goals and learning objectives	47%	32%	14%	5%	2%
Feedback and assessment of progress towards learning objectives	42%	35%	18%	4%	2%
The availability of courses offered in the Health Program	44%	34%	17%	4%	1%
The availability of courses offered in the Recreation Management Program	35%	27%	31%	4%	3%
The availability of courses offered in the Sports Medicine Program	31%	31%	31%	4%	2%
The content of courses offered in the Health Program	40%	35%	22%	2%	1%
The content of courses offered in the Recreation Management Program	36%	27%	31%	3%	2%

The content of courses offered in the Sports Medicine Program	35%	29%	30%	4%	2%
The coordination of courses offered in the Health Program and courses offered in other departments that may be required for your major	38%	32%	25%	3%	2%
The coordination of courses offered in the Recreation Management Program and courses offered in other departments that may be required for your major	35%	28%	31%	3%	3%
The coordination of courses offered in the Sports Medicine Program and courses offered in other departments that may be required for your major	33%	29%	32%	4%	2%
The physical facilities and space (e.g., classrooms, labs)	25%	23%	20%	14%	17%
Instructional equipment (e.g., computers, lab equipment) for the Health Program	29%	26%	23%	12%	9%
Instructional equipment (e.g., computers, lab equipment) for the Recreation Management Program	28%	25%	31%	10%	6%
Instructional equipment (e.g., computers, lab equipment) for the Sports Medicine Program	30%	22%	32%	8%	8%
Presentation of classes via the college's Canvas course management system	34%	28%	26%	6%	6%
Course assistance through tutorial services (e.g. through the Tutorial Center, Math Lab, Writing Center)	41%	27%	25%	4%	3%
Availability of appropriate resources in the libraries	41%	28%	25%	4%	3%

Please indicate how satisfied you are, in general, with the following aspects of the program.



Which of the following best describes your reason for taking this and other courses in the Health, Kinesiology, Recreation, Sports Medicine, and Intercollegiate Athletics Program? - Selected Choice



Recommended by a friend

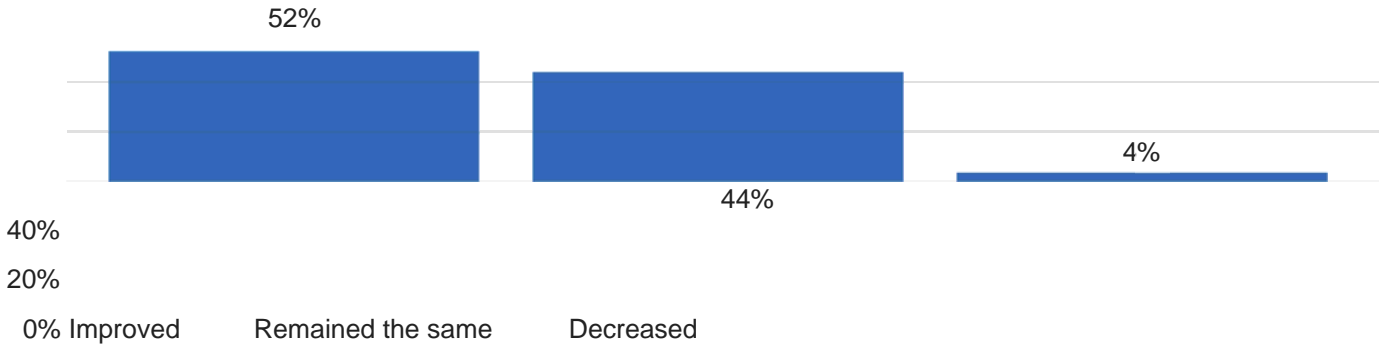
Recommended education ...

To meet general convenient time specify:

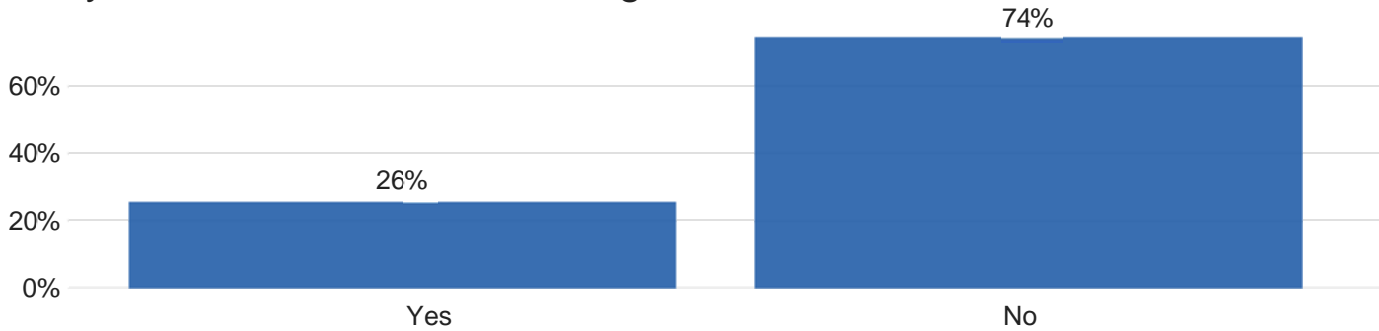
Offered at a

Other, please by a counselor

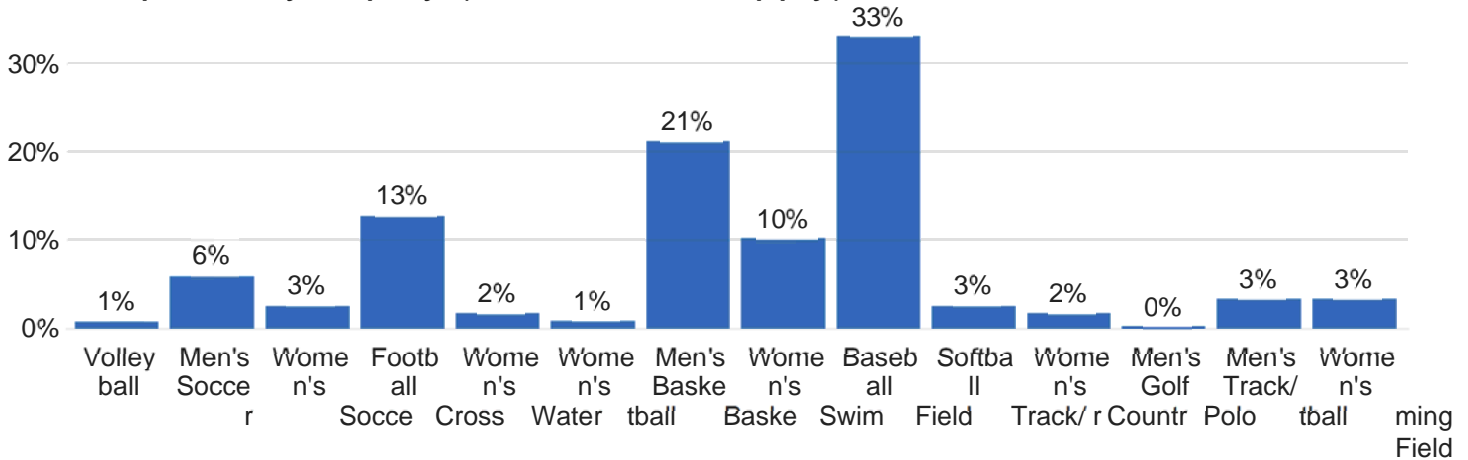
Compared to the beginning of the semester, your attitude about the Health, Kinesiology, Recreation, Sports Medicine, and Intercollegiate Athletics Program has



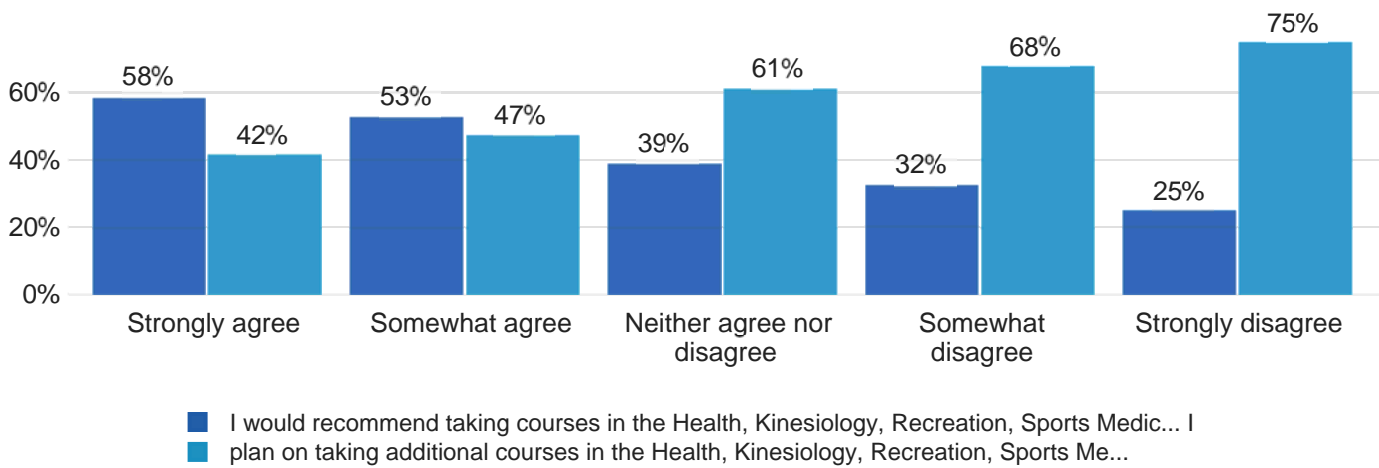
Are you a current AHC intercollegiate athlete?



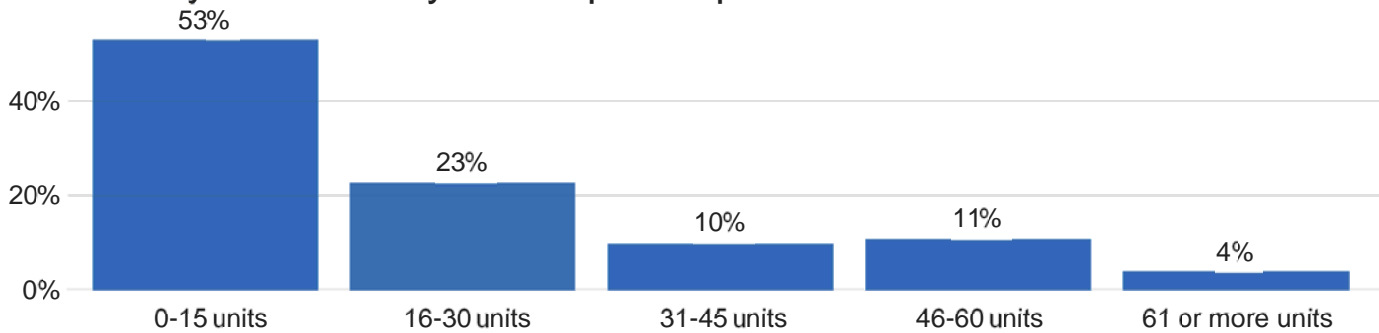
What sport do you play (check all that apply)?



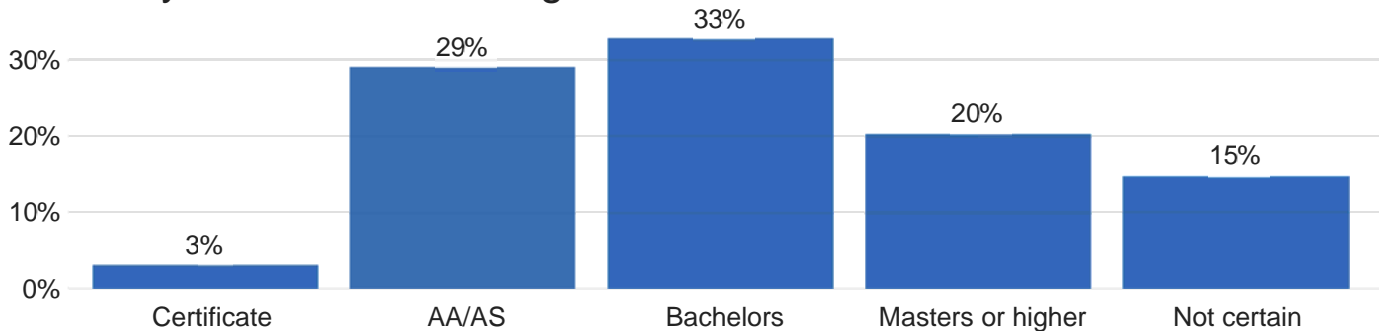
Please answer the following questions.



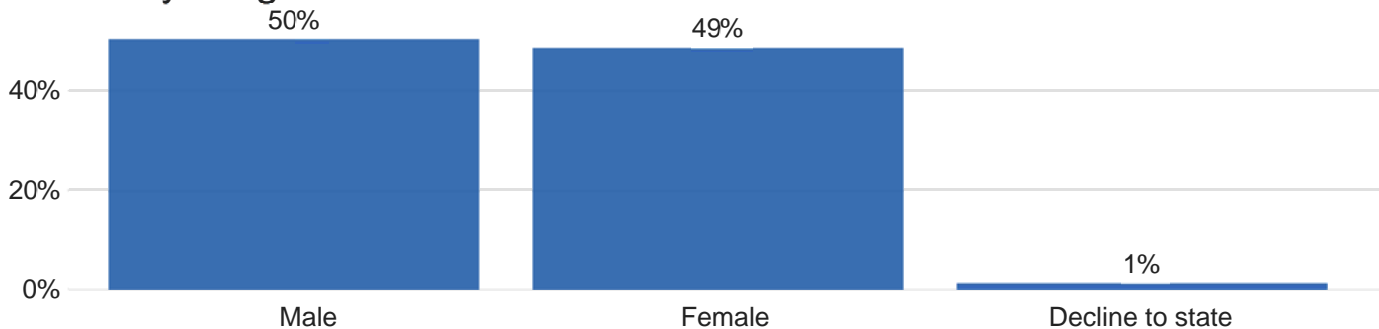
How many units have you completed prior to this semester?



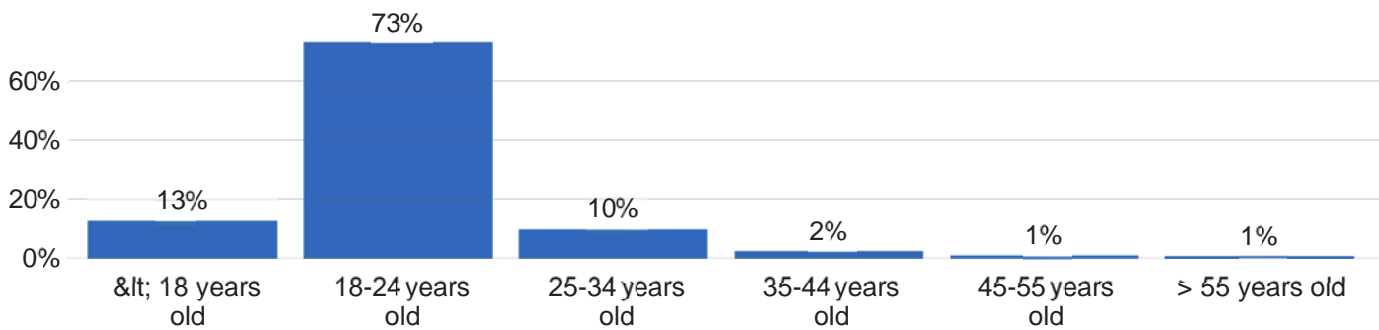
What is your final academic goal?



What is your gender?



What is your age range?



STUDENT OPEN ENDED COMMENTS:

Please provide additional comments which would articulate your specific thoughts on if facilities are adequate for use in the Health, Kinesiology, Recreation, Sports Medicine, and Intercollegiate Athletics Program.

For aerobics , I believe we need a new swimming pool, so we can add blocks to the pool. The recreation program is a lot of fun Iâ€™ve learned a ton of new stuff over the past year it has helped me greatly and a lot of the things I have learned I will take with me into my work place.
I wish there were better programs within the recreation program. I feel like it's only surrounded by sports and there are so so many more leisure activities and fun things to do. We aren't all in this program to work for recreation and parks. Some of us want to work in event planning, being a park ranger, or work in brewing
The recreation classroom need a upgrade, it is small and cold
For example the trainers room is too small for the amount of people that use it at a time and I sometimes have to leave and come back on a different time or day because of his pack the place is Everything for the most part is pretty clean and well maintained.
Shouldnâ€™t have to pay for parking here no bueno
N/A
It would help the surrounding people and community to find joy in it all and finding something to bring everyone together in ways of helping and giving knowledge to those who are young and around
Small rooms
The classroom N11 is not suitable for students. It constantly is extremely warm in the classroom and if we are to open our doors you hear every person walking back and talking which is distracting in a classroom environment. If we are to open the door towards the parking lot, we here the cars and smell gas or when there is a charter bus for any of the sports teams, they park right in front of door causing the room to fill up with Carbon Monoxide. Miss Major is discussion based. We cannot have discussions if we are constantly being overpowered with outside noise. We are in the entreabre of a gym meaning people are constantly leaving and entering while chit chatting loudly. The recreation management major is growing as the career opportunities are. Allan Hancock College owes it to their students to have suitable classrooms were all students have a chair that is not on the side of the room.
I have N kinesiology class
Need class room vents to be fixed so it doesnâ€™t smell as much
Softball field needs a remodel and so does Athletic training room
A little more space would be nice in the athletic trying room.
Class n10 needs a huge make over
The weight room should be upgraded it's out of date. The classrooms N10 for example needs to remodeled with new stuff
Buildings need better paint. Desks. And cleaner facilities
There is a lot of noise when we are in health class Room N-10

I am taking health 100 with Sal Caminada at 11am Tuesdays and Thursdays. My name is Juan Ojeda.
In my health class, room N 10. There is always loud noises from athletes and cars.
Building n10 is hard to listen to the instructors because of the parking lot and all the loud busses motorcycle's cars and people
Room N-10 is the worse room ever. The cars are speeding by revving their engines. The bus parks right next to our door and stays running the entire class period. It's so loud and noising you can't hear the professor. The room is extremely hot so we have to open all doors and windows but when we do that it gets super loud with the parking lot. The athletes are in the hallway being super loud as well. It's hard to get anything done in this classroom. Sal tries so hard to teach but it's frustrating when we can't hear him. We should at least get some fans or cold water to survive this classroom
It is very clean and safe!
Room N10 picks up a lot of noise from outside making it a terrible room for lectures.
More parking spaces and better women's lockers
the building N is so old it needs to be remodeled
The athletic training rehab facility needs to be a little bigger but overall has all the equipment needed and also has a great staff. The athletic trainer Cheo Muñoz is a very knowledgeable and personable teacher and has a fun and enthusiastic way of teaching.
The pool is nasty brah. Things are in the shitter house making me clench too hard. Shits fucked up n shit mah nyucka
Classroom N10 and N15, don't have a good ventilation system. The women's locker showers have little privacy except for two stalls.
The training room is extremely small. We have no windows, no ventilation, and our A/C is broken. There is never enough space for all of the athletes that crowd inside and want treatment. It's just too small.
Recreation area is outdated. We deserve better right??
The chairs are uncomfortable in room N-10 it's also really hot and no AC
Room N10 needs for ventilation, extra parking lot dirties car. nitpicking, but nonetheless annoying when you just get it washed.
Facility and equipment needs in dire need improvement and updated.
Updates clearly need to be made. Women's locker room is very dated and in need of remodeling and better ventilation system. Office spaces are awkward for teachers/coaches - they deserve better! Otherwise, great faculty and programs.
Bathrooms barely work. Most lockers and showers don't work at all. Can't really call it a PE facility without these being USABLE. Classrooms are ok but noises are so loud outside the room it's hard to hear inside the room. Weight room is too small for students and teams.
All the rooms including bathrooms are gross, not well kept, and have zero ventilation
I have not used most of these facilities in my time here at the campus, but these buildings and programs deserve to be taken care of, so it can be an enjoyable experience for other students.
No air conditioning, everything is old and in need of replacement.
There are no air conditioning in the class room N10 and it needed new chairs and desks.
The building where health class is in needs some work.
I think sports because it's a way to exercise.
I feel the equipment in the Physical Fitness Lab area is very small and cramped. The equipment is old and overused some of it is rusty and falling apart
Im little bit satisfied with most of the facilities. But it could use a tiny bit of change.
Put up the score board for the soccer team!!
All the programs are open and the staff is such a big help as to getting you what you need.
It would be really nice to have the softball and baseball field parking lot paved. It would also be nice to have lights at the baseball field.
I think everything is fine and can be used, but there is always room for improvement

I think that the athletic training room should be bigger because it's way too small now.
I have taken a course in this area and facilities and think that it is a wonderful opportunity for students.
It's clear that we are using a building that has fallen apart due to age. It's a constant reminder while studying that we are at a community college and it distracts from the overall college experiences. A budget college for a poor man's price. The rush to leave is a real struggle. When we have events, it is embarrassing to invite career professionals and we have opted to use other off-site facilities on multiple occasions. There is nowhere near enough parking. N-10 is often filled with exhaust and sound from team buses.
The classroom for Recreation is very horrible and is not a good teaching and learning environment. It is a small space that has no heating or air conditioning.
no comment
None
the programs are great, but the facilities are very out-dated. The entire N building looks like it was built in the late 1970s. The buildings are used frequently and deserve a remodel, not only for the employees but for the students and future students.
The athletic training room only has one door from the MENS locker room and the women have to use the door that goes through the front offices. The athletic training room maximum occupancy is small and it makes it hard for athletes to get treatment due to little space. The athletic trainers have an extremely tiny office too.
I believe that Allan Hancock's overall Kinesiology/sports medicine is a great program in general for anyone who is looking to pursue that path. Unfortunately as a student athletic trainer myself, I've noticed that the athletics building (building N) is definitely not up to speed with how fast our program is growing. Our athletic training room is tremendously small, it can't house the athletic training staff let alone housing a quarter of the football team. It is very small and it makes it difficult for us to be able to do our jobs and provide care to multiple athletes.
The weight room needs improvement asap aka dumbbells from weights 10-25
So far I haven't had any problems with these areas
N/A
I think they need to remodel the whole N-building.
The athletic training room, which is not only used to provide sports medicine for all of our athletes but also as a lab space for the athletic training classes, is inadequate in size for the amount of students needing access. There is not enough space for all students to be able to do hands-on learning during the lab times. There is a western style swinging door that when open allows anyone to look into the men's locker room and see naked and changing men right in front of the door. A female staff member's desk sits in direct eye line with this door. There is no ADA access from the front office area to the training room. The locker rooms lack working showers and privacy. The classrooms have no cooling or heating available to them. The training room has no adequate ventilation or heating.
Inadequate facilities to support classes, student and athlete use. The building is falling apart.
Training room requires more space, especially when treating a whole football team after a practice or a game.
They are NOT adequate whatsoever. Dysfunctional building that's falling apart.
No. The swimming pool is not adequate. It hasn't been touched in years. The entire facility as well as the locker rooms/showers need to be redone. We have a swim team, and water polo team, who can't even practice in our own pool, as well as hold games/meets.
The women's lockers are very worn out, there are no hanging hooks in the bathroom stalls in the girls locker room. The aerobics classroom has a horrible floor
The athletic training room needs a whole remodel to make it larger as well as the personal fitness lab should be remodeled with new equipment, the softball field also needs help with maintenance and could use a new outfield.
nothing is wrong
The facilities are fine good for the use of sports-related events.
The doors in the entrance (automatic doors) are distracting when I try to learn. They constantly open and close and make lots of noise when doing so. I also don't like that the room does not have a heater. I have this class in the morning so it gets really cold in the classroom. I would like warmth on these cold foggy days. Some kind of fan would be good also. The room N10 gets stuffy and gross because of people and their perfume/cologne.

In room N-10 there is no heater or air conditioning, we leave the door open and constantly hear the creek of the automatic door which bothers most students.
The physical fitness lab is adequate but it would be nice to have a bit more machines and workout equipment to choose from.
AHC should TOTALLY upgrade the weight room. the school has great sports teams and lots of students use the weight room. I bet you could get sponsors from local sporting goods to help with the cost of equipment.
The weight room is too small . We need lights at the baseball parking lot. Bathrooms are terrible . Locker room dirty.
Baseball field needs a better parking lot (pavement) baseball field needs a clubhouse I don't like changing my clothes out in the open
For the baseball field we could use some permanent bathrooms and a clubhouse, also a paved parking lot is needed cause I hate breathing in the dirt all the time.
The baseball field could use permanent bathrooms, paved parking lot, parking lot lights, and a lockerroom.
They are good not spectacular
Facilities are good
I took a sports medicine class my freshman year at Hancock, as well as actively use it's training facilities
Building is outdated. Needs complete overhaul Female access to training is difficult Parking lot at baseball/softball is dirt and no lighting. Locker rooms are disgusting.
very spacious
The entire Gym needs to be redone, it should have been priority over the new fine arts complex. It is one of the most used buildings on campus and is one of the oldest buildings as well. The pool desperately needs to be updated so that Intercollegiate Water polo practices can be at the school. The pool is too shallow and not wide enough to have the whole swim team in it. There should also be a diving board for the dive team, that way they don't have to drive all the way up to Cuesta. The locker rooms are horrible, there is limited bathrooms and the showers suck. The showers do not have hot water for swimmers in the morning. A few may have warm water, but when they are all in use then all the showers get cold. The tile in the locker rooms are old and look filthy; there should also be more team lockers available for sports other than basketball. When walking into the gym offices and kinesiology training room the hall ways are so small its hard to move past one another. The Kinesiology training room could be bigger but for now it is fine the way it is. The class rooms aren't in horrible condition and the stage area classroom is still nice and has plenty of equipment for the kickboxing and self defense classes. As for the fitness lab gym room, it could use more equipment. Some of the hand weights are missing the match to it, more kettle bells/balls would be nice, and the bars for bench press can use more neck pads for students who use them for squats. Sorry for the long reply but the gym has really been needing updates for a while, if a measure is passed with enough money it really should be rebuilt completely.
please get more dumbbells!
The lockers in the men's locker room are trash
If its possible, provide a bench press.
Provide a schedule that students can adhere to that doesn't conflict with the training exercises with the other students enrolled in sport activities.
Provide seating arrangements for fans who want to watch the soccer games, while not sitting on the ground.
The building is very old and needs to be cleaner
i think that the spaces and rooms are very comfortable, maybe in room N 10 it is a little annoying when the door opens each time someone goes through it, but in general all seems good.
I think that the N-11 classroom is very compact and it can be distracting when cars drive through the parking lot blaring music.
I think the ventilation is horrible in all of the facilities I use. Everything is old and needs updating.
I think that the facilities provided for the programs are not the greatest they could be. They are barely suitable for learning and I feel that as Colleges get bigger, more space is going to be needed in order to provide a n adequate learning environment. Therefore, I think that these facilities need an upgrade with better technology in cooling, heating, etc.

Teachers offices are bad/small, men's locker/restrooms are pretty dirty, the pool need to be bigger and the gymnasium needs some upgrading .
I feel like they should expand some rooms and remodel the rooms and also a bigger pool
Most rooms and equipment are out dated or the room is very small give the number of students trying use the facilities.
The physical fitness center does not have the adequate weights to have a proper workout. The dumbbells are either too light or much too heavy, with weights ranging from 12 pounds to 45 pounds with hardly any options in between.
The women's locker room is very outdated and I strongly believe that this specific department should have better quality of facilities in general. Our sports team should have great facilities as they are the ones who represent us.
Classroom N10 needs heaters since I do take an am class it gets pretty cold. The automatic doors make way too much noise and gets distracting when trying to study. The locker rooms smell awfully bad, swimming pool is small I've seen high school pools bigger than this one. The other rooms are pretty small and tight
Its disgusting.
The building in general looks very old
Everything is old, rusty, or simply too small. Upgrades are obviously needed.
All of the facilities are pretty old. Many doors open on its own for no reason. There are no cooling or heating systems.
The rooms are too small needs a lot more space, also no heating or cooling systems.
Everything needs to be redone, this whole building is outdated .
staff is very helpful when I have question
While I think the programs are great here facility-wise, I think for classes and the programs they arnt as accommodating and arnt enough of them.
looks good i like the tennis courts
The women's locker room needs an upgrade. Some of the lockers don't work.
More information about sports try-outs would be nice to have.
The areas I have used are fine. The only improvement would be if there could be more air flow or air conditioning to the Aerobics room as it does tend to get hot in there.
it is a wonderful facility
Locker rooms are awful
none
No additional comments
I think the Fitness Lab could be better for a collegiate program
The facilities are in great condition
Never taken that course.
Baseball field is very nice. All the facilites are very nice and i enjoy coming to them
Needs to have signs leading to it, opposite teams don't know
Everything's old
Need new stuff, bigger space
Better bathrooms in the Women's locker room, cleaner basketball court
I don't have any ideas right now
The PE lab should be labeled more as a "weight room". The only place to do some HIIT workouts (pushups, lunges, squats, burpees, etc) is a small space where maybe 2 people can fit in there? There's always someones bags in there or randomly their shoes. The mats that are in there are pretty gross, and assuming that people aren't cleaning after themselves, it still feels really unsanitary.
Men's locker room showers need, desperately need, new shower heads. Also the atmosphere, while sometimes rowdy, is kept respectful to the other people in there. I appreciate that.

Reasons for taking
Answer
Cause I wanted to
Enjoying a good work out
For my health, and to loose weight
For my major.
Get in shape
High School Coach
I am taking PE because I am have health problems. I just want to take care of myself.
I like being healthy as well as active
I love it.
In class
I play Baseball
I play soccer
Itâ€™s for my major
Itâ€™s for my major.
I wanted a gym class to gain muscle.
I wanted to
I wanted to swim as a dedication to loose some weight.
I want to earn my bachelors in kinesiology.
My desire to become an events coordinator
My recreation teachers convinced me about joining rec
Not taking class
PE 146
Park Ranger was listed as a career path with my major
Play Baseball
Played basketball
Playing basketball
Recommended by a coworker
Recommended by staff
Since sophomore year I knew what I wanted to be
So I could do something for me to improve my health and get some exercise.
Sport
Teacher
To be more active
To transfer under the major
Wanted more excersice
Was promised more experience in the fields I already work. Has not met standards.
Went online to assist.org to see what was needed to transfer to Cal poly for Recreation, Parks, & Tourism Degree
have not taken
havent taken
major courses
my own health purposes
to meet general education requirements and for my health
to play basketball

Optional: Please use this space to provide any additional comments or feedback. Click "NEXT" to submit your responses.
Thank you!
We need to have more courses on Hospitality Mangement and allows for a degree in Buisness Admin as well.
I would strongly suggest that N-11 be provide with more chairs since the chairs are old, and weathered.
Hella
Our athletic trainers and student trainers are amazing!!
This was a great and informative survey, Thank you!
The program has the potential for so much more. Iâ€™ve spoken to many career professionals who loved the program but the workforce has changed in the last decade.
Allan Hancock is the best school. That is why the Athletics department deserves to have a building that is updated like thebrest ofnthe school.
I think Hancock needs a bigger and new weight room equipment. Also lights at the baseball field parking lot for when we come home for night games. Cleaner bathrooms and etc.
Baseball field needs a clubhouse
I would like baseball parking lot to be paved. Thank you
Baseball field could use a locker room
An abb and/or hyperextension bench

COURSE REVIEW VERIFICATION

Discipline: Kinesiology, Recreation, and Athletics Year: 2018-19

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):
2. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 2018 _____ SPRING 20____ :
 ATH 104, ATH 106, HED 100, REC 101, REC 103, REC 105, REC 107, REC 109, PE 100, PE 106, PE 128, PE 129, PE 120, PE 121, PE 122, PE 123, PE 130, PE 132, PE 133, PE 134, PE 140, PE 141, PE 142, PE 143, PE 146, PE 154, PE 160, PE 164, PE 167, PE 170, PE 172, PE 189, PEIA 100, PEIA 105, PEIA 110, PEIA 120, PEIA 125, PEIA 130, PEIA 135, PEIA 140, PEIA 145, PEIA 150, PEIA 155, PEIA 170, PEIA 185, PEIA 195
 PE 149, PE 189
3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 2018 _____ SPRING 20____ : **COMPLETED SPRING 2019 r.a.**

GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on: Fall 2018
 HED 100



The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on:

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: Fall 2018

H&W - Physical Activity: PE 120, PE 121, PE 122, PE 123, PE 130, PE 132, PE 133, PE 134, PE 140, PE 141, PE 142, PE 143, PE 146, PE 154, PE 160, PE 164, PE 167, PE 170, PE 172, PE 189, PEIA 100, PEIA 105, PEIA 110, PEIA 120, PEIA 125, PEIA 130, PEIA 135, PEIA 140, PEIA 145, PEIA 150, PEIA 155, PEIA 170, PEIA 185, PEIA 195

H&W – Health Education or First Aid and Safety: HED 100, PE 129

Course Review Team Members:

	10-8-18
Signature	Date
	10-30-18
Signature	Date
Signature	Date
Signature	Date
Signature AP&P Chair	Date
	10-30-18
Signature Academic Dean	Date

Completed forms and all backup documentation should be maintained at the department. This summary report should be included in the self-study report to be conducted during the next academic year.

PREREQUISITES, COREQUISITES, ADVISORIES
LIMITATION ON ENROLLMENT

Course Prefix and Number PEIA 100, PEIA 105, PEIA 110, PEIA 120, PEIA 125, PEIA 130, PEIA 135,
PEIA 140, PEIA 145, PEIA 150, PEIA 155, PEIA 170, PEIA 185, PEIA 195

Department Kinesiology, Recreation, and Athletics Responsible Instructor Sheri Bates

Prerequisite being reviewed: All courses have the following limitation on enrollment:
Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility
required, with no limitation on repeats if CCCAA eligible.

Use one form for each prerequisite/corequisite/advisory if the course has more than one.

The prerequisite/restriction on enrollment is necessary for the health and safety. Students or other persons would be at risk without this requirement for the following reason(s):

Minimum skill level is required to ensure the safety of the student-athlete and all other student-athletes who participate in the specific sport. Eligibility is required to ensure no negative impacts occur for each particular sport.

The course is not a major degree core requirement or a graduation requirement for which there is no alternative course available.

Alternative Course(s):

Prefix & No.	Name of Course
	<u>All activity-based PE courses</u>
Prefix & No.	Name of Course

Sheri Bates 8-29-18
Initiator Date

Chris Stein 10-30-18
Department Chair Date

Approved:
K. G. ... 10/30/18
Academic Dean Date

REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES Summary

List all courses in Discipline/Program

Course Prefix No	CURRENT Prerequisite/Coreq/Advisory/ Limitation on Enrollemnt	LEVEL OF SCRUTINY (Statistics, Content Review. UC/CSU Comparison, Student Surve list all	RESULT (i.e., current PCA is established. should be dropped/modified or new PCA is established	ACTION TO BE T (None, APP-Minor)
PE 121	A PE 120	Content Review	current PCA is established	None
PE 122	A PE 120	Content Review	current PCA is established	None
PE 123	A-PE 120	Content Review	current PCA is established	N one
ATH 104	BIOL 100.	Content Review	current PCA is established	Major
ATH 106	P - ATH 104 A - EMS 102. ENG 101* BIOL 100 or E uivalent	Content Review	current PCA is established	Major
PEIA 100	L - Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitation on repeats if CCCAA eli ibie.	Content Review	Current limitation on enrollment is established	None
PEIA 105	L Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitation on repeats if CCCAA eli ibie.	Content Review	Current limitation on enrollment is established	None
PEIA 1 10	L - Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required. with no limitation on repeats if CCCAA eli ibie.	Content Review	Current limitation on enrollment is established	None
PEIA 120	L - Instructor recommendation and CCCAA (Califomia Community College Athletic Association eliøibilit f re uired-	Content Review	Current limitation on enrollment is established	None

	with no limitation on repeats if CCCAA eli ibie.			
?EIA 125	L - Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required. with no limitation on repeats if CCCAA eli ibie.	Content Review	Current limitation on enrollment is established	None
PELA 130	L - Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required. with no limitation on repeats if CCCAA eli .	Content Review	Current limitation on enrollment is established	None
PEIA 135	L - Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitation on repeats if CCC-AA eli .bie.	Content Review	Current limitation on enrollment is established	None
PEIA 140	L Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required. with no limitation on repeats if CCCAA eli .bie.	Content Review	Current limitation on enrollment is established	None
PEIA 145	L - Instructor recommendation and CC-CAA (California Community College Athletic Association) eligibility required. with no limitation on repeats if CCCAA eli .g.	Content Review	Current limitation on enrollment is established	None
PEIA 150	L - Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitation on repeats if CCCAA eli ^u ible.	Content Review	Current limitation on enrollment is established	None

PEIA 155	L - Instructor recommendation and (California Community College Athletic Association) eligibility required, with no limitation on repeats if CCCAA eligible.	Content Review	Current limitation on enrollment is established	None
PEIA 170	L - Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitation on repeats if CCCAA eligible.	Content Review	Current limitation on enrollment is established	None
PEIA 185	L - Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitation on repeats if CCCAA eligible.	Content Review	Current limitation on enrollment is established	None
PEIA 195	L - Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitation on repeats if CCCAA eligible.	Content Review	Current limitation on enrollment is established	None

Note: If prerequisite or corequisite is being established for the first time, course must be modified to include skills.

CONTENT REVIEW
WITHIN THE SAME DISCIPLINE OR ACROSS DISCIPLINES

Course Prefix and Number ATH 106

Department Kinesiology, Recreation, and Athletics Responsible Instructor Sheri Bates

PCA being reviewed: BIOL 100 or Equivalent Type: Advisory
Use one form for each prerequisite/corequisite/advisory if the course has more than one

Review Team (Recommended: four instructors; preferably two of whom teach the course being reviewed, one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

Sheri Bates Chris Stevens
Cheo Munoz Kayla George

Recommended Materials:

1. Course outline for course being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).
3. EVA report from Computer Services reflecting student success based on completion and noncompletion of prerequisite course.

Process:

- | | |
|--|---|
| 1. <u>Examine objectives of course being reviewed.</u>
Are objectives current? <u>Yes</u>
Will student successfully completing this course have a reasonable chance of success in subsequent course? <u>No</u> | 3. Examine the evaluation tools used within the course.
Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? <u>No</u> |
| 2. <u>Examine objectives of preceding course.</u>
Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? <u>No</u> | 4. <u>Examine the text used for the course.</u>
Does the textbook require a base of knowledge the student would have obtained in the preceding course? <u>No</u> |

Based on the attached documentation, it is the recommendation of the faculty that:

- The prerequisite/corequisite/advisory is appropriate.
(circle one)
- The prerequisite/corequisite/advisory should be deleted.
(circle one)
- The prerequisite/corequisite/advisory should be modified.
(circle one)
- The course outline should be modified to reflect outcomes of content review, and to include entrance/exit skills.

Sheri Bates 2-26-19
Initiator Date

Chris Stevens 3-16-19
Department Chair Date

Approved: Kyle Academic Dean - Date 3/7/19

CONTENT REVIEW
WITHIN THE SAME DISCIPLINE OR ACROSS DISCIPLINES

Course Prefix and Number ATH 106

Department Kinesiology, Recreation, and Athletics Responsible Instructor Shari Bates

PCA being reviewed: ATH 104 Type: Prerequisite

Use one form for each prerequisite/corequisite/advisory if the course has more than one

Review Team (Recommended: four instructors, preferably two of whom teach the course being reviewed, one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

Sheri Bates Chris Stevens

Cheo Munoz Kayla George

Recommended Materials:

1. Course outline for course being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).
3. EVA report from Computer Services reflecting student success based on completion and noncompletion of prerequisite course.

Process

1. Examine objectives of course being reviewed.
Are objectives current? Yes
Will student successfully completing this course have a reasonable chance of success in subsequent course? Yes
2. Examine objectives of preceding course.
Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? Yes
3. Examine the evaluation tools used within the course.
Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? Yes
4. Examine the text used for the course.
Does the textbook require a base of knowledge the student would have obtained in the preceding course? Yes

Based on the attached documentation, it is the recommendation of the faculty that:

- X The prerequisite corequisite/advisory is appropriate.
(circle one)
- The prerequisite/corequisite/advisory should be deleted.
(circle one)
- The prerequisite/corequisite/advisory should be modified.
(circle one)
- The course outline should be modified to reflect outcomes of content review, and to include entrance/exit skills.

Sheri Bates 2-26-19
Initiator Date

Chris Stevens 3-16-19
Department Chair Date

Approved: Ky Eng Academic Dean -- Date 3-7-19

ALLAN HANCOCK COLLEGE GENERAL EDUCATION WORKSHEET

HED 100

CATEGORIES (See definitions following criteria)

- 1) Natural Sciences
- 2a) Social Science
- 2b) American History or Government
- 3) Humanities
- 4a) English Composition
- 4b) Communication & Analytical Thinking
- 5) Living Skills

Course must meet all criteria.

CRITERIA	INSTRUCTIONAL OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<u>Level</u> : The course level is beyond the minimal public high school level subject matter requirements in our service district.	1, 2, 3, 4, 5, 6, 7, 8, 9	Content from text covers 16 various subject areas related to overall health and wellness
<u>Scope</u> : The course exposes the student to a wide range of principles, perspectives, and knowledge of the discipline. "Discipline" defined as the major headings listed in the "Course of Study" section of the college catalog.	1, 2, 3, 4, 5, 6, 7, 8, 9	Content from text covers 16 various subject areas related to overall health and wellness
<u>Integrity</u> : The course is a whole unto itself and not primarily part of a sequence of courses. A student does not need courses that precede or follow this one to gain a general education experience.		Content from text covers 16 various subject areas related to overall health and wellness. Course does not require pre-requisite, co-requisite nor advisory
<u>Generality</u> : The course provides a generalizing, rather than specializing experience within the subject matter of the discipline and seeks to provide broad connections to related areas of knowledge within and without the discipline.	1, 2, 3, 4, 5, 6, 7, 8, 9	Content from text covers 16 various subject areas related to overall health and wellness
<u>Critical Thinking</u> : The course prepares students to make comparative and critical evaluations of the principles, perspectives, and knowledge within the discipline.	1, 2, 4, 5, 7, 9	
<u>Continuing Study</u> : The course provides a broad base of knowledge or technique from which the student can continue learning in the discipline.		Content from text covers 16 various subject areas related to overall health and wellness
<u>Cultural D</u> iversity: The course demonstrates sensitivity to cultural diversity, and includes: a. exposure of students to a diversity of cultural perspectives and examples where they relate to the subject matter; b. utilization of resource materials, which draw upon and portray cultural diversity when appropriate to course content.	2, 3, 4, 5, 6, 7, 8, 9	

ALLAN HANCOCK COLLEGE GENERAL EDUCATION CATEGORY DEFINITIONS WORKSHEET

COURSE _____ OTHER EVIDENCE I
O J' E THE OUTLINE

Indicate where in the outline each objective in the appropriate category definition is addressed.

- 4. find and evaluate information by selecting and using appropriate research methods and tools.
- 5. produce or respond to artistic and creative expression.

--	--

Category 4 Language and Rationality (6 units)

4A. Courses approved for this category must be composition courses that emphasize active student participation in writing and speaking assignments, including accurate reporting and evaluation of information, as well as advocating points of view in a logical, well-organized, and clear manner.

Students completing courses in this category 4A will demonstrate an ability to:

- 1. communicate effectively in many different situations, involving diverse people and viewpoints.
- 2. listen actively and analyze the substance of others' comments.
- 3. read effectively and analytically.
- 4. find and evaluate information by selecting and using appropriate research methods and tools.

4B: Courses approved for this category must develop the use of logical thought, clear and precise expression, and require critical evaluation of communication in whatever symbol system the student uses.

For mathematical concepts and quantitative reasoning, courses must not merely require computational skills, but should encourage the understanding of basic mathematical concepts. Courses may not restrict topics to one discipline. Statistics courses should emphasize the mathematical basis of statistical tests, probability, applications, abuses, and the analysis and criticism of statistical arguments in public disclosure.

Students completing courses in category 4B will demonstrate an ability to:

- 1. think logically and critically in solving problems; explaining conclusions; and evaluating, supporting, or critiquing the thinking of others.
- 2. identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses.
- 3. communicate in an understandable and organized fashion to explain their ideas, express their feelings, or support conclusions.

Category 5 Living Skills (3 units)

Courses approved in this category prepare students to understand themselves as physical, social, and psychological beings and include an emphasis on self-development throughout life's stages.

Students completing courses in this category will demonstrate an ability to:

- 1. exhibit habits of intellectual exploration, personal responsibility and well being.
- 2. work with diverse people including those with different cultural and linguistic backgrounds and different physical abilities.
- 3. interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.
- 4. participate effectively in teams to make decisions and seek consensus.

- 1) 1, 2, 3, 4, 5, 6, 7, 8, 9
- 2) 1, 2, 3, 4, 5, 6, 7, 8, 9
- 3) 1, 2, 3, 4, 5, 6, 7, 8, 9
- 4) 1, 2, 3, 4, 5, 6, 7, 8, 9

Content from text covers 16 various subject areas related to overall health and wellness

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

Strengths of the program/discipline:

- The department faculty have demonstrated a high level of dedication to the college and go above and beyond to support their students' successes.
- The program has adapted to needed changes and updated their curriculum to meet current demand.
- During times of shrinking budgets, the department has exhibited resourcefulness and innovation.
- Student data reflects a high level of satisfaction as well as evidence of good rapport between faculty, staff, and their student body.
- The program continues to maintain positive relationships with the community and is mindful of and responsive to their needs.
- The department has worked hard with other department's campus wide to dispel the myths regarding student athletes. Relationships and perceptions continue to grow throughout the campus.
- The addition of a full time counselor has seen noticeable improvement amongs student athletes from retention to transfer. Athletic programs transfer students to universities at higher rates than the institution as a whole.
- The Department has done a tremendous job highlighting and marketing their students' successes to the campus faculty, staff, and students as well as leverage the impact they have on our community and how that relationship benefits the institution as a whole.
- Career and technical education programs housed in the department (sports medicine and recreation management) are thriving and are supported by appropriate advisory groups.

Concerns regarding the program/discipline:

- There is clearly a lack of institutional support for the program as evidenced by a common practice of ignoring, not prioritizing, and revoking identified funding to address critical departmental needs, specifically in building N.
- Facilities are grossly outdated and dilapidated (ADA non-compliant and liability issues exist}; the institution has addressed issues with facilities only when they are critical and with a "Band-Aid" approach.
- Expanding curriculum per student demand remains a significant problem due to space and classroom availability.

2. RECOMMENDATIONS

- Because of its importance to the college's community relations and the profound impact that team sports make instudents' lives, the institution needs to place a greater value on the Athletic Department by prioritizing their needs higher within the budgeting planning process.
- The overall sturcutre as it relates to "chain of command" needs to be revisited. The current Associate Dean position should be reporting directly to the President. Administrative support is insufficient as the current Associate Dean/Athletic Director position is actually one person performing two jobs. The proposal to hire a sports information director to also serve as the assistant athletic director would address these challenges.

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

Strengths of the program/discipline:

- The department faculty have demonstrated a high level of dedication to the college and go above and beyond to support their students' successes.
- The program has adapted to needed changes and updated their curriculum to meet current demand.
- During times of shrinking budgets, the department has exhibited resourcefulness and innovation.
- Student data reflects a high level of satisfaction as well as evidence of good rapport between faculty, staff, and their student body.
- The program continues to maintain positive relationships with the community and is mindful of and responsive to their needs.
- The department has worked hard with other department's campus wide to dispel the myths regarding student athletes. Relationships and perceptions continue to grow throughout the campus.
- The addition of a full time counselor has seen noticeable improvement amongs student athletes from retention to transfer. Athletic programs transfer students to universities at higher rates than the institution as a whole.
- The Department has done a tremendous job highlighting and marketing their students' successes to the campus faculty, staff, and students as well as leverage the impact they have on our community and how that relationship benefits the institution as a whole.
- Career and technical education programs housed in the department (sports medicine and recreation management) are thriving and are supported by appropriate advisory groups.

Concerns regarding the program/discipline:

- There is clearly a lack of institutional support for the program as evidenced by a common practice of ignoring, not prioritizing, and revoking identified funding to address critical departmental needs, specifically in building N.
- Facilities are grossly outdated and dilapidated (ADA non-compliant and liability issues exist); the institution has addressed issues with facilities only when they are critical and with a "Band-Aid" approach.
- Expanding curriculum per student demand remains a significant problem due to space and classroom availability.

2. RECOMMENDATIONS

- Because of its importance to the college's community relations and the profound impact that team sports make in students' lives, the institution needs to place a greater value on the Athletic Department by prioritizing their needs higher within the budgeting planning process.
- The overall sturcutre as it relates to "chain of command" needs to be revisited. The current Associate Dean position should be reporting directly to the President. Administrative support is insufficient as the current Associate Dean/Athletic Director position is actually one person performing two jobs. The proposal to hire a sports information director to also serve as the assistant athletic director would address these challenges.

VALIDATION TEAM SIGNATURE

Christine Reed

Christine Reed

Robert Senica

ROBERT SENICA

Chris Stevens

CHRIS STEVENS

Kim Ensing

Kim ENSING



Jerry White, Commissioner
5351 Butterfield Street
Camarillo, CA 93012
Cell: 805-890-2061 Fax: 805-485-3779
wscjerry@yahoo.com

May 11, 2018

Dr. Kevin G. Walthers
Superintendent/President
Allan Hancock College
800 S. College Drive
Santa Maria, CA 93454

Dr. Walthers,

On April 18, 2018 a committee representing the Western State Conference (WSC) visited Allan Hancock College (AHC) for the purpose of conducting a required Program Review of the Athletic Department. We interviewed Administrators, Coaches, a variety of support staff, and AHC athletes. Our visit revealed the strong support received by the Athletic Department from the President's office and the outstanding leadership of Associate Dean/Athletic Director Kim Ensing.

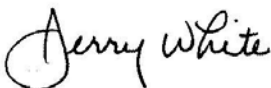
The WSC expects each of our eighteen (18) colleges to abide by the California Community College Athletic Association (CCCAA) Constitution and Bylaws. We greatly appreciate the diligent efforts of AHC to address their responsibilities to conduct an athletic department in compliance with our expectations.

The nine standards which were reviewed are covered in the following report. However, allow me to feature several highlights from our visit and this report.

- The eligibility process being put into a "book of procedures" will allow all staff members to assist as needed. This commitment to compliance instituted and encouraged by Kim Ensing with the assistance of Eligibility Specialist, Nathan DeWeiss and Director of Admissions and Records, Marian Quaid-Maltagliati comprise a strong leadership team.
- It was noted that the National Student Clearinghouse website could be used to assist in identifying all previously attended colleges and universities by entering student athletes.
- The Drug/Alcohol testing and Education Policy instituted makes AHC one of the few in our California Community Colleges System. We see this as a strong message envied by other CCCAA members.

- AHC Athletic Department's outreach and involvement in the community becomes a benefit to everyone concerned – the image of the college, those community members receiving your attention, and certainly the lessons learning by your student athletes of helping others. The reading program for elementary school students by several teams and Scia Maumausolo's softball team involvement at the local veteran's center are examples of the those things done by your student athletes.
- Consideration should be given to adding an Assistant Athletic Director and Sports Information Director to keep your growing Athletic Program operating smoothly and in compliance.
- Hiring of the full-time Athletic Counselor, Lainey Campus will have a lasting positive benefit to your student athletes – congratulations!
- Lastly, equal access to the athletic training facility is a concern that has existed at AHC for years. Making the necessary adaptations will require planning and financing. Addressing this issue before an unfortunate incident occurs should be discussed.

Respectfully,



Jerry White
Commissioner, Western State Conference



ALLAN HANCOCK COLLEGE

PROGRAM REVIEW – April 18, 2018

PROGRAM REVIEW COMMITTEE MEMBERS:

Jerry White
Bob Mariucci
Jonas Crawford
Sandi Taylor
Will Cowen
Reggie Ellis
Albert Loaiza

COMMITTEE REPORT:

- COMMENDATIONS
- RECOMMENDATIONS

Standard One
Constitutional Compliance



After referring to your previous WSC Program Review on everyone, list the areas and describe the actions taken on program review team "considerations" or "recommendations" comments.

1. In what manner is Form R-2 Statement of "In-service Training" accomplished on your campus? Outline the process step by step. Include the latest R-1 and R-2 forms in the self study.
2. If it appears that a team at your institution has violated the CCCAA Constitution and Bylaws, what type of college process is followed? Outline the process step by step. Have administrators and athletic staff been made aware of this process in writing?
3. State your method of institutional control over out-of-season competition.
4. Demonstrate the steps to verify institutional control over student-athletes in the following areas:
 - A. Payment of enrollment fees, tuition and books
 - B. Room and board
 - C. Transportation costs.
5. Describe what has been done to sensitize your athletes and athletic staff to sexual harassment issues.

COMMENDATIONS

1. It is clear that Allan Hancock College strives for compliance with the California Community College Athletic Association (CCCAA) Bylaws and Constitution. Everyone from the President to the students had been through a form of "In-service Training" and were familiar with the general bylaws.
2. The written report clearly states processes in case of violations, along with personal verbal and written communication by the Associate Dean of Athletics. The eligibility process being institutionalized or put into a "book of procedures" allows all staff to assist as needed.
3. Through the Program Review and the committee's interviews with all groups at Allan Hancock College, it was clear that the Athletic Department is committed to compliance and functions at a high level because of Kim Ensing's tremendous effort throughout her tenure as the Athletic Director.

RECOMMENDATIONS

1. Allan Hancock College may consider a more formal or online sexual harassment training for student-athletes. Some colleges require individuals to review online information, followed by a short exam to verify compliance. This may alleviate the workload at the eligibility meeting and upon the Associate Dean of Athletics.
 2. Housing was a concern for several coaches. Allan Hancock College has shown concern with student welfare with the initiation of a Student Emergency Fund. The Theatre Arts Housing Director may look to expand services to all students, including student-athletes.
-

Standard Two Eligibility Process



After referring to your previous WSC Program Review, list the areas and describe the actions taken on program review team "considerations" or "recommendations" comments.

1. List step by step, the procedures used to fill out the following forms, and who is involved in each step.
 - A. Form 1- Student Eligibility Report
 - B. Form 2 - Tracer Report
 - C. Form 3 - Census/Participation Team Eligibility Report
 - D. Form C - Out of District Student Contact Report
2. Where are Forms 1 and 3 kept? How long are they kept? Are they secure?
3. How do you keep abreast of eligibility changes made by the California Community College Athletic Association?
4. Compliance of Student Education Plan (SEP) requirement.
 - A. Describe development process.
 - B. Where are the SEP's stored?

COMMENDATIONS

1. Allan Hancock College provides a thorough process for student-athlete eligibility. There is good structure and personnel in place to review and double-check for completeness and accuracy. There is a good hierarchy of structure for the entire process, which includes Kim Ensing, Nathan DeWeiss (Eligibility Processing Specialist) and Marian Quaid-Maltagliati (Director of Admissions and Records). There is also more than one Eligibility Processing Specialist who can process student-athlete eligibility.
2. The Form C is included on the Athletics website and available for prospective students from out-of-state to complete upon inquiry. The Form 1's are also completed online.
3. The identification of a student-athlete falling below 12 units automatically notifies the Athletic Department personnel and the Admissions and Records office.
4. Since the 2009 Program Review, the hiring of a new Full Time Academic Counseling member for Athletics (Lainey Campos) was implemented. This position is housed in the Athletics area. Allan Hancock College should be commended for this newly hired position.

RECOMMENDATIONS

1. We recommend that the National Student Clearinghouse website be utilized to identify all colleges and universities that student-athletes have previously attended. This tool will allow for better accuracy when identifying schools that student-athletes have attended. It reinforces the CCCAA tracer that is currently being utilized.
2. Within our discussions throughout the review, even though the new full-time Academic Counselor has been extremely beneficial to the Athletics Department, there may be need for additional help for completing mandatory SEP's due to the high number of student-athletes.

**Standard Three
Statement of Philosophy**



After referring to your previous WSC Program Review, list the areas and describe the actions taken on program review team "considerations" or "recommendations" comments.

1. Provide your Statement of Philosophy, which would affirm and support the Western State Conference's Statement of Philosophy.
2. What is your college gender equity philosophy?
3. Do you have a written statement on athletic gender equity? If so, enclose it.
4. What is your college athletic recruiting philosophy?
5. Do you have a written statement on athletic recruiting philosophy? If so, enclose it.

COMMENDATIONS

1. Allan Hancock College promotes and abides by the Western State Conference (WSC) and CCCAA philosophies on Athletics and Gender Equity.
2. Allan Hancock College has implemented a Drug/Alcohol testing and Education Policy.
3. Based on all the interviews with various people it was evident that Athletic Director, Kim Ensing, has established a very consistent message about the expectations and philosophical direction she is leading this department.

RECOMMENDATIONS

1. There needs to be more discussion and information provided for the student-athletes in the areas of Title IX/Sexual Harassment training. We recognize this information is discussed at the pre-season team meetings, however, a more comprehensive training should be done with student-athletes. A few suggestions were given, that the student-athletes can do an on-line Title IX/Sexual Harassment training or possibly an in-person training with the Human Resources Office can be implemented.
2. In addition, policies or statements on Gender Equity, athletic recruiting, and Title IX/Sexual Harassment should be more visible so they are more easily assessable to not only on-campus administration, faculty, staff and student-athletes, but the outside community as well. This can be accomplished by including those statements on the Athletics website or including them in coaching manuals or student-athlete handbooks.

Standard 4



Staff Professionalism

After referring to your previous WSC Program Review, list the areas and describe the actions taken on program review team "considerations" or "recommendations" comments.

1. Using the chart on the next page, list participation by members of your institution in professional activities other than athletic participation.
2. List CCCAA attendance, committee assignments, attendance, etc.
 - A. List CCCAA attendance dates and any committee assignments.
 - B. Include local campus committee and special service accomplishments (i.e. membership on Academic Senate, Budget Committees, etc.)
 - C. List any community service/volunteer participation or achievements by any member of your athletic staff.

COMMENDATIONS

1. Athletic Director Kim Ensing's contributions to the WSC, growth of the Allan Hancock Athletics Athletic program and her attendance at CCCAA conferences and events has been outstanding.
2. Allan Hancock College Athletics was represented at community service events by most of the teams and coaching staffs. Several teams participated in a variety of events ranging from reading to elementary school students during Dr. Seuss week to being the centerpiece of the College- wide Bulldog Bound program. A special commendation for Scia Maumausolo, Head Softball Coach and her team for their involvement at local veteran's center, and their commitment to promoting camaraderie and awareness in support of the athletic programs on campus.
3. The Athletic program is highly supported by President/ Superintendent Dr. Kevin Walthers and Vice-President of Student Affairs Melinda Nash.

Standard 4



Staff Professionalism

After referring to your previous WSC Program Review, list the areas and describe the actions taken on program review team "considerations" or "recommendations" comments.

1. Using the chart on the next page, list participation by members of your institution in professional activities other than athletic participation.
2. List CCCAA attendance, committee assignments, attendance, etc.
 - A. List CCCAA attendance dates and any committee assignments.
 - B. Include local campus committee and special service accomplishments (i.e. membership on Academic Senate, Budget Committees, etc.)
 - C. List any community service/volunteer participation or achievements by any member of your athletic staff.

COMMENDATIONS

1. Athletic Director Kim Ensing's contributions to the WSC, growth of the Allan Hancock Athletics Athletic program and her attendance at CCCAA conferences and events has been outstanding.
2. Allan Hancock College Athletics was represented at community service events by most of the teams and coaching staffs. Several teams participated in a variety of events ranging from reading to elementary school students during Dr. Seuss week to being the centerpiece of the College- wide Bulldog Bound program. A special commendation for Scia Maumausolo, Head Softball Coach and her team for their involvement at local veteran's center, and their commitment to promoting camaraderie and awareness in support of the athletic programs on campus.
3. The Athletic program is highly supported by President/ Superintendent Dr. Kevin Walthers and Vice-President of Student Affairs Melinda Nash.

RECOMMENDATIONS

1. Part-time head coaches have limited participation on campus committees. Participation is crucial and without athletic representation, their voices will not be heard.
2. The Committee would encourage coaches to be more pro-active in their respective coaching associations; this is usually tough with part-time head coaches, however, if incentivized, participation may improve.
3. Due the size of the athletic program, the responsibilities of the Athletic Director and the CCCAA requirements for game management. The committee recommends hiring of an assistant Athletic Director and a Sports Information Director.

Standard 5 Academic Achievement and Support



After referring to your previous WSC Program Review, list the areas and describe the actions taken on program review team "considerations" or "recommendations" comments.

1. Describe activities directed toward supporting the concept of student athletic matriculation. (From high school to community college and from community college to four-year institution. Attach any documents to substantiate the activities
2. Attach active student transcripts to this standard. At least one student transcript per intercollegiate athletic team must be included. Second year athletes must be used and their transcript designated by sport. Remove student's name from transcript to be in compliance with student's right to privacy. Transcripts should be selected randomly.
3. Describe services and/or interaction the athletic program has with the counseling area in terms of planning the student's academic schedule.
4. Describe academic support services offered to athletes.
5. Retention Chart (see page 61)
6. Does your college on a regular basis, nominate your athletes or teams for conference and state awards? If so, please list all nominations over the last three years.
7. How many California Community College Athletic Association teams and individual awards for academic excellence have you nominated students for over the last three years?

COMMENDATIONS

1. The biggest improvement of matriculation, academic achievement and support was the ability to hire a 100% full-time Athletics Counselor. Although Lainey Campos has only been in the position for one year, her impact is clear after meeting the students, coaches, and staff.
2. Allan Hancock College has also taken a big step forward by providing student-athletes a dedicated study hall room. The location of this room in the Athletics building gives students a great opportunity to study and complete their work in between practices and classes.
3. Priority registration provides student-athletes the ability to conform to strict schedules. All student-athletes are allowed to take advantage of this during registration, and the counselor works to make sure that they have met the matriculation steps necessary to earn priority.

4. Allan Hancock College student-athletes are guided very well from their first steps through transfer and/or graduation by the staff. From entry-level matriculation steps, orientations, check-ins with counseling, creating/updating educational plans, and transfer evaluations/information, student-athletes have an excellent student success experience.
5. Allan Hancock College has done a great job recently of nominating student-athletes for personal and team academic awards.

RECOMMENDATIONS

1. Even though Allan Hancock College has a dedicated room for study hall, a more formal room equipped with tutors and/or additional services will help academic success. Currently, the room is monitored by Lainey Campos, which takes time away from her main counseling priorities. Dedicated tutoring position(s) would alleviate the heavy workload on Lainey and the coaches. Whether it is in this dedicated room, or in collaboration with the Tutorial Center, student-athletes could benefit from trained tutors in certain subject areas. With a formalized process, mandated study hall will lead to improvements in GPA and academic success.
 2. Allan Hancock College offers Personal Development (PD) courses for their students that range from *Personal & Career Exploration* to *Success in College*. It would be a recommendation of this committee to offer a *Success in College course for Student-Athletes*. This type of credit course conveys transitional issues that come from being a high school student-athlete to a collegiate student-athlete. Student-athletes would not only benefit with athletic specific content, but would also be able to earn transferable units.
-

**Standard 6
Citizenship**



After referring to your previous WSC Program Review, list the areas and describe the actions taken on program review team "considerations" or "recommendations".

1. Describe the programs designed to foster good citizenship. Attach any documents to substantiate the programs listed.
2. Describe the process by which you communicate the California Community College Athletic Association Decorum policy.
3. Describe what has been done to sensitize your athletes and athletic staff to sexual harassment, drug free working environment, and diversity issues.
4. List the number of decorum violations for last year, categorized by sport.

COMMENDATIONS

1. The Athletic Department provides opportunities for each student-athlete engage with the community with various activities and fundraising events. The student-athletes felt a great sense of support from the community.
2. The College has done a fantastic job of mitigating damage caused by the tragic murder of a student. The needs and emotional concerns were met by bringing in outside assistance to provide guidance and create a bonding theme.
3. Drug testing is costly, but an excellent deterrent for drug abuse on campus.

RECOMMENDATIONS

1. In order to educate incoming student-athletes to the high expectations Allan Hancock College has for students, the student-athlete handbook should be posted on the website.

**Standard Seven
Gender Equity**



After referring to your previous WSC Program Review, list the areas and describe the actions taken on program review team "considerations" or "recommendations".

1. If you are in a multi-college district what is the philosophy of your district in terms of a full complement of athletic teams?
2. Attach a copy of your gender equity self-study if one has been completed.
3. Attach your California Community College Athletic Association Gender Equity Report and your Equity in Athletics Disclosure Act Form.

COMMENDATIONS

1. Allan Hancock College should be commended for participating in a self-study with the aid of Good Sports, Inc. in 2008.
2. Through the utilization of the CCC Apply Athletics interest survey embedded in the college admissions application, Allan Hancock College has taken action steps to support the under-represented gender by adding women's water polo, women's swimming and reinstating women's cross country.
3. Athletic Director Kim Ensing has shown a strong commitment to providing equitable opportunities to the underrepresented gender. Kim works with the Kinesiology Department in development of curriculum, and to support efforts to field women's teams. Based on meetings held for female student-athletes, identified as expressing interest in participation, great strides have been made at the College to create an equal playing field.

RECOMMENDATIONS

1. As previously identified by Good Sports, Inc. equal access to the athletic training facility is an area of concern. Entrance for female athletes is less than desirable through a hallway in the office area, while the entrance for the male athletes is through the men's locker room.
2. Currently, the entrance from the men's locker room has a "western door" that creates a line of vision directly into the men's locker room, from the training room, when opened.
3. Consider adding an additional athletic trainer to accommodate summer and non-traditional contests. The current Athletic Training room is very small, and additional space should be considered.
4. Off-campus facilities for aquatics may be creating a barrier to student-athletes getting back and forth to campus for classes. Consideration should be given to upgrading the on-campus aquatic facility, to meet the needs of the intercollegiate aquatics programs.
5. Both the male and female locker rooms are outdated and not fully functional.
6. It is important to add Title IX and EADA information to the website.

**Standard 8
Fundraising**



After referring to your previous WSC Program Review, list the areas and describe the actions taken on program review team "considerations" or "recommendations" comments.

1. What institutional controls are in place to insure proper accounting and distribution of funds raised from foundations, trust accounts, booster clubs and other donations?
2. Does the Athletic Director have institutional control of all revenues and expenses generated from the foundations, trust accounts, booster club and donations? If not, who does?
3. Are these accounting procedures in writing and if so in what document do they appear? Attach to self-study.
4. Describe how revenue from foundations, trust accounts, booster clubs and other donations, i.e. are distributed to men and women's Athletics.

COMMENDATIONS

1. Excellent work with Joe White BBQ to raise money for the entire department.
2. Many of the Allan Hancock College Intercollegiate Athletics teams work in the community to fundraise while incorporating camps and youth sports.
3. Fundraising request forms are in place to reserve facilities and insure that liability controls are in place.
4. Coaching staff indicated that fundraising accounts are accessible and used primarily for extra events or trips to enhance team bonding or the overall student experience. It appears that all basic needs of food, transportation and equipment are provided.

RECOMMENDATIONS

1. It is strongly suggested that the off-campus booster club used to raise money for the athletic department become part of the College Foundation to insure fiscal controls and accountability are in place.
2. Several coaches indicated that personal credit cards are used for meals or activities requiring funds from the fundraising accounts. It is strongly recommended that district procurement cards be issued, or other mechanism be used to access trust funds, without a reimbursement process.
3. Several coaches indicated that large amounts of cash are generated through approved team fundraising events. It is highly recommended that faculty members and student-athletes limit contact with cash as often as possible. Possible solutions are to hire event assistants or "box office" staff through the district human resource process and to acquire "Square" or other online purchasing modalities to limit cash transactions.

**Standard 9
Demographics**



After referring to your previous WSC Program Review, list the areas and describe the actions taken on program review team "considerations" or "recommendations" comments.

1. Fill in chart and attach to self-study:
 - A. Beginning number of participants (total number)
 - B. Of (A), amount of out-of-district athletes in both numbers and percentages
 - C. Of (A), amount of out-of-state athletes in both number and percentages
 - D. Of those out-of-district athletes, state how first contact was made
 - E. Of those out-of-state athletes, state how first contact was made
2. Of all the college athletic teams, indicate which teams had more than 10% of the athletes from out-of-district, out-of-state, and out-of-country:
 - A. Compare the percentage of out-of-district, out-of-state and out-of-country with the general student body population.

*Definition of out-of-district students: Students who have not graduated from district's high schools or have not lived in the district for one year after graduation from your district's high school before entering your college. (Amended 5/19/92 and 6/95)

COMMENDATIONS

1. The entire athletic department is committed to the health and wellness of all student-athletes by providing many resources.
2. The number of student-athletes from outside the recruiting district is high, however, appropriate based on low number of feeder high schools in the area.

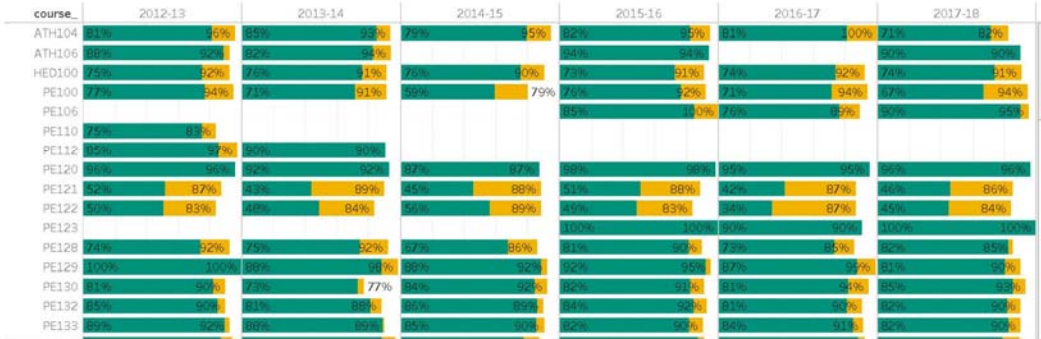
RECOMMENDATIONS

1. Allan Hancock College may consider the use of existing resources to create a Housing Coordinator position available to all students on the campus in order to alleviate anxiety noted by several student-athletes.
2. Allan Hancock College may consider creating more on campus jobs, potentially with categorical funding, to allow more students to work on campus and take more units. Several student-athletes noted the challenges of transportation and timing to and from work, home, class and the pool.

ATH, HED, PE and 2 more Outcomes

subject
Multiple values

	Sum 2012	Fall 2012	Spring 2013	Sum 2013	Fall 2013	Spring 2014	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Winter 2016	Spring 2016	Sum 2016	Fall 2016	Winter 2017	Spring 2017	Sum 2017	Fall 2017	Winter 2018	Spring 2018
Sections	29	52	62	30	57	66	34	69	71	43	80	2	77	39	82	2	79	41	79	1	72
Headcount	730	1,830	1,841	794	1,830	1,802	777	2,046	1,906	788	2,004	67	1,834	593	2,048	57	1,779	786	1,822	29	1,562
Enrollment	845	2,342	2,399	857	2,241	2,194	841	2,464	2,278	901	2,420	67	2,262	808	2,544	57	2,170	867	2,217	29	1,868
retained	786	2,172	2,172	784	2,055	1,984	770	2,239	2,054	844	2,201	49	2,055	766	2,358	39	1,988	815	1,991	21	1,721
Retention %	93%	93%	91%	91%	92%	90%	92%	91%	90%	94%	91%	73%	91%	95%	93%	68%	92%	94%	90%	72%	92%
success	676	1,696	1,756	679	1,653	1,577	676	1,800	1,695	747	1,801	39	1,661	671	1,886	27	1,618	716	1,629	19	1,391
Success %	80%	72%	73%	79%	74%	72%	80%	73%	74%	83%	74%	58%	73%	83%	74%	47%	75%	83%	73%	66%	74%
FTES	77	247	231	75	249	213	78	271	236	83	271	7	228	73	296	6	223	77	262	3	202



AHC Outcomes

	Sum 2012	Fall 2012	Spring 2013	Sum 2013	Fall 2013	Spring 2014	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Winter 2016	Spring 2016	Sum 2016	Fall 2016	Winter 2017	Spring 2017	Sum 2017	Fall 2017	Winter 2018	Spring 2018
Sections	293	1,004	1,087	285	1,069	1,141	306	1,141	1,209	355	1,177	41	1,220	357	1,184	41	1,214	333	1,168	45	1,186
Headcount	5,551	10,883	11,361	5,421	10,922	11,293	5,185	11,084	11,249	5,593	10,982	1,051	11,341	4,354	12,111	1,023	11,636	5,306	11,889	1,118	11,320
Enrollment	8,784	28,559	29,609	8,455	28,612	29,369	8,168	29,153	28,984	8,789	28,471	1,270	28,153	8,305	29,268	1,314	28,161	8,052	28,754	1,480	26,960
Retention %	89.8%	86.6%	86.2%	89.1%	87.0%	85.2%	89.4%	86.8%	85.4%	89.6%	86.4%	84.4%	89.4%	90.4%	88.0%	86.5%	88.1%	90.3%	87.0%	87.2%	88.1%
Success %	77.3%	69.6%	70.4%	77.5%	70.6%	70.2%	77.7%	69.8%	71.4%	77.4%	70.2%	70.6%	73.2%	79.6%	71.5%	77.2%	74.0%	80.3%	71.5%	78.9%	74.1%
FTES	1,001	3,775	3,813	978	3,852	3,868	944	3,900	4,048	1,009	3,807	111	3,715	967	4,197	115	4,020	900	4,126	139	3,869

1-1 Outcomes by course



Retention % and Success % for each course_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter keeps 21 of 35 members. The CB04 filter keeps C, D and N. The subject filter keeps ATH, HED, PE, PEIA and REC. The course filter has multiple members selected.

Measure Names
■ Retention %
■ Success %

1-1 Outcomes by course

course_	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
PE179D			100%	100%		
PE189			100%	100%		
PEIA100	92%	86%	94%	96%	99%	88%
PEIA105	100%	100%	95%	95%	100%	100%
PEIA110	100%	100%	93%	93%	100%	85%
PEIA120	93%	93%	93%	88%	76%	83%
PEIA125	100%	100%	100%	100%	100%	78%
PEIA130	86%	100%	91%	91%	100%	100%
PEIA135	95%	100%	100%	100%	100%	100%
PEIA140	92%	90%	100%	90%	91%	95%
PEIA145	93%	89%	89%	97%	97%	100%
PEIA150	84%	84%	84%	84%	83%	81%
PEIA155	78%	100%	100%	100%	75%	100%
PEIA170	86%	100%	100%	100%	100%	100%
PEIA185			100%	100%	91%	100%
PEIA195			86%	99%	95%	98%
REC101	90%	97%	87%	91%	90%	94%
REC103	91%	91%	95%	96%	100%	97%
REC105	99%	96%	94%	98%	100%	91%
REC107	94%	97%	93%	82%	100%	100%
REC179A		100%	100%	71%	88%	86%

Retention % and Success % for each course_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter keeps 21 of 35 members. The CB04 filter keeps C, D and N. The subject filter keeps ATH, HCD, PE, PEIA and REC. The course filter has multiple members selected.

Measure Names
■ Retention %
■ Success %

ATH, HED, PE and 2 more Retention & Success



Retention % and Success % for each course broken down by Term Code_. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04 and subject. The TERM_CODE filter keeps 6 of 35 members. The CB04 filter keeps C, D and N. The subject filter keeps ATH, HED, PE, PEIA and REC. The view is filtered on course, which has multiple members selected.

Measure Names

- Retention %
- Success %

ATH, HED, PE and 2 more Retention & Success



Measure Names

- Retention %
- Success %

ATH, HED, PE and 2 more Retention & Success



Measure Names
■ Retention %
■ Success %

ATH, HED, PE and 2 more Retention & Success



Measure Names
■ Retention %
■ Success %

ATH, HED, PE and 2 more Retention & Success

course_	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
PE179C	90% 95%	96% 96%	96% 100%	90% 100%	93% 97%	
PE189			100% 100%			
PEIA130	100% 100%	92% 92%	100% 100%	100% 100%	91% 91%	100% 100%
PEIA135	91% 91%	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%
PEIA140	92% 92%	100% 100%	100% 100%	100% 100%	96% 96%	97% 97%
PEIA145	93% 93%	94% 94%	94% 94%	100% 100%	100% 100%	100% 100%
PEIA150	84% 84%	87% 90%	94% 94%	100% 100%	77% 77%	86% 93%
PEIA155	74% 73%	100% 100%	100% 100%	83% 83%	100% 100%	100% 100%
PEIA170	86% 86%	100% 100%	100% 100%	100% 100%		100% 100%
PEIA185			100% 100%	87% 87%	100% 100%	100% 100%
PEIA195			95% 99%	92% 94%	93% 96%	94% 97%
REC101	85% 95%	82% 89%	81% 95%	82% 96%	82% 83%	96% 100%
REC103	91% 91%	95% 98%	95% 100%	88% 100%	82% 92%	97% 97%
REC107	94% 97%	87% 91%	91% 100%	96% 100%	83% 83%	100% 100%
REC179A		100% 100%	71% 88%	69% 77%	79% 93%	100% 100%

Measure Names
■ Retention %
■ Success %

ATH, HED, PE and 2 more Demographics

Age Category	Academic Year											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 19	1,565	288	1,536	259	1,597	280	1,552	275	1,534	301	1,506	276
20-24	1,330	188	1,381	194	1,482	214	1,370	197	1,287	188	1,194	183
25-29	286	35	328	38	377	43	409	51	387	45	302	34
30-34	143	17	152	17	179	18	169	21	194	21	162	17
35-39	96	10	99	11	100	9	113	13	116	15	104	11
40-49	105	11	110	11	131	13	153	22	163	21	143	16
50+	57	7	69	7	72	7	87	10	78	8	72	8

ETHNICITY	Academic Year											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	87	13	99	15	85	11	89	13	102	15	70	11
Black	162	58	176	54	203	50	203	55	182	57	169	54
Filipino	109	19	119	16	108	17	110	19	108	17	98	13
Hispanic	2,007	286	2,032	285	2,258	323	2,237	327	2,126	307	1,791	258
NativeAm	65	9	62	7	53	9	54	9	65	11	73	13
PacIsl	33	8	24	3	37	9	32	5	30	7	28	5
White	1,028	163	1,083	157	1,120	166	1,046	160	1,067	167	1,173	189

SB04	Academic Year											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	1,811	247	1,895	252	1,979	278	1,930	281	1,874	270	1,764	257
Male	1,677	308	1,699	285	1,884	307	1,841	307	1,801	312	1,616	282
Unknown	3	0	1	0	1	0			4	1	20	4

SB15	Academic Year											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time	614	85	882	130	925	133	912	134	963	149	822	122
First Time Transfer	278	40	269	35	200	32	239	36	247	35	221	31
Continuing	2,283	329	2,282	321	2,712	385	2,568	375	2,482	369	2,365	361
Returning	738	98	462	47	313	30	387	40	274	28	232	24
Special Admit	18	2	36	4	52	5	35	4	29	3	49	5
Unknown	5	0	1	0	1	0	1	0	1	0		
Grand Total	3,491	555	3,595	537	3,864	585	3,771	588	3,679	582	3,400	543

AHC Credit Demographics

Age Category	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Under 19	4,319	2,785	4,221	2,720	4,269	2,742	4,528	2,759	5,805	3,105	6,308	3,155
20-24	6,363	3,337	6,304	3,417	6,122	3,441	6,054	3,341	5,700	3,398	5,460	3,190
25-29	2,564	1,029	2,497	1,100	2,585	1,182	2,555	1,118	2,440	1,255	2,395	1,212
30-34	1,585	514	1,520	508	1,542	563	1,533	528	1,379	578	1,327	556
35-39	950	291	978	317	944	320	969	292	924	357	891	328
40-49	1,325	383	1,253	378	1,212	400	1,262	356	1,042	379	1,040	384
50+	919	250	878	259	891	244	966	248	789	227	676	210

ETHNICITY	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Asian	638	282	627	297	585	277	582	275	512	264	469	214
Black	625	342	634	327	617	340	673	359	583	326	555	278
Filipino	447	261	450	271	477	320	473	292	483	309	462	269
Hispanic	7,604	4,253	7,654	4,475	7,959	4,698	8,196	4,670	8,206	4,873	7,475	4,482
NativeAm	290	142	261	136	270	144	263	133	307	144	348	167
Other	2	0	1	0	5	1	2	0	4	1	5	2
PacIsl	103	59	105	50	122	59	97	50	119	62	141	62
White	7,503	3,248	7,033	3,143	6,671	3,050	6,728	2,862	7,016	3,146	7,819	3,541

SB04	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Female	8,528	4,526	8,474	4,635	8,253	4,714	8,360	4,479	8,768	4,922	8,937	4,913
Male	8,670	4,058	8,281	4,061	8,445	4,174	8,643	4,159	8,340	4,181	8,126	4,049
Unknown	5	3	4	2	3	2	3	2	109	23	181	51

SB15	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
First Time	2,455	801	2,859	1,169	2,904	1,176	2,920	1,185	2,777	1,194	2,562	1,089
First Time Transfer	3,096	695	2,871	681	2,408	598	2,634	616	2,111	541	2,352	656
Continuing	9,889	5,704	9,363	5,831	10,402	6,334	10,178	5,991	10,502	6,487	9,986	6,305
Returning	4,709	1,286	4,211	919	3,039	672	3,196	675	2,277	551	2,382	539
Special Admit	475	94	505	96	560	107	935	173	2,260	353	2,578	424
Unknown	14	7	6	3	13	3	6	2	4	0	1	0
Grand Total	17,203	8,587	16,758	8,699	16,700	8,890	17,004	8,641	17,217	9,126	17,235	9,014

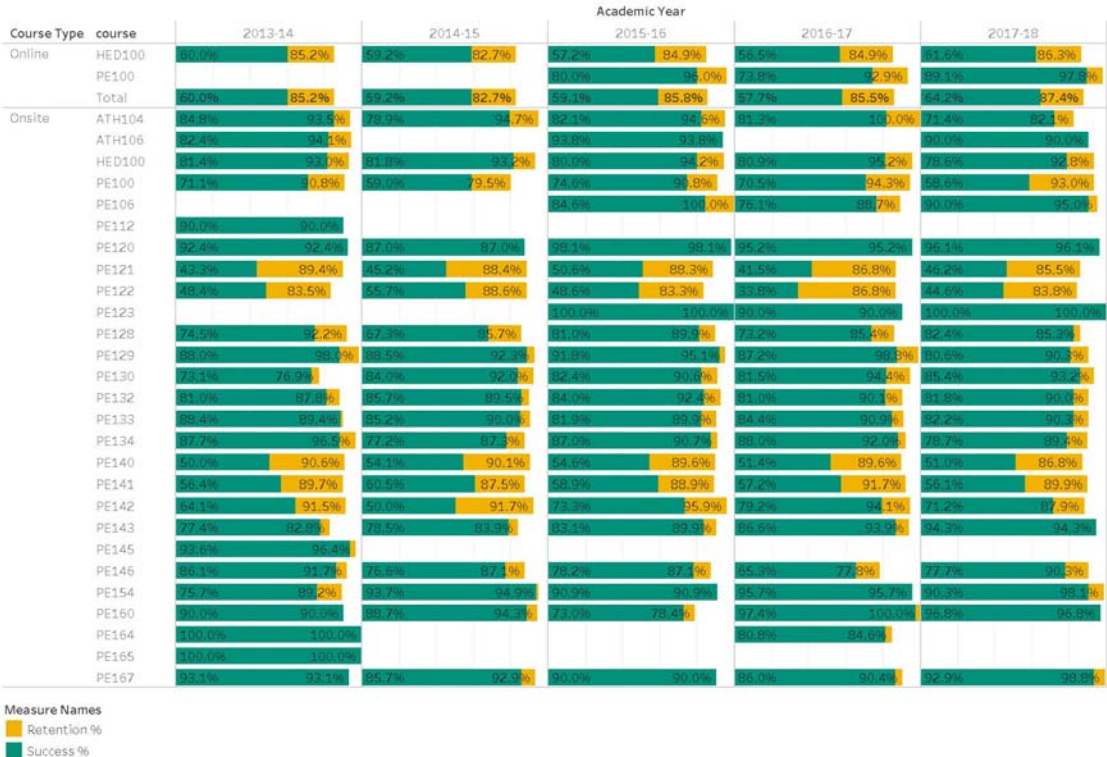
Degree / Certificate Athletic Training/Trainer, Health and Physical Education,, Kinesiology and Exercise Scien

Program Classification Desc	Major Desc	Program Classification	Degree	Academic Year Graduation Desc						
				2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Athletic Training/Trainer	Sports Medicine	510913	AS						1	
Health and Physical Education,	Physical Education	310501	AA	3	7	6	4	2	2	
	Physical Education Teach..	310501	AA			1				
Kinesiology and Exercise Scien	Kinesiology	310501	AA				4	6	3	
	Kinesiology for Transfer	310501	AA-T			5	11	10	13	

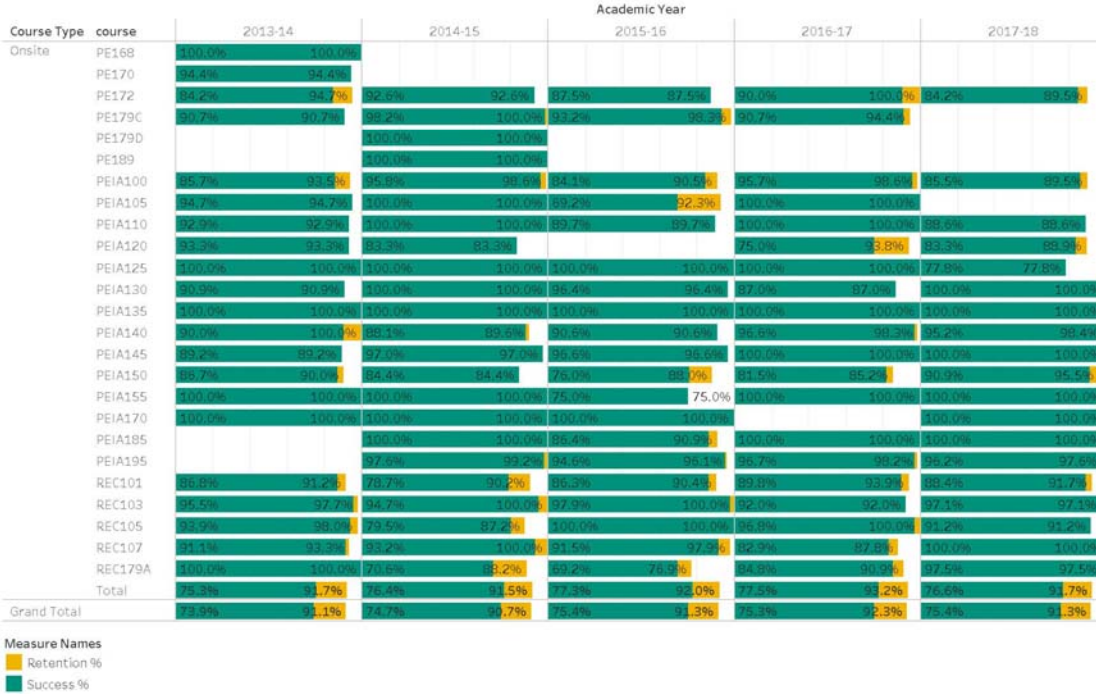
Online/ Onsite ATH, HED, PE and 2 more

Course Type	subject	course	Academic Year																					
			2013-14				2014-15				2015-16				2016-17				2017-18					
			Hea.	Enr.	Sect.	FTES	Hea.	Enr.	Sect.	FTES	Hea.	Enr.	Sect.	FTES	Hea.	Enr.	Sect.	FTES	Hea.	Enr.	Sect.	FTES		
Onsite	PE	PE170	18	18	1	2																		
		PE172	19	19	1	2	27	27	2	3	16	16	2	2	20	20	2	2						
		PE179C	42	43	2	7	57	57	2	10	59	59	2	10	54	54	2	9						
		PE179D					13	13	1	5														
		PE189					6	6	3	0														
PEIA		PEIA100	77	77	3	25	71	71	3	24	63	63	3	21	69	69	3	30	76	76	3	25		
		PEIA105	19	19	1	6	17	17	1	6	13	13	1	5	13	13	1	4						
		PEIA110	28	28	1	9	30	30	1	10	29	29	1	9	30	30	1	10	35	35	1	11		
		PEIA120	15	15	1	5	6	6	1	2					16	16	2	3	18	18	2	5		
		PEIA125	8	8	1	3	8	8	1	3	14	14	1	5	13	13	1	4	9	9	1	3		
		PEIA130	23	33	2	9	15	21	2	7	18	28	2	8	17	23	2	11	15	21	2	9		
		PEIA135	10	19	2	5	12	19	2	7	10	17	2	5	13	24	2	12	16	25	2	12		
		PEIA140	48	70	2	22	44	67	2	21	39	64	2	20	40	59	2	19	39	63	2	20		
		PEIA145	22	37	2	12	20	33	2	10	19	29	2	9	19	35	2	11	16	28	2	9		
		PEIA150	30	30	1	10	26	32	2	10	20	25	2	8	21	27	2	9	17	22	2	7		
		PEIA155	7	7	1	2	3	3	2	1	7	8	2	3	7	7	1	2	5	5	1	2		
		PEIA170	6	6	1	2	7	7	1	2	5	5	1	2					6	6	1	2		
		PEIA185					14	14	1	7	16	22	2	8	13	16	2	6	13	18	2	11		
		PEIA195					225	253	17	42	243	279	24	40	215	275	27	47	222	286	25	47		
		REC		REC101	68	68	2	7	61	61	2	6	72	73	3	8	49	49	2	5	121	121	4	13
REC103	44			44	1	5	38	38	1	4	47	47	1	5	25	25	1	3	35	35	1	4		
REC105	49			49	1	5	39	39	1	4	39	39	1	4	31	31	1	3	34	34	1	4		
REC107	45			45	2	5	44	44	2	5	46	47	2	5	41	41	2	4	35	35	2	4		
REC179A	32			32	1	3	17	17	1	2	13	13	1	1	33	33	2	3	40	40	2	6		
Total			3,221	4,805	141	490	3,459	5,044	161	533	3,302	4,991	185	524	3,276	4,967	185	539	3,072	4,503	177	497		
Grand Total			3,595	5,292	153	537	3,865	5,583	174	585	3,732	5,583	200	582	3,682	5,579	202	598	3,409	4,981	193	544		

Online/ Onsite Retention & Success ATH, HED, PE and 2 more



Online / Onsite Retention & Success ATH, HED, PE and 2 more

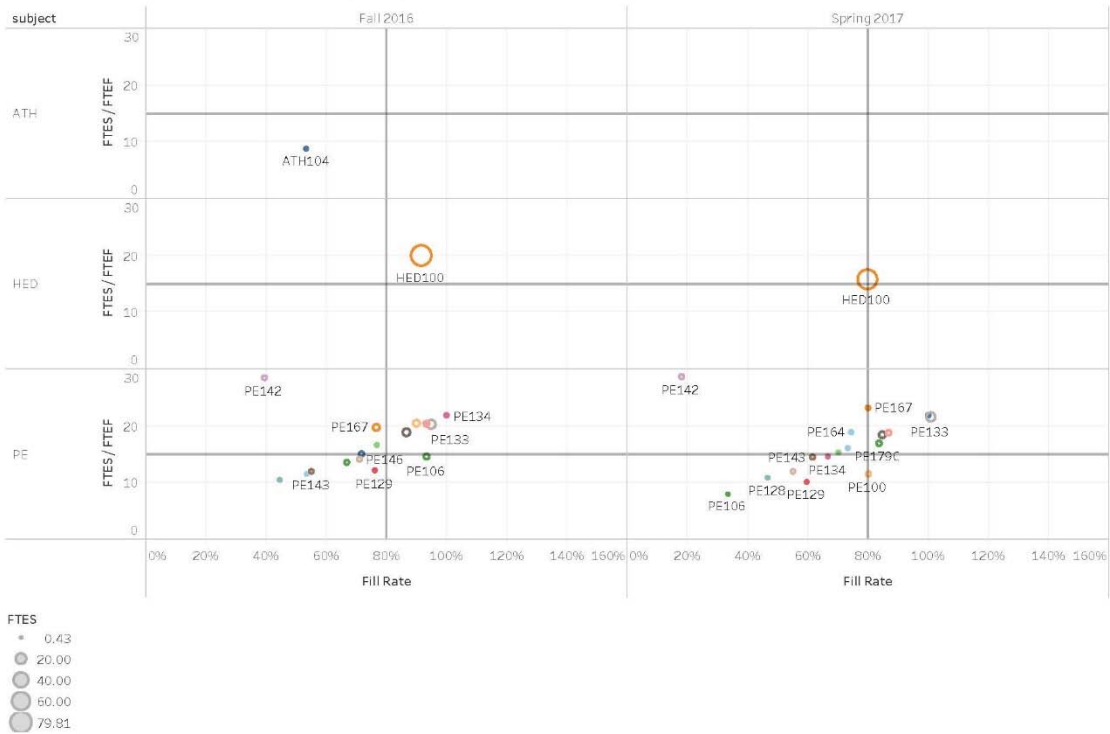


Online / Onsite AHC

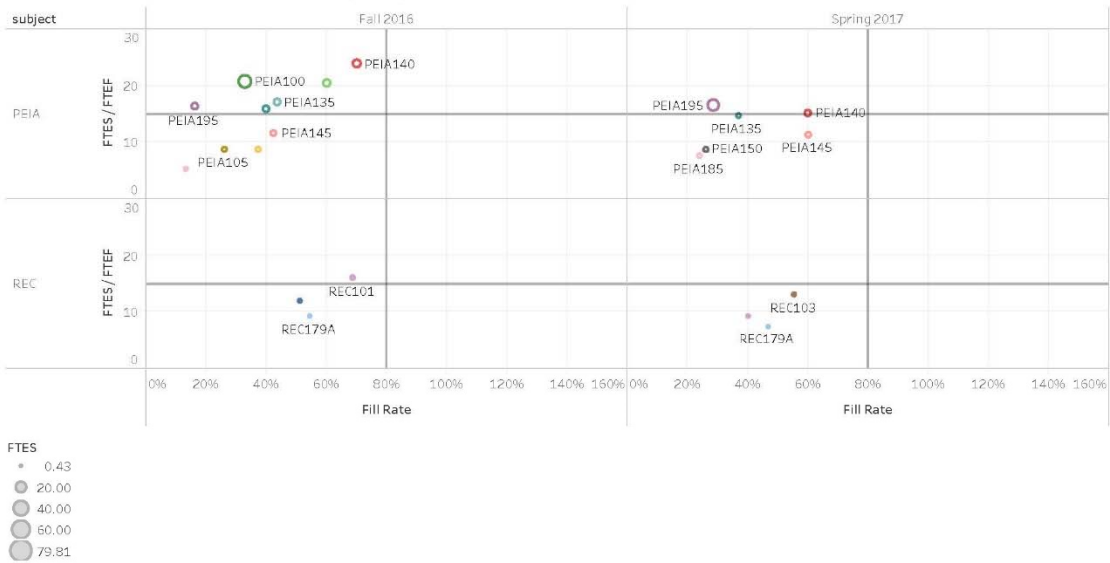
Course Type		Academic Year				
		2013-14	2014-15	2015-16	2016-17	2017-18
Online	Headcount	7,388	7,143	7,580	7,006	7,152
	Enrollment	14,898	14,732	15,710	15,695	15,548
	Sections	419	445	509	517	501
	Retention %	80.6%	81.2%	83.1%	83.2%	84.2%
	Success %	61.2%	60.7%	64.0%	65.8%	67.5%
	FTES	1,438	1,421	1,496	1,524	1,523
Onsite	Headcount	13,324	13,514	13,623	14,458	14,466
	Enrollment	51,538	51,573	50,973	51,353	49,698
	Sections	2,076	2,211	2,284	2,279	2,231
	Retention %	88.2%	88.1%	89.6%	89.9%	89.0%
	Success %	74.2%	74.5%	75.1%	76.1%	75.8%
	FTES	7,261	7,471	7,145	7,775	7,511
Grand Total	Headcount	16,762	16,709	17,009	17,251	17,276
	Enrollment	66,436	66,305	66,683	67,048	65,246
	Sections	2,495	2,656	2,793	2,796	2,732
	Retention %	86.5%	86.5%	88.1%	88.3%	87.9%
	Success %	71.3%	71.5%	72.5%	73.7%	73.8%
	FTES	8,699	8,892	8,642	9,298	9,034

Headcount, Enrollment, Sections, Retention %, Success % and FTES broken down by Academic Year vs. Course Type. The data is filtered on TERM_CODE and CB04. The TERM_CODE filter keeps 18 of 35 members. The CB04 filter keeps C and D.

ATH, HED, PE and 2 more Efficiency Graph



ATH, HED, PE and 2 more Efficiency Graph

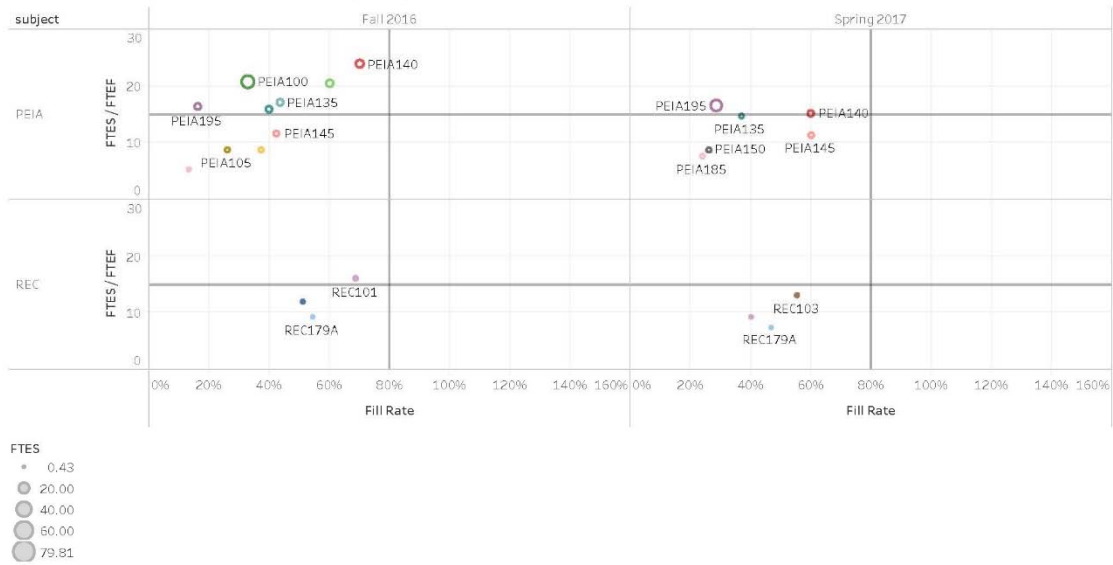


Program Efficiency

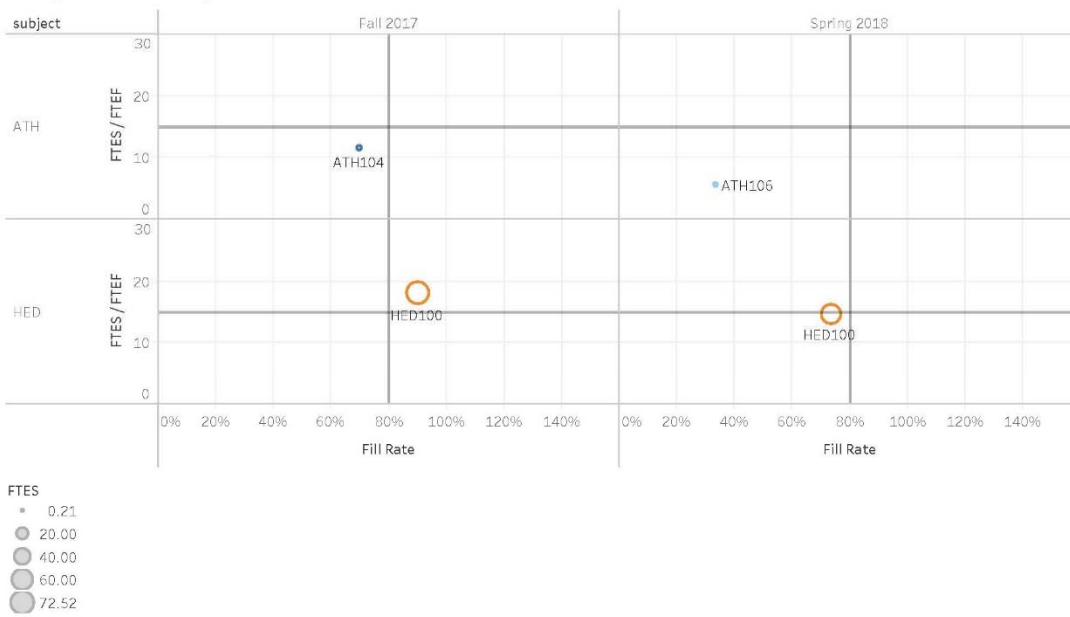


- FTES
- 0.21
 - 20.00
 - 40.00
 - 60.00
 - 72.52

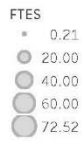
ATH, HED, PE and 2 more Efficiency Graph



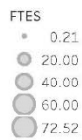
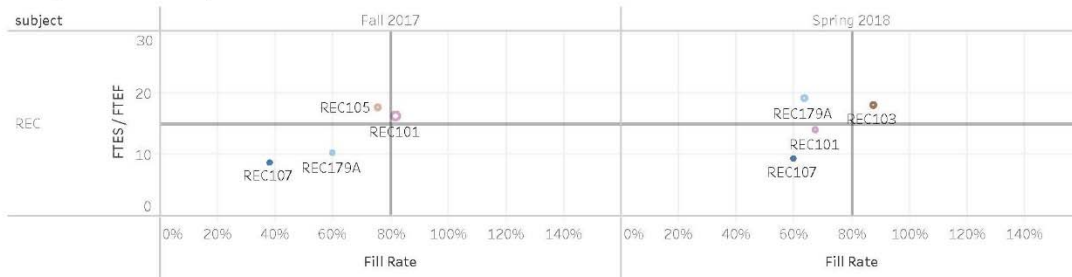
Program Efficiency



Program Efficiency



Program Efficiency



11 Efficiency Table

Academic Year	Term Code	course	FTES	FTEF+	FTES / FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
2016-17	Sum 2016	HED100	33	2.317	14.3	334	481	44	69%
		PE100	4	0.212	19.2	42	45	45	93%
		PE120	2	0.135	14.1	19	30	30	63%
		PE121	0	0.000		9	125	125	7%
		PE122	0	0.000		11	150	150	7%
		PE129	1	0.132	6.0	29	90	45	32%
		PE132	5	0.300	17.7	52	60	30	87%
		PE133	5	0.270	17.5	47	60	30	78%
		PE140	2	0.000		51	450	450	11%
		PE141	1	0.000		40	150	150	27%
		PE143	1	0.135	6.7	9	30	30	30%
		PE154	2	0.135	14.1	19	30	30	63%
		PE172	1	0.000		7	40	40	18%
		PEIA195	16	1.761	8.8	139	865	67	16%
	Total	73	5.397	13.6	808	2,606	67	31%	
	Fall 2016	ATH104	2	0.259	8.8	16	30	30	53%
		HED100	80	4.000	20.0	780	853	43	91%
		PE100	8	0.400	20.5	78	87	44	90%
		PE106	6	0.400	14.5	56	60	30	93%
		PE120	2	0.143	16.7	23	30	30	77%
PE121		2	0.000		54	200	200	27%	
PE122		1	0.000		27	200	200	14%	
PE123		1	0.000		10	35	35	29%	
PE128		2	0.200	10.4	20	45	45	44%	
PE129		2	0.201	12.1	80	105	35	76%	
PE130		6	0.286	20.3	56	60	30	93%	
PE132		11	0.572	18.8	104	120	30	87%	
PE133		15	0.715	20.3	142	150	30	95%	
PE134		3	0.143	21.7	30	30	30	100%	
PE140		12	0.000		301	400	400	75%	
PE141		3	0.000		109	200	200	55%	

11 Efficiency Table

Academic Year	Term Code	course	FTES	FTEF+	FTES / FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
2016-17	Fall 2016	PE142	4	0.143	28.5	51	130	65	39%
		PE143	3	0.286	12.0	33	60	30	55%
		PE146	4	0.286	14.1	39	55	28	71%
		PE154	4	0.286	15.1	43	60	30	72%
		PE160	2	0.143	11.6	16	30	30	53%
		PE167	8	0.429	19.8	82	107	36	77%
		PE179C	4	0.298	13.6	24	36	36	67%
		PEIA100	30	1.429	20.8	69	210	70	33%
		PEIA105	4	0.476	8.8	13	50	50	26%
		PEIA110	10	0.476	20.4	30	50	50	60%
		PEIA120	3	0.000		16	70	35	23%
		PEIA125	4	0.476	8.8	13	35	35	37%
		PEIA130	8	0.476	15.8	12	30	30	40%
		PEIA135	8	0.477	17.1	13	30	30	43%
		PEIA140	11	0.476	23.8	35	50	50	70%
		PEIA145	6	0.476	11.6	17	40	40	43%
		PEIA150	5	0.000		14	35	35	40%
		PEIA185	3	0.478	5.3	4	30	30	13%
		PEIA195	8	0.477	16.4	30	185	46	16%
		REC101	3	0.200	16.1	31	45	45	69%
	REC105	3	0.200	16.1	31	45	45	69%	
	REC107	2	0.200	11.9	23	45	45	51%	
	REC179A	2	0.200	9.2	19	35	35	54%	
	Total	296	15.707	18.8	2,544	4,068	50	63%	
	Winter 2017	HED100	6	0.424	13.1	57	60	30	95%
		Total	6	0.424	13.1	57	60	30	95%
	Spring 2017	HED100	73	4.600	15.9	715	897	39	80%
		PE100	5	0.400	11.6	44	55	28	80%
		PE106	2	0.200	8.0	15	45	45	33%
PE120		2	0.143	15.2	21	30	30	70%	
PE121	1	0.000		43	125	125	34%		

11 Efficiency Table

Academic Year	Term Code_	course_	FTES	FTEF+	FTEF/ FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate		
2016-17	Spring 2017	PE122	0	0.000		30	75	75	40%		
		PE128	2	0.200	10.9	21	45	45	47%		
		PE129	2	0.199	10.1	55	92	31	60%		
		PE130	5	0.286	18.8	52	60	30	87%		
		PE132	8	0.429	18.4	76	90	30	84%		
		PE133	15	0.715	21.6	151	150	30	101%		
		PE134	2	0.143	14.5	20	30	30	67%		
		PE140	11	0.000		247	425	425	58%		
		PE141	4	0.000		127	425	425	30%		
		PE142	4	0.143	28.7	50	280	140	18%		
		PE143	4	0.286	14.5	40	65	33	62%		
		PE146	3	0.286	12.0	33	60	30	55%		
		PE154	3	0.143	21.7	30	30	30	100%		
		PE160	2	0.143	15.9	22	30	30	73%		
		PE164	3	0.143	18.8	26	35	35	74%		
		PE167	3	0.143	23.2	32	40	40	80%		
		PE172	1	0.000		13	45	45	29%		
		PE179C	5	0.298	17.0	30	36	36	83%		
		PEIA130	4	0.238	14.7	11	30	30	37%		
		PEIA135	4	0.239	14.8	11	30	30	37%		
		PEIA140	7	0.476	15.2	24	40	40	60%		
		PEIA145	5	0.476	11.4	18	30	30	60%		
		PEIA150	4	0.476	8.8	13	50	50	26%		
		PEIA155	2	0.000		7	50	50	14%		
		PEIA185	4	0.476	7.6	12	50	50	24%		
		PEIA195	24	1.432	16.6	105	370	41	28%		
		REC101	2	0.200	9.3	18	45	45	40%		
		REC103	3	0.200	13.0	25	45	45	56%		
		REC107	2	0.200	9.3	18	45	45	40%		
		REC179A	1	0.200	7.5	14	30	30	47%		
		Total			223	13.513	16.5	2,169	3,980	51	54%

11 Efficiency Table

Academic Year	Term Code_	course_	FTES	FTEF+	FTEF/ FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate		
2016-17	Total		598	35.041	17.1	5,578	10,714	53	52%		
2017-18	Sum 2017	ATH104	1	0.275	3.2	7	25	25	28%		
		HED100	25	2.105	12.1	256	376	38	68%		
		PE100	4	0.212	21.1	46	45	45	102%		
		PE120	1	0.270	3.0	8	60	30	13%		
		PE121	1	0.000		21	125	125	17%		
		PE122	1	0.000		17	150	150	11%		
		PE129	1	0.133	4.8	26	90	45	29%		
		PE132	7	0.435	15.5	68	90	30	76%		
		PE133	8	0.659	12.9	97	142	28	68%		
		PE140	3	0.000		62	450	450	14%		
		PE141	2	0.000		52	150	150	35%		
		PE146	2	0.135	11.9	16	30	30	53%		
		PE154	3	0.135	20.1	27	30	30	90%		
		PE172	1	0.000		8	40	40	20%		
		PEIA195	18	1.544	11.8	156	585	59	27%		
		Total			77	5.903	13.0	867	2,388	58	36%
		2017-18	Fall 2017	ATH104	3	0.259	11.6	21	30	30	70%
				HED100	73	4.000	18.1	711	790	40	90%
				PE100	7	0.400	18.7	71	75	38	95%
				PE120	3	0.143	18.1	25	30	30	83%
PE121	2			0.000		55	200	200	28%		
PE122	0			0.000		21	200	200	11%		
PE123	0			0.000		2	35	35	6%		
PE128	2			0.200	9.8	19	45	45	42%		
PE129	1			0.201	5.2	33	75	38	44%		
PE130	5			0.286	16.3	45	60	30	75%		
PE132	10			0.572	18.1	77	90	30	86%		
PE133	15			0.858	17.8	149	180	30	83%		
PE134	3			0.143	22.5	31	30	30	103%		
PE140	10			0.000		232	400	400	58%		

11 Efficiency Table

Academic Year	Term Code_	course_	FTES	FTEF+	FTES / FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate		
2017-18	Fall 2017	PE141	3	0.000		102	200	200	51%		
		PE142	3	0.143	21.6	41	130	65	32%		
		PE143	1	0.143	8.7	12	30	30	40%		
		PE146	4	0.286	14.1	39	55	28	71%		
		PE154	3	0.143	18.1	25	30	30	83%		
		PE160	2	0.143	11.6	16	30	30	53%		
		PE167	6	0.429	15.0	62	115	38	54%		
		PEIA100	25	1.428	17.2	76	210	70	36%		
		PEIA110	11	0.476	23.8	35	50	50	70%		
		PEIA120	5	0.000		18	70	35	26%		
		PEIA125	3	0.476	6.1	9	35	35	26%		
		PEIA130	6	0.476	11.9	9	30	30	30%		
		PEIA135	8	0.477	17.1	13	30	30	43%		
		PEIA140	11	0.476	23.1	34	50	50	68%		
		PEIA145	5	0.476	10.2	15	40	40	38%		
		PEIA150	3	0.000		8	35	35	23%		
		PEIA185	5	0.448	10.9	8	30	30	27%		
		PEIA195	8	0.477	16.3	37	245	41	15%		
		REC101	10	0.600	16.2	94	115	38	82%		
		REC105	4	0.200	17.6	34	45	45	76%		
		REC107	2	0.200	8.8	17	45	45	38%		
		REC179A	2	0.200	10.2	21	35	35	60%		
		Total			262	14.759	17.8	2,217	3,895	49	57%
		Winter 2018		HED100	3	0.212	13.3	29	30	30	97%
				Total	3	0.212	13.3	29	30	30	97%
		Spring 2018		ATH106	2	0.376	5.5	10	30	30	33%
				HED100	56	3.800	14.7	547	745	39	73%
				PE100	6	0.600	9.9	57	85	28	67%
				PE106	2	0.200	10.7	20	30	30	67%
				PE120	2	0.143	13.0	18	30	30	60%
PE121	3	0.000		69	125	125	55%				

11 Efficiency Table

Academic Year	Term Code_	course_	FTES	FTEF+	FTES / FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate		
2017-18	Spring 2018	PE122	1	0.000		36	75	75	48%		
		PE128	2	0.200	7.8	15	45	45	33%		
		PE129	0	0.066	5.5	13	30	30	43%		
		PE130	6	0.286	21.0	58	60	30	97%		
		PE132	8	0.429	18.1	75	90	30	83%		
		PE133	14	0.715	19.4	135	150	30	90%		
		PE134	2	0.143	11.6	16	30	30	53%		
		PE140	9	0.000		228	425	425	54%		
		PE141	3	0.000		83	425	425	20%		
		PE142	2	0.000		25	250	250	10%		
		PE143	2	0.143	16.7	23	30	30	77%		
		PE146	5	0.286	17.4	48	60	30	80%		
		PE154	5	0.286	18.5	51	60	30	85%		
		PE160	2	0.143	10.9	15	30	30	50%		
		PE167	2	0.143	15.9	22	40	40	55%		
		PE172	1	0.000		11	45	45	24%		
		PEIA130	4	0.238	16.1	12	30	30	40%		
		PEIA135	4	0.239	16.1	12	30	30	40%		
		PEIA140	9	0.476	18.3	29	40	40	73%		
		PEIA145	4	0.476	8.2	13	30	30	43%		
		PEIA150	5	0.476	9.5	14	50	50	28%		
		PEIA155	2	0.000		5	50	50	10%		
		PEIA170	2	0.476	4.1	6	30	30	20%		
		PEIA185	6	0.465	12.9	10	50	50	20%		
		PEIA195	21	1.432	14.5	93	370	41	25%		
		REC101	3	0.200	14.0	27	40	40	68%		
		REC103	4	0.200	18.1	35	40	40	88%		
		REC107	2	0.200	9.3	18	30	30	60%		
		REC179A	4	0.201	19.1	19	30	30	63%		
		Total			202	13.038	15.5	1,868	3,710	52	50%
		Total			544	33.912	16.0	4,981	10,023	52	50%

11 Efficiency Table

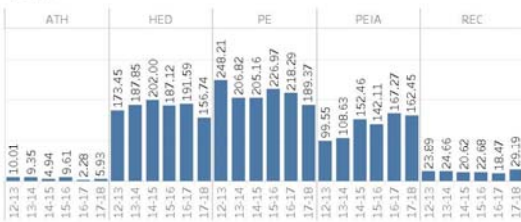
Academic Year	Term Code	course	FTES	FTEF+	FTEF/ FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
Grand Total			1,142	68,953	16.6	10,559	20,737	53	51%

Faculty Load, FTES & Efficiency - ATH, HED, PE and 2 more

subject
Multiple values

2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
FTEF+	FTES	FTEF/ FTEF	FTEF+	FTES	FTEF/ FTEF	FTEF+	FTES	FTEF/ FTEF	FTEF+	FTES	FTEF/ FTEF	FTEF+	FTES	FTEF/ FTEF	FTEF+	FTES	FTEF/ FTEF
32.670	555.11	16.9	20.423	537.31	18.9	32.096	585.19	18.2	37.173	500.49	15.8	35.041	597.90	17.1	33.912	543.68	16.0

FTES



FTEF



FTEF/FTES



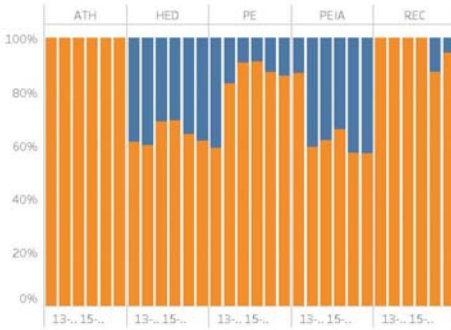
All FTEF by faculty type

SUBJECT	Faculty Type	2012-2013				2013-2014				2014-2015			
		FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
ATH	Instructional - PT	0.777	0.000	2.0	3.0	0.904	0.000	2.0	3.0	0.528	0.000	2.0	2.0
HED	Instructional - FT	2.927	0.721	4.0	18.0	3.195	1.465	5.0	23.0	2.640	1.820	5.0	22.0
	Instructional - PT	4.639	0.000	8.0	23.0	4.847	0.000	9.0	24.0	5.848	0.000	10.0	25.0
PE	Instructional - FT	6.134	0.645	5.0	31.0	1.604	0.495	5.0	27.0	0.779	0.336	5.0	21.0
	Instructional - PT	8.896	0.000	22.0	51.0	8.037	0.000	20.0	51.0	7.906	0.000	15.0	55.0
PEIA	Instructional - FT	0.835	0.117	2.0	2.0	2.618	0.000	4.0	7.0	4.109	0.000	4.0	13.0
	Instructional - PT	5.767	0.000	10.0	13.0	3.858	0.000	8.0	11.0	6.730	0.000	14.0	25.0
REC	Instructional - FT	1.412	0.000	2.0	7.0	1.400	0.000	2.0	7.0	1.400	0.000	2.0	7.0
	Instructional - PT												
Grand Total		31.387	1.483	35.0	143.0	26.463	1.960	35.0	153.0	29.940	2.156	38.0	174.0

SUBJECT	Faculty Type	2015-2016				2016-2017				2017-2018			
		FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
ATH	Instructional - PT	1.2	0.0	2.0	4.0	0.3	0.0	1.0	1.0	0.9	0.0	2.0	3.0
HED	Instructional - FT	2.7	1.8	5.0	22.0	3.4	1.9	6.0	26.0	3.1	2.0	6.0	25.0
	Instructional - PT	6.1	0.0	10.0	30.0	6.1	0.0	12.0	30.0	5.0	0.0	10.0	25.0
PE	Instructional - FT	1.0	0.3	6.0	22.0	1.3	0.4	7.0	24.0	1.3	0.4	7.0	25.0
	Instructional - PT	10.6	0.0	22.0	71.0	8.9	0.0	19.0	65.0	8.2	0.0	19.0	60.0
PEIA	Instructional - FT	4.0	0.0	4.0	15.0	4.8	0.0	5.0	21.0	4.7	0.0	5.0	23.0
	Instructional - PT	7.9	0.0	16.0	30.0	6.5	0.0	11.0	26.0	6.3	0.0	12.0	23.0
REC	Instructional - FT					0.2	0.0	1.0	1.0	0.1	0.0	1.0	1.0
	Instructional - PT	1.6	0.0	2.0	8.0	1.4	0.0	2.0	7.0	1.9	0.0	4.0	10.0
Grand Total		35.1	2.1	45.0	202.0	32.8	2.3	39.0	201.0	31.6	2.3	40.0	193.0

Faculty Type
■ Instructional - FT
■ Instructional - PT

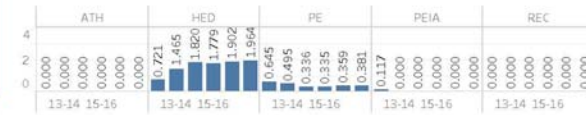
%FTEF by Faculty Type



Faculty count by type



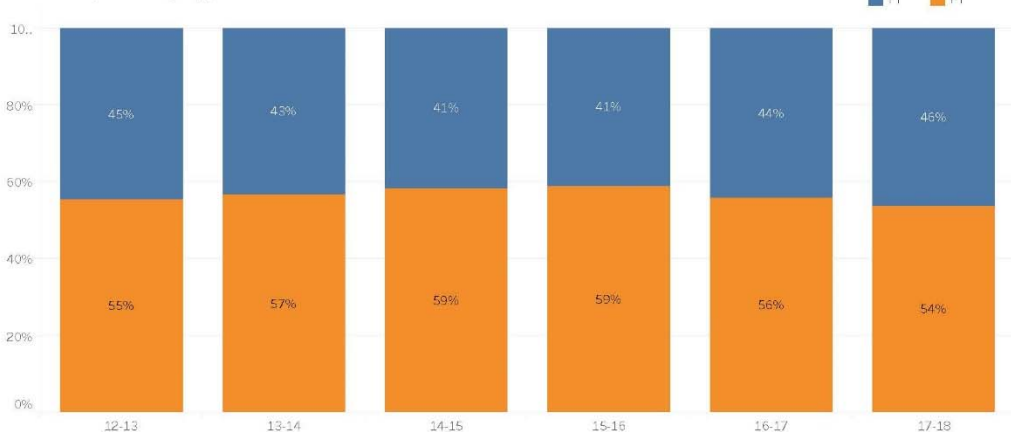
Overload



All AHC FTEF by Faculty Type

Instructional ..	Faculty Type	Academic Year					
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Instructional	Instructional - FT	11.379	9.377	9.684	9.834	11.900	11.601
	Instructional - PT	21.491	19.046	22.412	27.339	23.141	22.311
	Total	32.870	28.423	32.096	37.173	35.041	33.912
Grand Total		32.870	28.423	32.096	37.173	35.041	33.912

%FTEF by Faculty Type



The program goals reflect a curriculum that is designed to develop lifelong skills in overall health and wellness, knowledge and experiences for transfer, and viable career paths in the field of Health, Athletic Training/Physical Therapy, Kinesiology, Athletics and Recreation. The evidence for program goals and college mission statement is found in the course outlines and student learning outcomes.

CRITICAL ONGOING ISSUES

These goals have been previously identified in past program reviews. These goals/issues have not been addressed by College resources, to date.

<p><i>Indoor Classroom Space, Additional classrooms, i.e. Lecture rooms, Aerobics/Exercise Room, Cardiovascular Fitness Room, Resistance (Weight) Room, Exercise Physiology Testing Laboratory, Staff Locker Room, Upgrade existing student locker room, and Athletic Training Room. The items in building N have been discussed in previous program reviews, with previous and current administration (along with Board of Trustees), and the only remedy to major problems has been cosmetic.</i></p>	<p>Plans have been produced by architect, using departmental staff input. Plans indicate a remodel of building N, which include a larger fitness lab, larger and more accessible training room, and adequate locker space for Kinesiology students and Men's/Women's Intercollegiate Athletic Teams. <u>Identification of funding</u> is still "TBA". Constituent groups ask for feedback in prioritizing facility needs on campus. The department has communicated our most critical needs to these groups as a priority one status. Facilities Council <u>needs</u> to advocate for building N to be priority #1.</p> <p>Specifically facility and equipment <u>needs/improvements</u> are as follows:</p> <p>Physical Fitness Lab</p> <ul style="list-style-type: none"> • Not enough space • Need new mirrors • HVAC not functional or adequate • Electrical insufficient • Strength Training Equipment should be update on a replacement cycle as equipment ages: Hammer Strength Rack (3)(\$4,293.60), Hammer Strength Bench (3) (\$2,277.60), HS-Platform (3) (\$3,596.60), Texas Power Bar (6) (\$2,071.30), Lat Pull-down (\$2,957.15), Chest Press (\$3,100.15), Cable Motion Dual Adjustment Pulley (\$4,334.15), Legcurl (\$3,042.15), Leg Extension (\$3,390.65), Leg Press (\$4,954.65), Pee/Fly/Rear Deltoid (\$3,042.15),
---	---

Shoulder Press (\$2,957.15), Seated Row (\$3,042), Triceps Ext. (\$2,872.15), Biceps Curl (\$2,914.65), Smith Machine (\$3,063.20), Lock

(\$237.60), Dip Handle (\$717.60), Grand

Total: \$61,114.50.

- Cardiovascular equipment which was purchased in spring 2013 should be update: treadmills, Stairmasters. bicycles. \$50,000
- Spin cycles need purchasing through equipment prioritization: \$50,000

Men's/Women's Locker Room

- Showers: not all are functional
- Need new lockers
- Team room not adequate for intercollegiate athletic programs
- Lighting not adequate
- Ceiling falling apart
- HVAC not adequate

Men's/Women's Faculty/Staff Locker Area

- Locker space not adequate
- Flooring/Walls/Ceiling old/dilapidated
- Showers/lighting

Faculty Office Space

- Need more faculty office space
- New desks
- Adequate HVAC for proper ventilation
- Emergency exits not identifiable

Athletic Training Room

- Not accessible to code or ADA compliant
- Not gender equitable
- Location not large enough
- Equipment necessary for use by sports medicine staff:
 - Bracing Material for multiple joints: \$7,000
 - Storage/Taping Counter \$7,500
 - Modality Unites \$16,000
 - Whirlpool \$5,000
 - Ice Machine \$10,000
 - Game ready hot-cold unit \$10,000
 - Normta Tech compression \$5,000
 - Waterboys 3 @ \$2,000 each
 - Gator/utility vehicle \$12,000

	<p>Classroom NIO</p> <ul style="list-style-type: none"> • Learning environment not conducive to success of students. HVAC not appropriate. <p>Classroom NII</p> <ul style="list-style-type: none"> • Learning environment not conducive to success of students. HVAC not appropriate; carpet should be installed. <p>Classroom N15/Aerobic Room</p> <ul style="list-style-type: none"> • New flooring should be installed. • HVAC not adequate • Info structure to store proper equipment not adequate. <p>Miscellaneous</p> <ul style="list-style-type: none"> • Fire codes, plumbing, ceiling, and water fountains are all disconcerting at best. Air quality in the building has been scrutinized and the question of mold or other hazardous materials are a major concern.
--	---

<p><i>Outdoor Classroom Space:</i></p> <p><i>New Track</i></p> <p><i>Baseball Field</i></p>	<p>Bond Measure Idollars have provided some improvements to outdoor facility needs. A new baseball field was constructed in Fall of 2012. A new track, football fields, and soccer fields are being constructed during the spring of 2013.</p>
--	--

--	--

	<ul style="list-style-type: none"> • Concession stand for use by both teams • Storage Areas need to be developed • Adequate lighting for pedestrian traffic <p>Football/Soccer Fields</p> <ul style="list-style-type: none"> • Stadium seating • Outdoor lighting • Concession stand • Locker room built in under stadium • Restroom facility • Artificial turf would be better suited for the intercollegiate football field <p>Swimming Pool</p> <ul style="list-style-type: none"> • New Lane lines are needed • Eye lets for lane lines need replacement • Starting blocks need to be purchased • New tarp cover is needed, along with a new tarp real (\$40,000) • Lane line reel needs replacement
--	--

You will note there is repetition among some of these items. We feel it's important that the critical needs that have gone unaddressed with the previous two pro gram reviews be documented as critical in this article.

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year
Evaluation)

DEPARTMENT Kinesiology, Recreation, Athletics Disciplines: Sports Medicine, Recreation Management, Physical Educaiton, Intercollegiate Athletics, Health Education

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND IMPROVE STUDENT PERFORMANCE	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Fitness and swim lab students need to be engaged regularly in order to improve success rates.	SLS1, SLS2, SLS3, SLS4, SLS5, SLS6	2019-20

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Enrollment Changes Efficiency in enrollment management has increased.	IR3	Ongoing
Demographic Changes None		

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Curricular Changes		
Co-Curricular Changes		
Neighboring College and University Plans		
Related Community Plans		

--	--	--

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan**

**TARGET
DATE**

<p>Facilities</p> <p>Improvements and remodel of building N Completion of Outdoor classroom spaces (fields/track/swimming pool)</p>	<p>IR4</p>	<p>WHO KNOWS?</p>
<p>Equipment</p> <p>20 Spin bikes \$40,000 Storage sheds – Stratco storage shed locker 3 @ \$600 = \$1,800 \$1,800 Shooting machine \$9,000 Update Digital cameras \$2,000 Portable scoreboard \$1,300 Ipad \$600 EAT blocking pads 4 at \$330 \$1,320 Plyometrics box set \$1,000 Aluminum volleyball pole system – power carbon standards w/ref stand \$5,000 New sound system N-15 \$1,200 Kettle bells and rack \$300 plus \$950 = \$1,250 New folding gym mats \$2,500 Commercial Washing \$13,000 Commercial Dryer \$8,000 Football Helmets 20 @ \$350 each \$7,000 \$7,000 Football Helmet rack 3 @ \$675 = \$2,025 \$2,025 Swimming Tarps and rack \$12,000 Coaches Stand \$5,000 20 Shoulder pads @ 220 \$5,000 Shelving/storage for equipment rooms \$5,000 Timing Systyem\$4,000 Swimming Blocks \$4,000 Football Sled \$2,500 Storage shed for soccer \$4,000 Storage sheds for softball\$4,000 Update to cardiovascular equipment \$10,000 Sports Medicine modalities and support \$20,000 Sports Med utility vehicle \$10,000</p>	<p>IR2, IR4</p>	<p>2019-20, 2020-21</p>
<p>Staffing</p> <p>Addition of full time Sports Information Director/Assistant athletic director Increase budget in order to secure assistant coaching staff</p>	<p>IR1, IR2,</p>	<p>2019-20</p>

**VALIDATION TEAM RECOMMENDTIONS
Disregarded or modified (if appropriate)**

REASON

ACTION/CHANGE EGE


<p>Recommendation</p>		
------------------------------	--	--


Recommendation		
Recommendation		

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Chris Stevens  Date: 8-20-19

Sheri Bates  Date: 8-20-19


Date: _____

Date: _____

Date: _____

Reviewed:

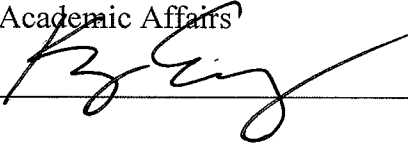
Department Chair*

Chris Stevens  Date: 8-20-19


*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Associate Dean of Academic Affairs

Kim Ensing  Date: 8/20/19

Vice President, Academic Affairs

Dr. Bob Curry  Date: 8/20/19

KINESIOLOGY (A.A.)

Program Description:

The associate degree in physical education prepares students to move into a curriculum in a four-year institution to pursue a baccalaureate degree in such areas as exercise physiology, kinesiology, physical therapy and teaching. The physical educator with a baccalaureate degree is prepared to enter graduate or professional programs of specialized study such as adapted physical education, coaching, exercise physiology, physical therapy and education.

Program Learning Outcomes:

- * Demonstrate and evaluate the factors that contribute to a healthy lifestyle and contribute to the prevention of adult-related diseases such as diabetes, obesity and cardiovascular disease.
- * Synthesize health education information and apply principles of exercise in order to improve personal wellness and longevity.
- * Acquire program specific information from various sources with which to better appreciate, analyze, and communicate in different situations, involving diverse individuals and viewpoints.

A major of 21 units is required for the associate in arts degree.

<u>COURSE NUMBER</u>	<u>TITLE</u>	<u>UNITS</u>
Required core courses (15 units):		
BIOL 124	Human Anatomy	4
BIOL 125	Human Physiology	4
HED 100	Health and Wellness	3
PE 100	Introduction to Kinesiology	3

Plus a minimum of 1 unit selected from PE (Physical Education) activity and/or PEIA (Physical Education Intercollegiate Athletic) courses.

Plus a minimum of 6 units selected from the following:

ATH 104	Care and Prevention of Athletic Injuries	3
ATH 106	Orthopedic Injury Assess/Rehab	4
FSN 110	Nutrition Science	3
PE 106	Sports Officiating	3
PE 128	Sport Psychology	3
PE 129	First Aid-CPR: Educator/Coach	1
REC 101	Intro to Recreation Management	3
REC 107	Recreational Sports Programming	3
REC 105	Program Planning for Recreation	3

Title: Sports Medicine

Award Type: Associate in Science

Allan Hancock College's (AHC) Sports Medicine Program is designed to provide students with the skills and knowledge necessary to transfer and pursue a career in athletic training, exercise science, physical therapy, and other sports medicine related fields. Identification, prevention, evaluation, treatment, and rehabilitation of sport and activity related injuries are emphasized. The program stresses the importance of transfer to four-year institutions offering Commission on Accreditation of Athletic Training Education (CAATE) accredited baccalaureate degrees. The program also prepares students to obtain internships or entry-level positions in a Physical Therapy/Sports Medicine workplace.

The graduate of the Associate in Science in Sports Medicine will:

- demonstrate techniques associated with the recognition, evaluation, and immediate treatment of sport and physical activity related injury.
 - understand and apply techniques related to sport and physical activity injury prevention and risk management.
 - demonstrate skills and techniques related to rehabilitation and repairing of sport and physical activity related injury.
 - understand and relate anatomical, physiological, and biomechanical systems to sport and physical activity.
 - demonstrate effective communication, professionalism, legal and ethical understanding, and general organization and administration within a sports medicine setting.
 - understand the educational preparation required for specifically attaining status as a certified, and licensed sports medicine professional.
-

Program Requirements

A major of 33-39 units is required for the associate of science degree.

Units: 30

Required core courses (30-34 units)

ATH104	Care and Prevention of Athletic Injuries	3
ATH106	Orthopedic Injury Assess/Rehab	4
BIOL100	Introductory Biology	4
BIOL124	Human Anatomy	4
BIOL125	Human Physiology	4
FSN110	Nutrition Science	3
PE100	Introduction to Kinesiology	3
PE129	First Aid-CPR: Educator/Coach	1
CWE149	Cooperative Work Experience OCCUPATIONAL	4 - 8

Plus a minimum of 3 units selected from the following:

Units: 3

MATH100	Nature of Modern Mathematics	3
MATH181	Calculus 1	5

Total Program Units

39

Title: Kinesiology

Award Type: Associate in Arts for Transfer

The associate in arts in kinesiology for transfer will prepare students to move into the California State University (CSU) system to pursue a baccalaureate degree in such areas as exercise physiology, kinesiology, physical therapy, and teaching.

Associate Degree for Transfer Requirements

Completion of 60 semester units that are eligible for transfer to the California State University, including the following:

A. The completion of the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU GE). The following Allan Hancock College graduation requirements will not be required: Health and Wellness, Multicultural Gender Studies and Allan Hancock College General Education.

B. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.

C. Obtainment of a minimum grade point average of 2.0 with all courses in the major being completed with a grade of "C" or better.

The graduate of the Associate in Arts for Transfer in Kinesiology will:

- Demonstrate and evaluate the factors that contribute to a healthy lifestyle and contribute to the prevention of adult-related diseases such as diabetes, obesity and cardiovascular disease.
 - Synthesize health education information and apply principles of exercise in order to improve personal wellness and longevity.
 - Acquire program specific information from various sources with which to better appreciate, analyze, and communicate in different situations, involving diverse individuals and viewpoints.
-

Program Requirements

Associate in Arts in Kinesiology for Transfer Program Requirements

Units: 60

General Education

Complete one of the following:

- | | |
|---|----|
| a) CSU General Education Pattern | 39 |
| or | |
| b) Intersegmental General Education Transfer Curriculum | 37 |

A major of 21-23 units is required for the associate in arts in kinesiology for transfer degree.

Required core courses (14 units):

BIOL124	Human Anatomy	4
BIOL125	Human Physiology	4
PE100 and	Introduction to Kinesiology	3

a maximum of one (1) course from any three (3) of the following areas (3 units) minimum):

Aquatics

Aquatics

PE120	Beginning & Intermediate Swimming	1
PE121	Swim Fitness Lab	1
PE122	Swim Fitness Lab	0.5

PE123	Aerobic Swim	1
Combatives		
PE130	Self Defense	1
PE132	Cardio Kickboxing	1
PE134	Martial Arts Techniques	1
Fitness		
PE133	Yoga Fitness	1
PE140	Physical Fitness Laboratory	1
PE141	Physical Fitness Laboratory	0.5
PE142	Low Impact Conditioning Exercises	1
PE143	Step Aerobics	1
PE146	Strength and Flexibility	1
PE154	Jogging/Walking	1
Individual Sports		
PE160	Tennis	1
Team Sports		
PE164	Soccer	1
PE167	Basketball	1
PE170	Softball	1
PE172	Volleyball	1

Restricted electives: select 2 courses (7-9 units) from the following:

EMS102	First Aid & Safety	3
MATH123	Elementary Statistics	4
CHEM150	General Chemistry 1	5
PHYS141	General Physics 1	4
or		
PHYS161	Engineering Physics 1	4

Double Counting:

A maximum of 7-10 units can be double counted for the major and CSU GE or IGETC general education requirements.

Transferable Electives to Reach 60 units.

5-12 units as needed

RECREATION MANAGEMENT
(A.S. & Certificate of Achievement)

Program Description:

The Associate Science degree in Recreation Management prepares students to either obtain middle level positions in the Recreation field or advance from entry level positions in all areas of recreation. Students can also transfer to a four-year institution to pursue a baccalaureate degree in Recreation, Hospitality or Tourism Management

Program Learning Outcomes:

- * Demonstrate knowledge of career opportunities in the recreation fields and understand the differences between the public, private, nonprofit, therapeutic and commercial settings.
- * Demonstrate and apply learned leadership skills in a team building classroom environment
- * Apply and practice the skills of event planning for organizing community events.
- * Apply the principals and theories of sports management for municipal, commercial and nonprofit agencies.

A major of 21 units is required for the associate in science degree and certificate.

<u>COURSE NUMBER</u>	<u>TITLE</u>	<u>UNITS</u>
-----------------------------	---------------------	---------------------

Required core courses (15 units)

REC 101	Intro to Recreation Management	3
REC 103	Leadership in Recreation Services	3
REC 105	Program Planning for Recreation	3
REC 107	Recreational Sports Programming	3
CWE 149	Cooperative Work Experience	3

Plus a minimum of 6 units selected from the following:

ATH 104	Care/Prevention of Athletic Injuries	3
EMS 102	First Aid and Safety	3
H ED 100	Health and Wellness	3
SOC 120	Race and Ethnic Relations	3
SPCH 102	Small Group Communication	3
BUS 102	Marketing	3

Course Statistics And Evidence

Physical Education

Date: 09/06/2018

Terms: Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015, Spring 2015, Fall 2014, Spring 2014, Fall 2013, Spring 2013, Fall 2012

Summary

Statistic	Number of Courses	Courses
Courses in the Department	3	PE100, PE128, PE129
Courses with CSLOs	3	PE100, PE128, PE129
Courses without CSLOs	0	
Courses with CSLOs mapped to PSLOs	2	PE100, PE128
Courses without CSLOs mapped to PSLOs	1	PE129
Courses with direct assessment of PSLOs	0	
Courses with CSLOs mapped to ILOs	3	PE100, PE128, PE129
Courses without CSLOs mapped to ILOs	0	
Courses with direct assessment of ILOs	0	
Courses with at least one planned Assessment	3	PE100, PE128, PE129
Courses with planned Assessments scored	2	PE129, PE128
Courses with some Assessments scored	1	PE100
Courses without any Assessment scored	0	
Courses with no planned Assessments	0	
Courses with at least one planned Action Plan	3	PE100, PE128, PE129
Courses with Action Plan Responses	0	
Courses with some Action Plan Responses	3	PE100, PE129, PE128
Courses without Action Plan Responses	0	
Courses with no planned Action Plans	0	

PE100 - Introduction to Kinesiology

CSLOs	<ul style="list-style-type: none"> » PE100 SLO1 - Explain influences and factors » PE100 SLO2 - Identify and differentiate between
Mapped PSLOs	<p>PSLO</p> <p>Physical Education Program Outcomes</p> <ul style="list-style-type: none"> » PE PSLO - Synthesize health education information » PE PSLO - Acquire program specific information in different situations, involving diverse individuals
Mapped ILOs	<p>ILO</p> <p>ILO 7 - Personal Responsibility & Development</p> <ul style="list-style-type: none"> » ILO 7 - Personal Responsibility & Development: wellness, learning opportunities, career planning, community.

SLOs

Assessments

Fall 2012

Written exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
PE100 SLO1 - Explain influences and factors effecting ones physical activity experience, and their impact.	34 of 36	73.53%	8.82%	17.65%	2

Quiz

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
PE100 SLO2 - Identify and differentiate between various professional opportunities available in the field of Kinesiology.	33 of 36	60.61%	24.24%	15.15%	3

Spring 2013

Written exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
PE100 SLO1 - Explain influences and factors effecting ones physical activity experience, and their impact.	29 of 30	86.21%	6.9%	6.9%	1

Quiz

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
PE100 SLO2 - Identify and differentiate between various professional opportunities available in the field of Kinesiology.	29 of 30	58.62%	27.59%	13.79%	1

Fall 2013

Written exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
PE100 SLO1 - Explain influences and factors effecting ones physical activity experience, and their impact.	36 of 41	75%	19.44%	5.56%	5

Quiz

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
PE100 SLO2 - Identify and differentiate between various professional opportunities available in the field of Kinesiology.	34 of 41	82.35%	14.71%	2.94%	7

Fall 2015

Kinesiology Outcome #2

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
PE100 SLO2 - Identify and differentiate between various professional opportunities available in the field of Kinesiology.	0 of 119	0%	0%	0%	0

Action Plans

Fall 2012

Course Improvement Plan Physical Education Fall 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE100 - Fall 2012					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Standards are being met at a rate well over 70%.	2012-11-19	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Nothing at this time.	2012-11-19	
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type	Anonymous	Nothing at this time.	2012-11-19	

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE100 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type		No Action Taken		

Fall 2015

Fall 2015 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE100 - Fall 2015					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type		No Action Taken		

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE100 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type		No Action Taken		

Fall 2016

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE100 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type		No Action Taken		

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE100 - Spring 2017					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		

Fall 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE100 - Fall 2017					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		

Spring 2018

2017 Context Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE100 - Spring 2018					
What did the assessment data indicate about the strengths of your program?	No action type		No Action Taken		
What did the assessment data indicate about the challenges of your program?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data to improve student learning and service?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE100 - Spring 2018					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		

PE128 - Sport Psychology

SLOs

CSLOs	<ul style="list-style-type: none"> » PE128 SLO1 - Apply leadership, communication, and motivational skills to enhance sport participation. » PE128 SLO2 - Compare various coping strategies and identify which strategies would be more constructive in a range of circumstances. » PE128 SLO3 - Set, measure, and achieve goals in sport participation.
Mapped PSLOs	<p>PSLO Physical Education Program Outcomes</p> <ul style="list-style-type: none"> » PE PSLO - Acquire program specific information from various sources with which to better appreciate, analyze, and communicate in different situations, involving diverse individuals and viewpoints.
Mapped ILOs	<p>ILO</p> <p>ILO 7 - Personal Responsibility & Development</p> <ul style="list-style-type: none"> » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. <p>ILO 2 - Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. <p>ILO 1 - Communication</p> <ul style="list-style-type: none"> » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments

Fall 2012

S Psychology survey

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
PE128 SLO1 - Apply leadership, communication, and motivational skills to enhance sport participation.	45 of 41	28.89%	40%	31.11%	0
PE128 SLO2 - Compare various coping strategies and identify which strategies would be more constructive in a range of circumstances.	45 of 41	28.89%	44.44%	26.67%	0
PE128 SLO3 - Set, measure, and achieve goals in sport participation.	45 of 41	26.67%	46.67%	26.67%	0

Fall 2013

short answer questionnaire

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
PE128 SLO1 - Apply leadership, communication, and motivational skills to enhance sport participation.	30 of 34	43.33%	50%	6.67%	4
PE128 SLO2 - Compare various coping strategies and identify which strategies would be more constructive in a range of circumstances.	30 of 34	50%	40%	10%	4
PE128 SLO3 - Set, measure, and achieve goals in sport participation.	30 of 34	46.67%	46.67%	6.67%	4

Spring 2015

survey

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
PE128 SLO1 - Apply leadership, communication, and motivational skills to enhance sport participation.	17 of 18	17.65%	64.71%	17.65%	0
PE128 SLO2 - Compare various coping strategies and identify which strategies would be more constructive in a range of circumstances.	18 of 18	16.67%	72.22%	11.11%	0
PE128 SLO3 - Set, measure, and achieve goals in sport participation.	18 of 18	11.11%	61.11%	27.78%	0

Action Plans

Fall 2012

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE128 - Fall 2012					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	70% or more of the students met or exceeded the standard in the course.	2012-12-04	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Students attendance and participation in this course directly effected comprehension levels in the course.	2012-12-04	
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type	Anonymous	no changes at this time.	2012-12-04	

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE128 - Spring 2015					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type		No Action Taken		

Fall 2015

Fall 2015 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE128 - Fall 2015					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type		No Action Taken		

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE128 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type		No Action Taken		

Fall 2016

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE128 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type		No Action Taken		

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE128 - Spring 2017					

What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		

Fall 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE128 - Fall 2017					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		

Spring 2018

2017 Context Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE128 - Spring 2018					
What did the assessment data indicate about the strengths of your program?	No action type		No Action Taken		
What did the assessment data indicate about the challenges of your program?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data to improve student learning and service?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE128 - Spring 2018					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		

What resources are required to make these changes or to maintain your progress?	No action	No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action	No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action	No Action Taken		
Any other comments?	No action	No Action Taken	No	
Any other comments?	No action	Action Taken	No	
Any other comments?	No action	Action Taken		

PE129 - First Aid-CPR: Educator/Coach

SLOs

CSLOs	» PE129 SLO1 - Demonstrate proficiency in performing all First Aid/CPR/AED and CERT skills for educator/coaches.
Mapped PSLOs	(None)
Mapped ILOs	ILO ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Assessments

Fall 2013

Proficiency Skills for Educator/Coaches HS FA/CPR/AED

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
PE129 SLO1 - Demonstrate proficiency in performing all First Aid/CPR/AED and CERT skills for educator/coaches.	15 of 18	100%	0%	0%	0

Spring 2014

Proficiency Skills for Educator/Coaches HS FA/CPR/AED

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
PE129 SLO1 - Demonstrate proficiency in performing all First Aid/CPR/AED and CERT skills for educator/coaches.	28 of 31	100%	0%	0%	0

Fall 2014

Proficiency Skills for Educator/Coaches HS FA/CPR/AED

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
PE129 SLO1 - Demonstrate proficiency in performing all First Aid/CPR/AED and CERT skills for educator/coaches.	22 of 22	100%	0%	0%	0

Action Plans

Fall 2014

Course Improvement Plan Physical Education Fall 2014

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE129 - Fall 2014					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Students clearly understood course	2015-02-10	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	none	2015-02-10	
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type	Anonymous	none	2015-02-10	

Spring 2015

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE129 - Spring 2015					

What did the assessment data indicate about the strengths of your course?	No action		No Action Taken		
---	-----------	--	-----------------	--	--

What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type		No Action Taken		

Fall 2015

Fall 2015 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE129 - Fall 2015					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type		No Action Taken		

Spring 2016

Spring 2016 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE129 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type		No Action Taken		

Fall 2016

Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE129 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data? What resources would you need, if any to make these changes?	No action type		No Action Taken		

Spring 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE129 - Spring 2017					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		

Any other comments?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		

Fall 2017

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE129 - Fall 2017					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		

Spring 2018

2017 Context Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE129 - Spring 2018					
What did the assessment data indicate about the strengths of your program?	No action type		No Action Taken		
What did the assessment data indicate about the challenges of your program?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data to improve student learning and service?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		

2017 Course Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Physical Education >> PE129 - Spring 2018					
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the strengths of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What did the assessment data indicate about the weaknesses of your course?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What changes have you made/do you plan to make based on the data?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		
What resources are required to make these changes or to maintain your progress?	No action type		No Action Taken		

Any other comments?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		
Any other comments?	No action type		No Action Taken		

Physiology SLO Performance - By Department, Context, CSLO

Department: Physical Education

Date: 09/06/2018

Course Group: Kinesiology (A.A.)

Assessments: Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015, Spring 2015, Fall 2014, Spring 2014, Fall 2013, Spring 2013, Fall 2012

05: Program Planning - Recreation

05 SLO1 - Demonstrate the ability to recognize and analyze the factors that need to be considered when planning programs.

Institutional Exceeds Standards	
28	90.32%
28	93.33%
31	79.49%
29	85.29%
40	86.96%
27	67.50%
183	83.18%

05 SLO2 - Establish measurable objectives for programs that reflect participant's needs and interests.

Institutional Exceeds Standards	
28	90.32%
28	93.33%
29	74.36%
85	85.00%

05 SLO3 - Plan, organize, and implement recreation programs.

Institutional Exceeds Standards	
28	90.32%
28	93.33%
31	79.49%
29	85.29%
40	86.96%
27	67.50%
183	83.18%

05 SLO4 - Prepare appropriate promotional material.

Institutional Exceeds Standards	
29	85.29%
40	86.96%
27	67.50%
96	80.00%

05 SLO5 - Evaluate program effectiveness.

Not included in any Assessment Rubric

Results for CSLOs

Institutional Exceeds Standards	
84	90.32%
84	93.33%
91	77.78%
87	85.29%
120	86.96%
81	67.50%
547	82.88%

00: Health and Wellness

00 SLO1 - Understand the concept of health and wellness.

Institutional Exceeds Standards	
---------------------------------	--

Institutional Exceeds Standards		
Fall 2017	26	96.30%
Spring 2017	31	54.39%
Fall 2016	99	91.67%
Spring 2016	25	83.33%
Fall 2015	35	87.50%
Spring 2015	20	20.20%
Spring 2014	23	32.86%
Spring 2013	60	77.92%
Fall 2012	34	18.58%
353	45.49%	

100 SLO3 - Identify the active process of making changes in health behaviors.

Institutional Exceeds Standards		
Spring 2017	80	73.39%
Fall 2016	92	86.79%
Spring 2016	98	86.73%
Fall 2015	62	79.49%
Spring 2015	45	71.43%
Fall 2014	98	89.01%
Spring 2014	85	72.65%
Fall 2013	76	87.36%
Spring 2013	65	84.42%
Fall 2012	63	81.82%
764	78.84%	

Standards for CSLOs

Institutional Exceeds Standards		
Fall 2017	26	96.30%
Spring 2017	205	72.44%
Fall 2016	279	78.81%
Spring 2016	160	75.12%
Fall 2015	155	65.40%
Spring 2015	131	48.52%
Fall 2014	98	43.17%
Spring 2014	108	57.75%
Fall 2013	76	87.36%
Spring 2013	125	81.17%
Fall 2012	97	37.31%
1460	63.51%	

101: Intro to Recreation Management

101 SLO1 - Define recreation, leisure, and play.

Institutional Exceeds Standards		
Spring 2018	23	88.46%
Fall 2017	28	90.32%
Spring 2017	11	84.62%
Fall 2016	26	89.66%
Spring 2016	25	92.59%
Fall 2015	22	88.00%
Spring 2015	14	82.35%
Fall 2014	29	82.86%
Spring 2014	19	82.61%
Fall 2013	27	75.00%
Spring 2013	14	73.68%
238	84.70%	

101 SLO2 - Understand the motivations to participate in recreation on a personal and professional basis.

Spring 2014	19	82.61%
Fall 2013	27	75.00%
Spring 2013	14	73.68%
Fall 2012	23	60.53%
	256	80.50%

101 SLO3 - Apply recreation to achieve social change.

Institutional Exceeds Standards		
Fall 2017	29	93.55%
Spring 2017	11	84.62%
Spring 2016	25	92.59%
Fall 2015	20	80.00%
Spring 2015	14	82.35%
	99	87.61%

101 SLO4 - Identify the various agencies providing recreation.

Institutional Exceeds Standards		
Spring 2018	23	88.46%
Fall 2016	26	89.66%
Fall 2014	29	82.86%
Spring 2014	19	82.61%
Fall 2013	27	75.00%
Spring 2013	13	68.42%
Fall 2012	23	60.53%
	160	77.67%

101 SLO5 - Understand the mission, philosophy, services, and programs of the recreation profession.

Institutional Exceeds Standards		
Fall 2016	26	89.66%
Fall 2014	29	82.86%
Spring 2014	19	82.61%
Fall 2013	27	75.00%
Spring 2013	13	68.42%
Fall 2012	23	60.53%
	137	76.11%

Standards for CSLOs

Institutional Exceeds Standards		
Spring 2018	69	88.46%
Fall 2017	85	91.40%
Spring 2017	32	84.21%
Fall 2016	104	89.66%
Spring 2016	75	92.59%
Fall 2015	60	80.00%
Spring 2015	42	82.35%
Fall 2014	116	82.86%
Spring 2014	76	82.61%
Fall 2013	108	75.00%
Spring 2013	54	71.05%
Fall 2012	69	60.53%
	890	81.06%

107: Recreational Sport Programming

107 SLO1 - Demonstrate the various methods of programming recreational sports.

Institutional Exceeds Standards		
Spring 2018	17	94.44%
Fall 2017	13	76.47%

107 SLO2 - Apply budgeting techniques to sports programs.

Institutional Exceeds Standards		
Spring 2018	17	94.44%
Fall 2017	13	76.47%
Spring 2017	14	93.33%
Fall 2016	19	100.00%
Spring 2016	24	92.31%
Fall 2015	13	81.25%
Spring 2015	16	76.19%
116		87.88%

107 SLO3 - Understand the career paths available in sports programming.

Institutional Exceeds Standards		
Fall 2014	19	90.48%
Spring 2014	19	90.48%
Fall 2013	18	90.00%
Spring 2013	27	93.10%
Fall 2012	19	57.58%
102		82.26%

107 SLO4 - Apply skills learned in class to actual sports activities.

Institutional Exceeds Standards		
Spring 2018	17	94.44%
Fall 2017	13	76.47%
Spring 2017	14	93.33%
Fall 2016	19	100.00%
Spring 2016	24	92.31%
Fall 2015	13	81.25%
Spring 2015	16	76.19%
116		87.88%

107 SLO5 - Evaluate sports programs.

Institutional Exceeds Standards		
Fall 2014	19	90.48%
Spring 2014	18	90.00%
Fall 2013	18	90.00%
Spring 2013	27	93.10%
Fall 2012	19	57.58%
101		82.11%

Outcomes for CSLOs

Institutional Exceeds Standards		
Spring 2018	51	94.44%
Fall 2017	39	76.47%
Spring 2017	42	93.33%
Fall 2016	57	100.00%
Spring 2016	72	92.31%
Fall 2015	39	81.25%
Spring 2015	48	76.19%
Fall 2014	57	90.48%
Spring 2014	56	90.32%
Fall 2013	54	90.00%
Spring 2013	81	93.10%
Fall 2012	57	57.58%
653		85.14%

	Institutional Exceeds Standards	
Fall 2013	28	82.35%
Spring 2013	17	58.62%
Fall 2012	20	60.61%
	65	67.71%

Standards for CSLOs

	Institutional Exceeds Standards	
Fall 2013	55	78.57%
Spring 2013	42	72.41%
Fall 2012	45	67.16%
	142	72.82%

125: Human Physiology

125 SLO1 - Compare and contrast physiological cell functions.

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	Total
---------------------------------	-------------------------------	-------------------------------	-------

125 SLO2 - Compare and contrast regulatory processes.

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	Total
---------------------------------	-------------------------------	-------------------------------	-------

125 SLO3 - Distinguish the interactive roles of various organ systems.

	Institutional Exceeds Standards	
16	5	10.64%
15	4	4.65%
	9	4.57%

125 SLO4 - Synthesize physiological concepts into an understanding of the broader process of organic metabolism.

	Institutional Exceeds Standards	
Spring 2014	34	62.96%
Fall 2013	43	55.13%
	77	58.33%

125 SLO5 - Analyze bioelectrical phenomena.

	Institutional Exceeds Standards	
17	3	3.90%
	3	2.46%

Standards for CSLOs

	Institutional Exceeds Standards	
Fall 2017	3	3.90%
Fall 2016	5	6.17%
Fall 2015	4	4.65%
Spring 2014	34	62.96%
Fall 2013	43	55.13%
	89	10.75%

110: Nutrition Science

110 SLO1 - Evaluate the nutrient composition of foods and beverages, and compare personal dietary intake with current recommendations.

	Institutional Exceeds Standards	
2017	36	94.74%
	36	94.74%

36	78.26%
36	78.26%

110 SLO1 - Compare and contrast chemistry, biology, physiology, and biochemistry principles to understand the utilization of food in the body. (OLD)

	Institutional Exceeds Standards	
Fall 2016	19	31.67%
Spring 2015	12	66.67%
Fall 2014	9	39.13%
	40	39.60%

110 SLO2 - Evaluate the nutrient composition of foods and develop nutritionally adequate diets. (OLD)

	Institutional Exceeds Standards	
Spring 2015	6	37.50%
Fall 2014	25	65.79%
	31	57.41%

110 SLO3 - Correlate the concepts of energy balance, metabolism, and physical activity requirements to lifestyle changes. (OLD)

	Institutional Exceeds Standards	
Spring 2015	13	61.90%
Fall 2014	19	70.37%
	32	66.67%

Standards for CSLOs

	Institutional Exceeds Standards	
Spring 2017	99	84.62%
Fall 2016	19	31.67%
Spring 2015	31	56.36%
Fall 2014	53	60.23%
	202	63.13%

118: Sport Psychology

118 SLO1 - Apply leadership, communication, and motivational skills to enhance sport participation.

	Institutional Exceeds Standards	
Spring 2015	3	17.65%
Fall 2013	13	43.33%
Fall 2012	13	28.89%
	29	31.52%

118 SLO2 - Compare various coping strategies and identify which strategies would be more constructive in a range of circumstances.

	Institutional Exceeds Standards	
Spring 2015	3	16.67%
Fall 2013	15	50.00%
Fall 2012	13	28.89%
	31	33.33%

118 SLO3 - Set, measure, and achieve goals in sport participation.

	Institutional Exceeds Standards	
Spring 2015	2	11.11%
Fall 2013	14	46.67%
Fall 2012	12	26.67%
	28	30.11%

Standards for CSLOs

	Institutional Exceeds Standards	
--	---------------------------------	--

Spring 2017	15	17.44%
Fall 2016	10	12.50%
	25	15.06%

124 SLO2 - Recognize the structural and functional characteristics of organ systems involved in support, movement, integration, and support.

2018

Institutional Exceeds Standards	
9	11.11%
9	2.81%

124 SLO3 - Learn the functional anatomy of respiratory, digestive, and urinary systems.

Spring 2015
Fall 2014
Fall 2013
Spring 2013
Fall 2012

Institutional Exceeds Standards	
55	78.57%
46	71.88%
1	25.00%
42	68.85%
32	39.02%
176	62.63%

124 SLO4 - Distinguish the male and female reproductive systems with a respect to their roles in the human reproductive process.

Spring 2016
Fall 2015

Institutional Exceeds Standards	
53	50.48%
34	50.75%
87	50.58%

Results for CSLOs

Spring 2018
Spring 2017
Fall 2016
Spring 2016
Fall 2015
Spring 2015
Fall 2014
Fall 2013
Spring 2013
Fall 2012

Institutional Exceeds Standards	
9	11.11%
15	17.44%
10	12.50%
53	50.48%
34	50.75%
55	78.57%
46	71.88%
1	0.87%
42	68.85%
32	39.02%
297	31.63%

106: Orthopedic Injury Assess/Rehab

106 SLO1 - Recognize the role of the Allied Health Professional.

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	Total
---------------------------------	-------------------------------	-------------------------------	-------

106 SLO2 - Present theory and utilization of therapeutic modalities while providing advanced orthopedic assessment techniques in the clinic.

2016

Institutional Exceeds Standards	
10	66.67%
10	66.67%

106 SLO3 - Identify the active process of making changes in health behaviors.

Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	Total
---------------------------------	-------------------------------	-------------------------------	-------

Results for CSLOs

2016

Institutional Exceeds Standards	
10	66.67%

04 SLO2 - Provide acute injury care and injury prevention techniques while demonstrating the ability to demonstrate basic taping and wrapping techniques in lab setting.

5
2

Institutional Exceeds Standards	
22	84.62%
21	67.74%
43	75.44%

04 SLO3 - Implement rehabilitation techniques for athletic injuries.

Spring 2016
Fall 2014
Fall 2012

Institutional Exceeds Standards	
11	73.33%
14	73.68%
17	54.84%
42	64.62%

Standards for CSLOs

Spring 2016
Fall 2015
Fall 2014
Fall 2012

Institutional Exceeds Standards	
11	73.33%
22	84.62%
14	73.68%
48	51.61%
95	62.09%

09: First Aid-CPR: Educator/Coach

09 SLO1 - Demonstrate proficiency in performing all First Aid/CPR/AED and CERT skills for educator/coaches.

Fall 2014
Spring 2014
Fall 2013

Institutional Exceeds Standards	
22	100.00%
28	100.00%
15	100.00%
65	100.00%

09 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

() not included in any Assessment Rubric

Standards for CSLOs

Fall 2014
Spring 2014
Fall 2013

Institutional Exceeds Standards	
22	100.00%
28	100.00%
15	100.00%
65	100.00%

Part Totals:

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		Total	
Spring 2018	129	50.00%	89	34.50%	40	15.50%	258	100.00%
Fall 2017	237	63.37%	108	28.88%	29	7.75%	374	100.00%
Spring 2017	393	62.28%	163	25.83%	75	11.89%	631	100.00%
Fall 2016	558	66.59%	167	19.93%	113	13.48%	838	100.00%
Spring 2016	381	66.73%	124	21.72%	66	11.56%	571	100.00%
Fall 2015	405	61.74%	170	25.91%	81	12.35%	656	100.00%
Spring 2015	315	49.45%	226	35.48%	96	15.07%	637	100.00%
Fall 2014	493	62.01%	224	28.18%	78	9.81%	795	100.00%
Spring 2014	302	58.30%	155	29.92%	61	11.78%	518	100.00%
Fall 2013	514	64.49%	218	27.35%	65	8.16%	797	100.00%
Spring 2013	344	67.06%	123	23.98%	46	8.97%	513	100.00%
Fall 2012	467	45.38%	438	42.57%	124	12.05%	1029	100.00%
Totals	4538	59.58%	2205	28.95%	874	11.47%	7617	100.00%

CSLO Achievement by Course

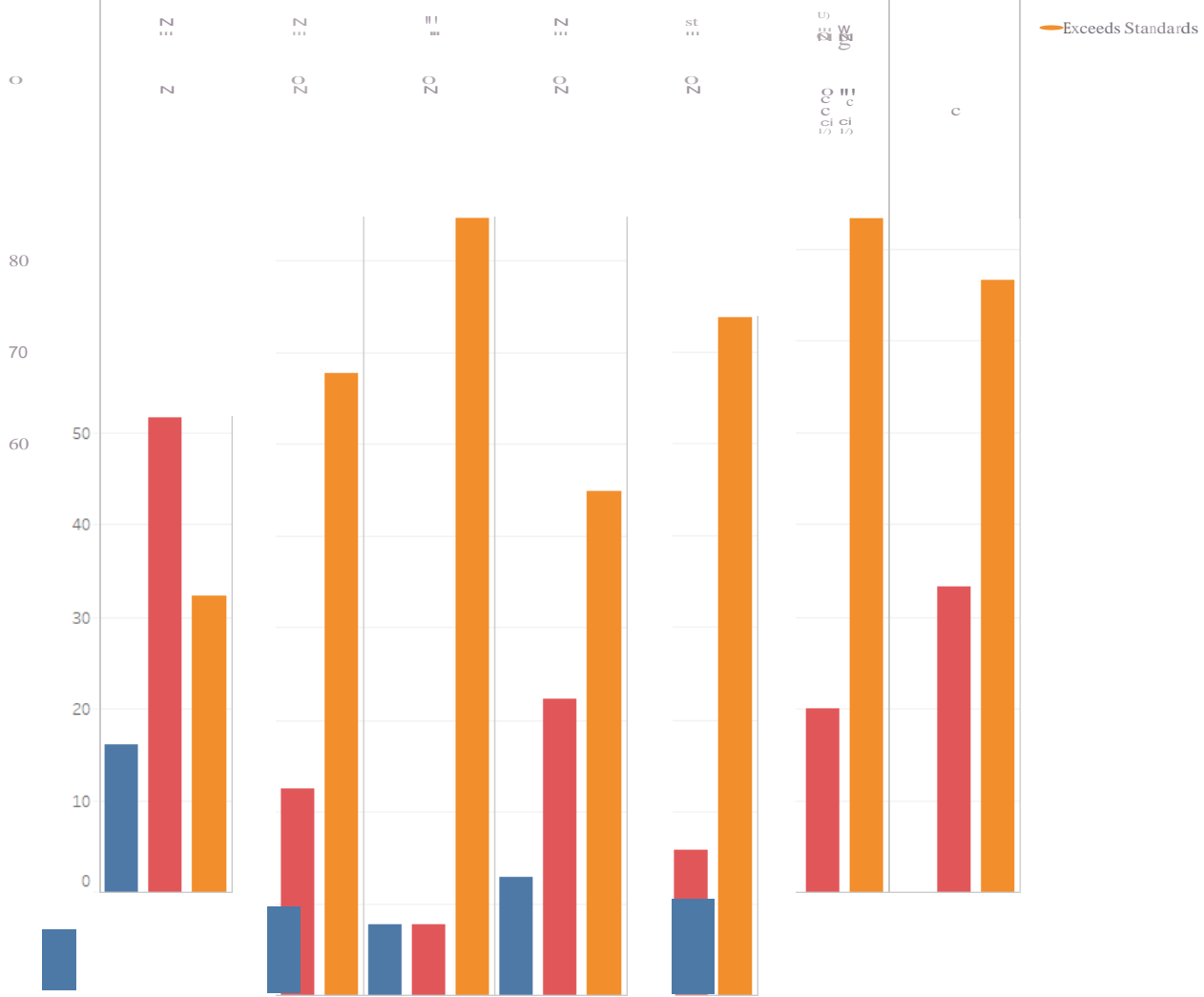
Cslo/Term

ATH104 SL01 - Recognize the r... care and injury prevention techniq...
 ATH104 SL02 - Provide acute injury care and injury prevention techniques for athletic injuries.
 ATH104 SL03 - Implement rehabilitation techniques for athletic injuries.

ATH106 SL02 - Present theory...

Below, Meets, Exceeds

Below Standards
 Meets Standards
 Exceeds Standards



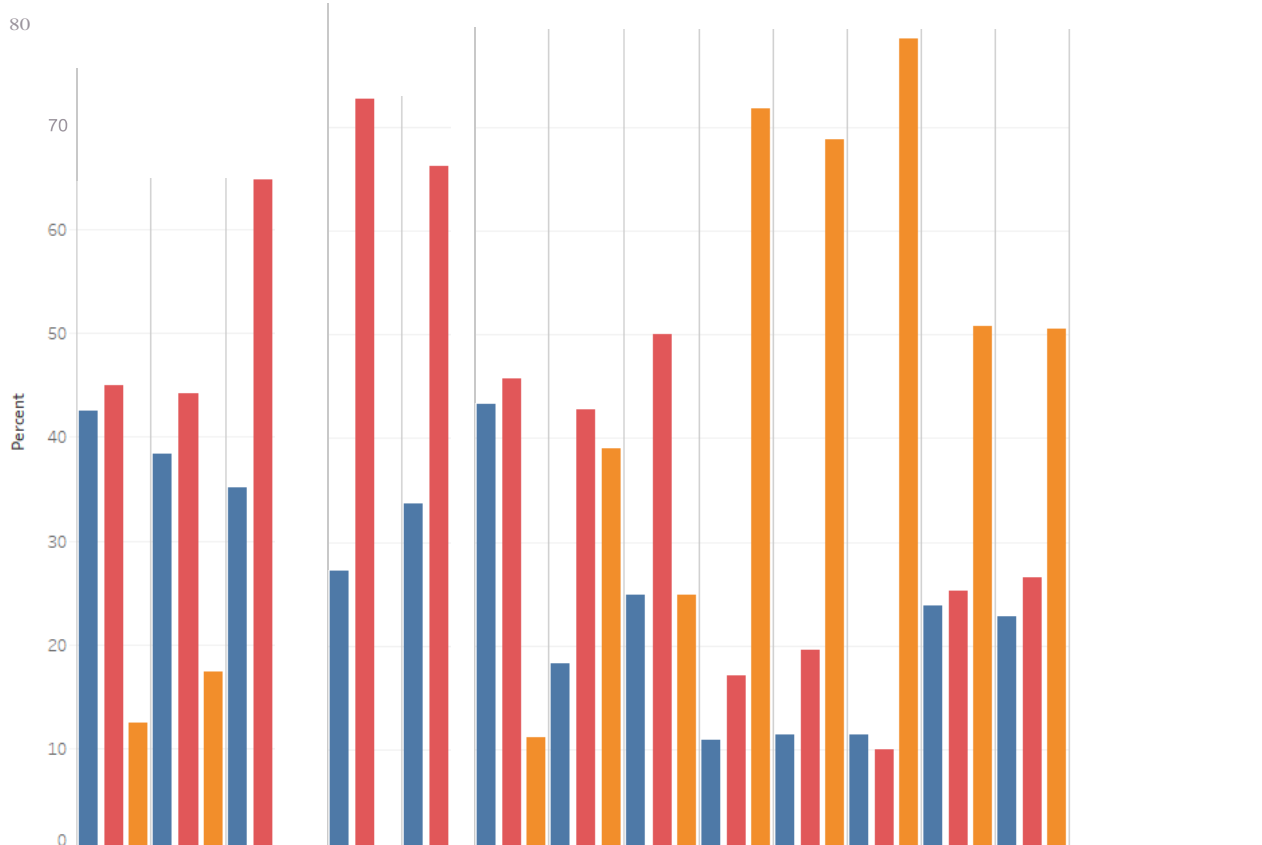
Below Standards, Meets Standards and Exceeds Standards for each Term broken down by Cslo. Color shows details about Below Standards, Meets Standards and Exceeds Standards. Details are shown for Course. The view is filtered on Course, which keeps ATH104 - Care/Prevention-Ath injuries and ATH106 - Orthopedic injury Assess/Rehab.

CSLO Achievement by Course

8:0L 124 SL01 - 8:0L 124 SL02 Recognize the BIOL124 SL03 Learn the functional anatomy of 8:0L 124 SL04 -

Distinguish the ro.. structural and functional characteris.. respiratory, digestive, and urinary systems. Distinguish them..

Below Standards Meets Standards Exceeds Standards



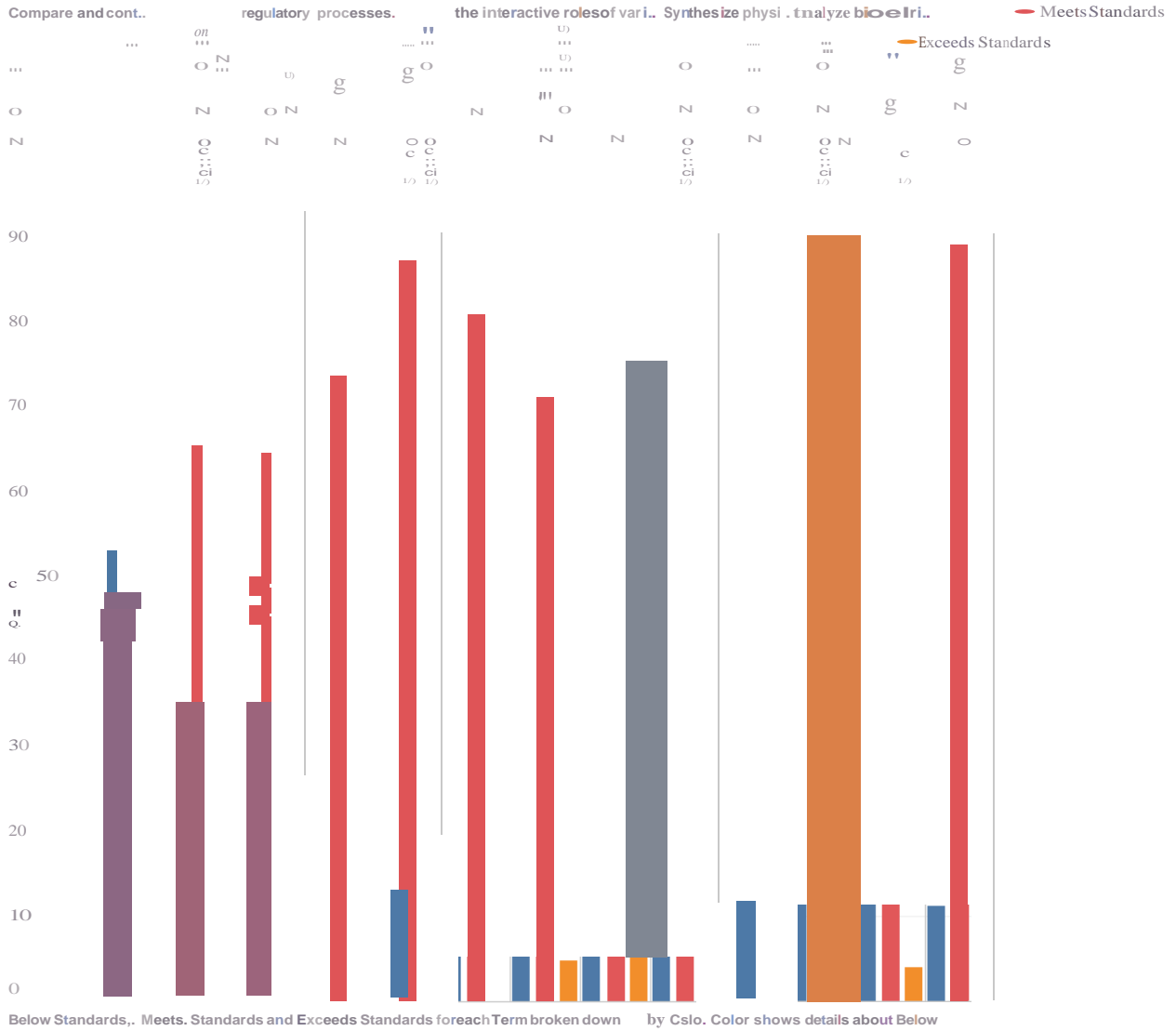
Below Standards, Meets Standards and Exceeds Standards for each Term broken down by Cslo. Color shows details about Below Standards, Meets Standards and Exceeds Standards. Details are shown for Course. The view is filtered on Course, which keeps BIOL124 - Human Anatomy.

CSLO Achievement by Course

Cslo/Term

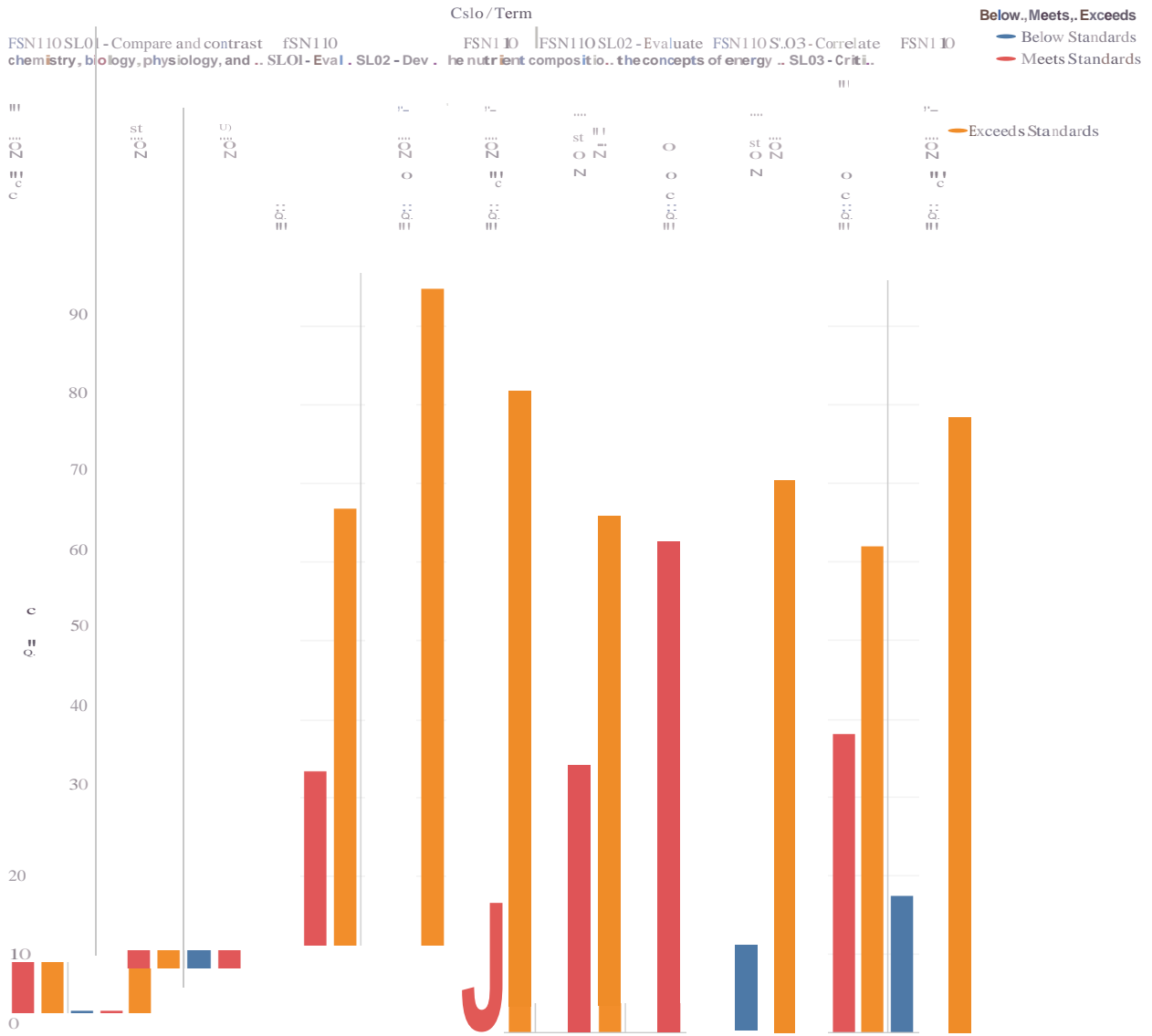
8IOL I25 SL01 - 8IOL I25 SL02 Compare and contrast BIOL I25 SL03 Distinguish 8IOL I25 SL04 -

8IOL I25 SL05 - **Below, Meets, Exceeds**
█ Below Standards █ Meets Standards █ Exceeds Standards



Standards, Meets Standards and Exceeds Standards. Details are shown for Course. The view is filtered on Course, which keeps BIOL I25 - Human Physiology.

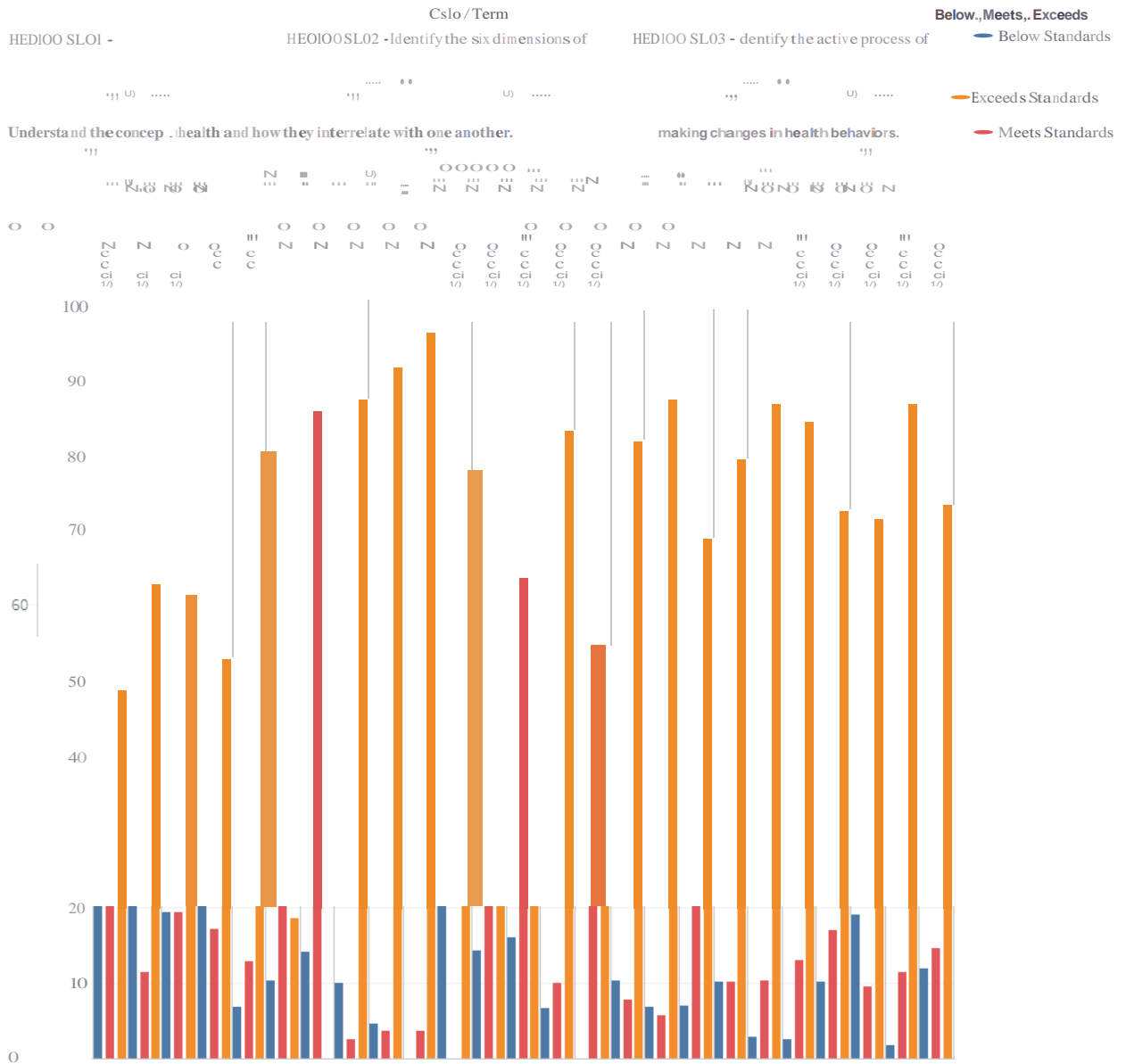
CSLO Achievement by Course



Below Standards, Meets Standards and Exceeds Standards for each Term broken down by CSLO. Color shows details about Below

Standards, Meets Standards and Exceeds Standards. Details are shown for Course. The view is filtered on Course, which keeps FSN110-Nutrition Science.

CSLO Achievement by Course



Below Standards, Meets Standards and Exceeds Standards for each Term broken down by CSLO. Color shows details about Below Standards, Meets Standards and Exceeds Standards. Details are shown for Course. The view is filtered on Course, which keeps HED100 - Health and Wellness.

CSLO Achievement by Course

PE100 SLO1 - Explain influences and factors effecting ones physical activity experience, and their impact.

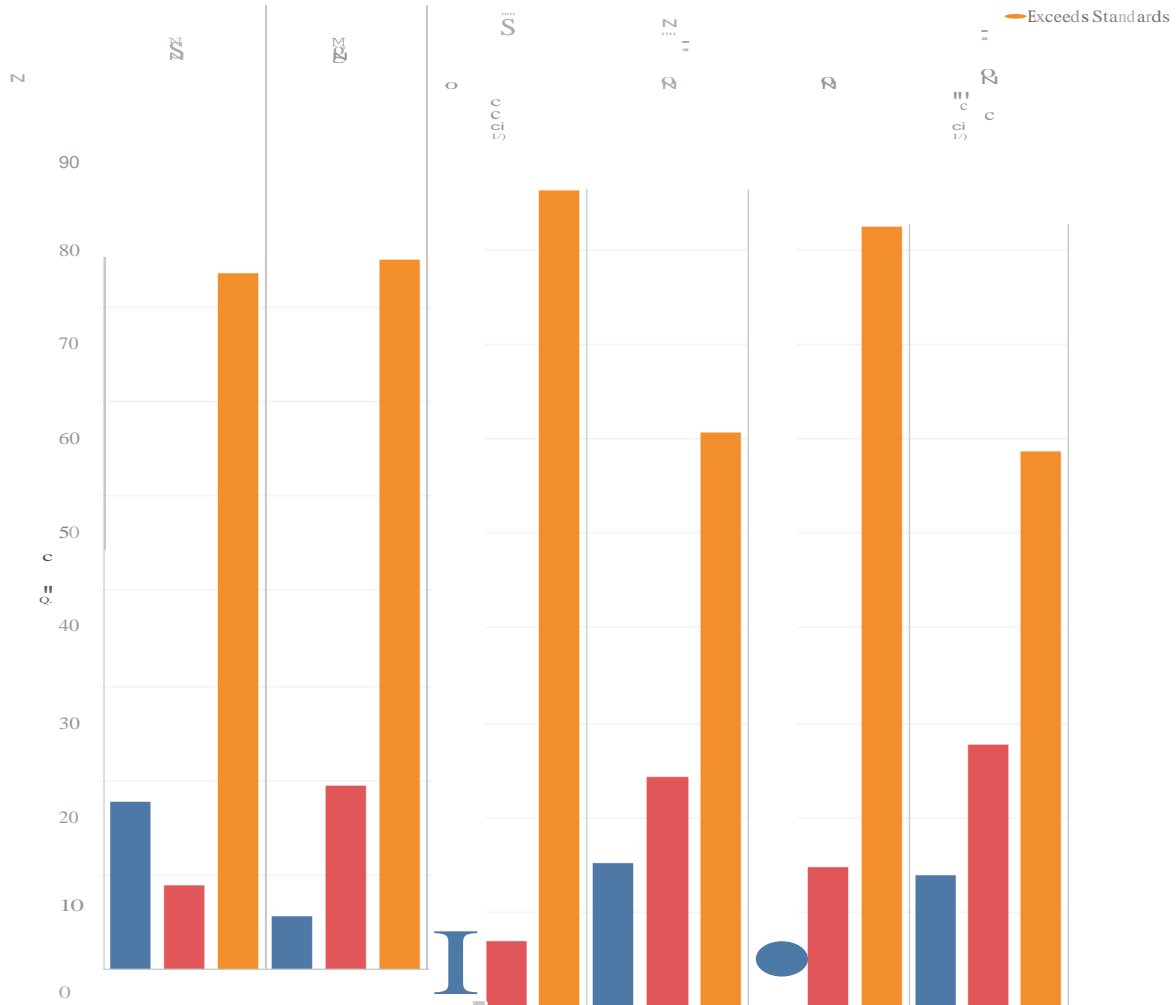
Cslo/Term

PE100 SLO2 - Identify and differentiate between various professional opportunities available in the field of Kinesiology.

Below., Meets., Exceeds

Below Standards

Meets Standards

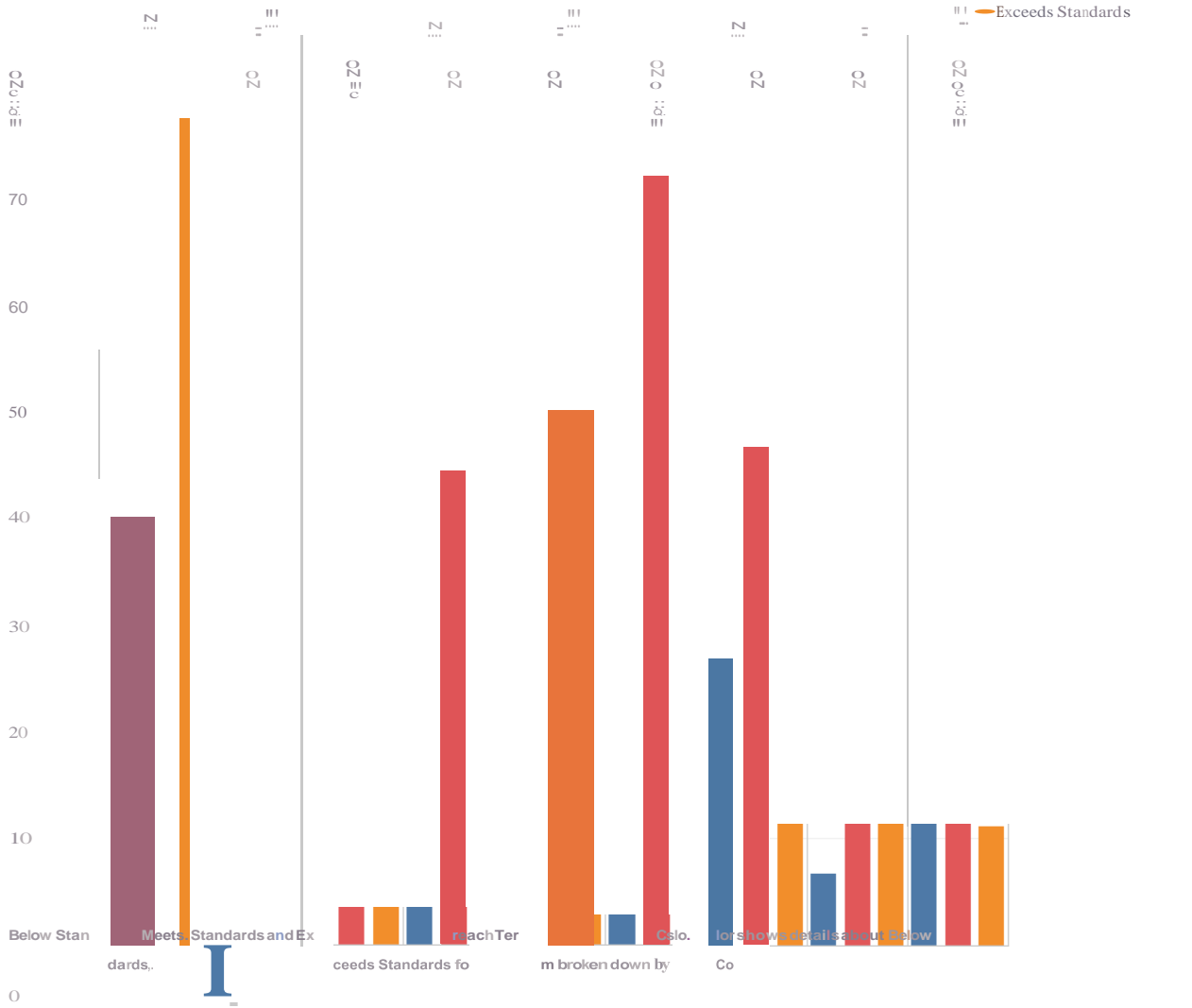


Below Standards, Meets Standards and Exceeds Standards for each Term broken down by Cslo. Color shows details about Below Standards, Meets Standards and Exceeds Standards. Details are shown for Course. The view is filtered on Course, which keeps PE 100 - Introduction to Kinesiology.

CSLO Achievement by Course

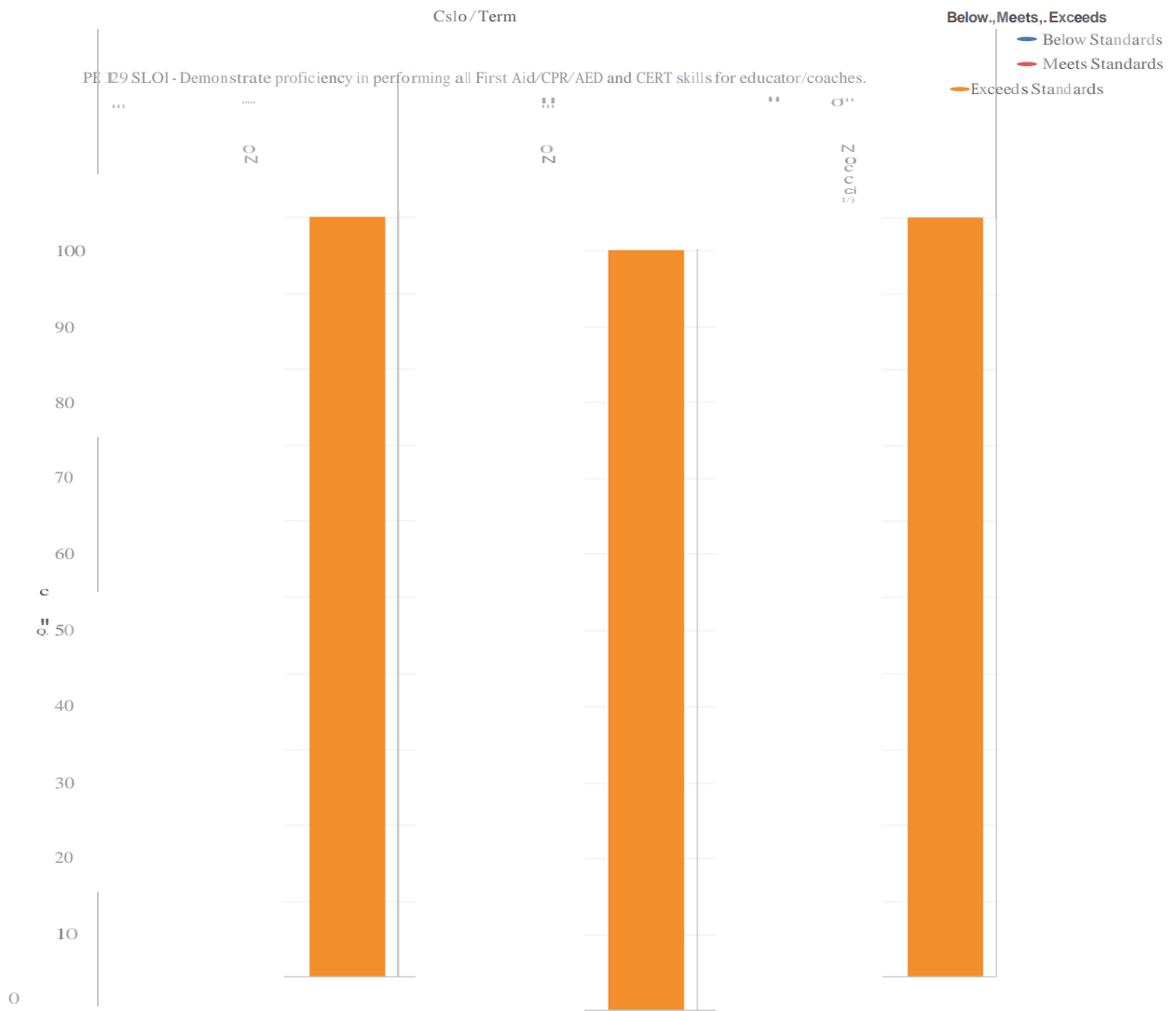
PC128 SL01 - Apply leadership, communication, and motivational skills to... strategies and identify which strategies...
 PC128 SL02 - Compare various coping strategies and identify which strategies...
 PE128 SL03 - Set, measure, and achieve goals in sport participation.

Below Standards (Blue), Meets Standards (Red), Exceeds Standards (Orange)



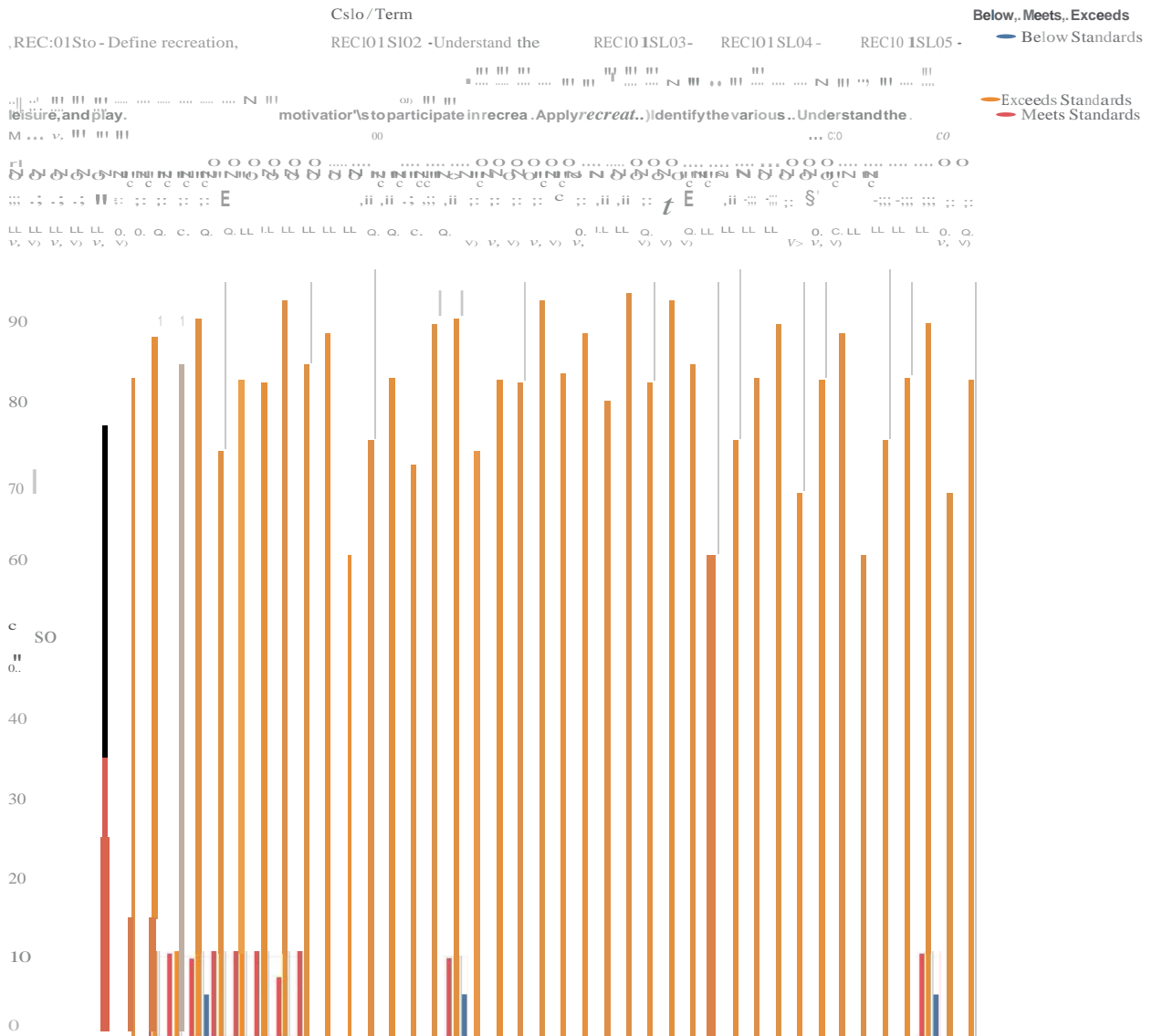
Standards, Meets Standards and Exceeds Standards. Details are shown for Course. The view is filtered on Course, which keeps PE128-Sport Psychology.

CSLO Achievement by Course



Below Standards, Meets Standards and Exceeds Standards for each Term broken down by CSLO. Color shows details about Below Standards, Meets Standards and Exceeds Standards. Details are shown for Course. The view is filtered on Course, which keeps PE129 - First Aid-CPR: Educator/Coach.

CSLO Achievement by Course

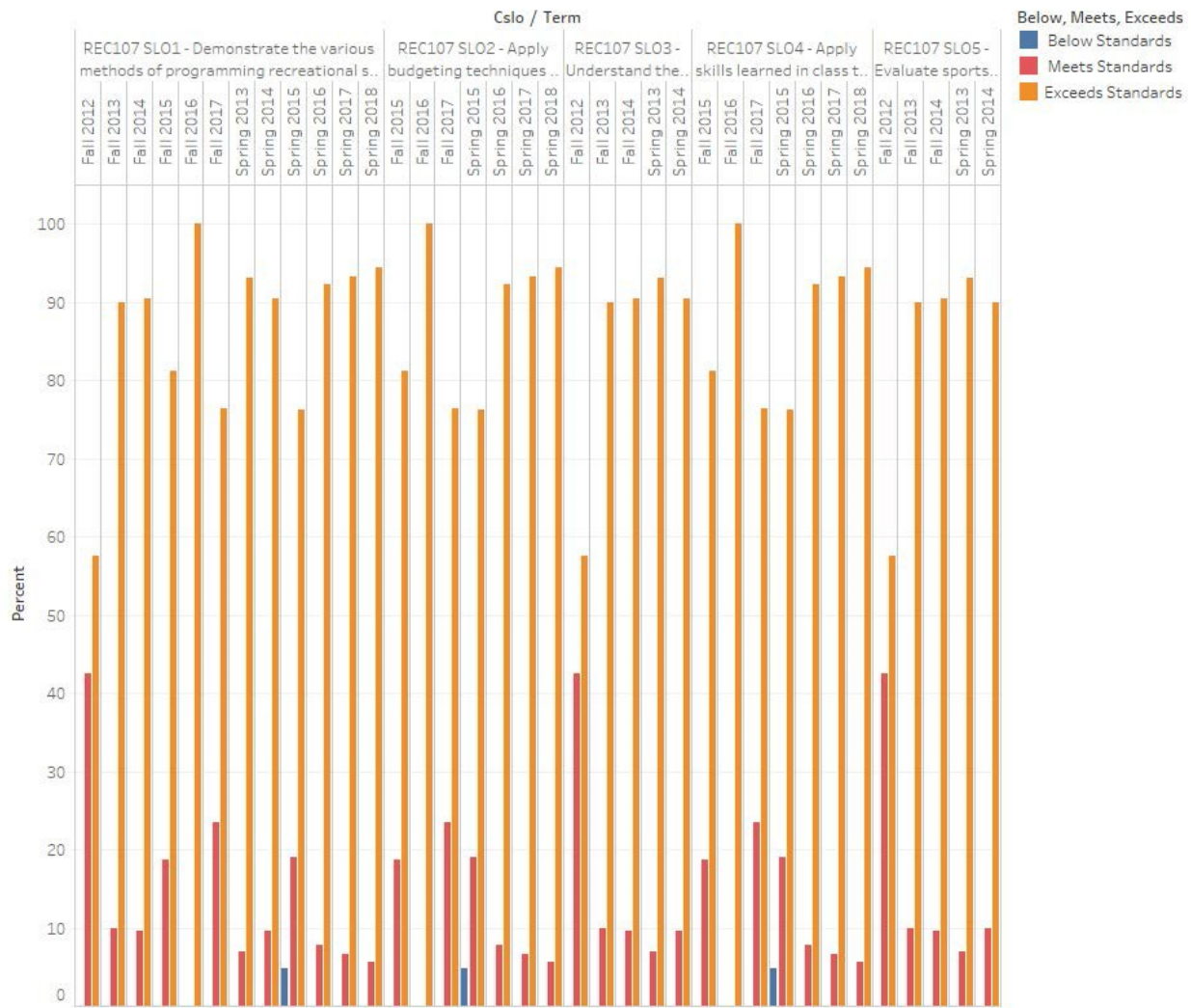


Below Standards, Meets Standards and Exceeds Standards for each Term broken down by CSLO. Color shows details about Below Standards, Meets Standards and Exceeds Standards. Details are shown for Course. The view is filtered on Course, which keeps REC101 - Intro to Recreation Management.

CSLO Achievement by Course



CSLO Achievement by Course



Below Standards, Meets Standards and Exceeds Standards for each Term broken down by Csls. Color shows details about Below Standards, Meets Standards and Exceeds Standards. Details are shown for Course. The view is filtered on Course, which keeps REC107 - Recreational Sport Programming.

ILO/PSLO Summary Map by Course/Context

Map Origin: Kinesiology (A.A.)

Map Target: PSLOs for Physical Education

CSLOs	Physical Education Program Outcomes		
	PE PSLO - Demonstrate and evaluate the factors that contribute to a healthy lifestyle and contribute to the prevention of adult-related diseases such as diabetes, obesity and cardiovascular disease.	PE PSLO - Synthesize health education information and apply principles of exercise in order to improve personal wellness and longevity.	PE PSLO - Acquire program specific information from various sources with which to better appreciate, analyze, and communicate in different situations, involving diverse individuals and viewpoints.
ATH104			
ATH104 SLO1 - Recognize the role of the Certified Athletic Trainer			
ATH104 SLO2 - Provide acute injury care and injury prevention techniques while demonstrating the ability to demonstrate basic taping and wrapping techniques in lab setting.			
ATH104 SLO3 - Implement rehabilitation techniques for athletic injuries.			
ATH106			
ATH106 SLO1 - Recognize the role of the Allied Health Professional.			
ATH106 SLO2 - Present theory and utilization of therapeutic modalities while providing advanced orthopedic assessment techniques in lab setting.			
ATH106 SLO3 - Identify the active process of making changes in health behaviors.			
BIOL124			
BIOL124 SLO1 - Distinguish the roles of organ system components in maintaining organismic function.			
BIOL124 SLO2 - Recognize the structural and functional characteristics of organ systems involved in support, movement, integration, and transport.			
BIOL124 SLO3 - Learn the functional anatomy of respiratory, digestive, and urinary systems.			

BIOL124 SLO4 - Distinguish the male and female reproductive systems with a respect to their roles in the human reproductive process.			
BIOL125			
BIOL125 SLO1 - Compare and contrast physiological cell functions.			
BIOL125 SLO2 - Compare and contrast regulatory processes.			
BIOL125 SLO3 - Distinguish the interactive roles of various organ systems.			
BIOL125 SLO4 - Synthesize physiological concepts into an understanding of the broader process of organic metabolism.			
BIOL125 SLO5 - Analyze bioelectrical phenomena.			
FSN110			
FSN110 SLO1 - Evaluate the nutrient composition of foods and beverages, and compare personal dietary intake with current recommendations.			
FSN110 SLO2 - Develop meal plans that meet dietary needs, choosing nutrient-dense foods and beverages in appropriate amounts to promote health and reduce disease risk.			
FSN110 SLO3 - Critically evaluate nutrition information from popular consumer media such as magazines or websites, comparing and contrasting with reputable sources of nutrition information based on			
FSN110 SLO1 - Compare and contrast chemistry, biology, physiology, and biochemistry principles to understand the utilization of food by the body. (OLD)			
FSN110 SLO2 - Evaluate the nutrient composition of foods and develop nutritionally adequate diets. (OLD)			
FSN110 SLO3 - Correlate the concepts of energy balance, metabolism, and physical activity requirements to lifestyle changes. (OLD)			
HED100			

HED100 SLO1 - Understand the concept of health and wellness.	X		
HED100 SLO2 - Identify the six dimensions of health and how they interrelate with one another.		X	
HED100 SLO3 - Identify the active process of making changes in health behaviors.			X
PE100			
PE100 SLO1 - Explain influences and factors effecting ones physical activity experience, and their impact.			X
PE100 SLO2 - Identify and differentiate between various professional opportunities available in the field of Kinesiology.		X	
PE106			
PE106 SLO1 - Understand how exercise and sport are interrelated with rules and sportsmanship.			X
PE106 SLO2 - Understand various intervention and coping strategies in regards to sports officiating.		X	
PE128			
PE128 SLO1 - Apply leadership, communication, and motivational skills to enhance sport participation.			X
PE128 SLO2 - Compare various coping strategies and identify which strategies would be more constructive in a range of circumstances.			X
PE128 SLO3 - Set, measure, and achieve goals in sport participation.			X
PE129			
PE129 SLO1 - Demonstrate proficiency in performing all First Aid/CPR/AED and CERT skills for educator/coaches.			
REC101			
REC101 SLO1 - Define recreation, leisure, and play.			
REC101 SLO2 - Understand the motivations to participate in recreation on a personal and professional basis.			
REC101 SLO3 - Apply recreation to achieve social change.			

REC101 SLO4 - Identify the various agencies providing recreation.			
REC101 SLO5 - Understand the mission, philosophy, services, and programs of the recreation profession.			
REC105			
REC105 SLO1 - Demonstrate the ability to recognize and analyze the factors that need to be considered when planning programs.			
REC105 SLO2 - Establish measurable objectives for programs that reflect participant's needs and interests.			
REC105 SLO3 - Plan, organize, and implement recreation programs.			
REC105 SLO4 - Prepare appropriate promotional material.			
REC105 SLO5 - Evaluate program effectiveness.			
REC107			
REC107 SLO1 - Demonstrate the various methods of programming recreational sports.			
REC107 SLO2 - Apply budgeting techniques to sports programs.			
REC107 SLO3 - Understand the career paths available in sports programming.			
REC107 SLO4 - Apply skills learned in class to actual sports activities.			
REC107 SLO5 - Evaluate sports programs.			
	0	0	0

Assessment Levels: I:
 Introduced
 M: Mastery P:
 Performed

SLO Presentation

Physical Education Date:

09/20/2018

Physical Education

PSLO

Physical Education Program Outcomes

- PE PSLO - Demonstrate and evaluate the factors that contribute to a healthy lifestyle and contribute to the prevention of adult-related diseases such as diabetes, obesity and cardiovascular disease.
- PE PSLO - Synthesize health education information and apply principles of exercise in order to improve personal wellness and longevity.
- PE PSLO - Acquire program specific information from various sources with which to better appreciate, analyze, and communicate in different situations, involving diverse individuals and viewpoints.

CSLO

PE100 - Introduction to Kinesiology

- PE100 SLO1 - Explain influences and factors effecting ones physical activity experience, and their impact.
- PE100 SLO2 - Identify and differentiate between various professional opportunities available in the field of Kinesiology.

PE110 - Tech. & Theory of Baseball

- PE110 SLO1 - Reasonable Understanding of the rules, strategies, and fundamentals of the game.
- PE110 SLO2 - Develop/improve the ability to demonstrate basic mechanics of the game. (ie: throwing, running, hitting, catching).
- PE110 SLO3 - Understand the cohesiveness of working within a diverse team environment with one common goal of being successful.

PE112 - Tech. & Theory of Football

- PE112 SLO1 - Reasonable Understanding of the rules, strategies, and fundamentals of the game.
- PE112 SLO2 - Develop/improve the ability to demonstrate basic mechanics of the game. (ie: throwing, running, hitting, catching)
- PE112 SLO3 - Understand the cohesiveness of working within a diverse team environment with one common goal of being successful.

PE120 - Beginning & Intermed. Swimming

- PE120 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE120 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE121 - Swim Fitness Lab

- PE121 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE121 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE122 - Swim Fitness Lab

- PE122 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE122 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE123 - Aerobic Swim

- PE123 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE123 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE128 - Sport Psychology

- PE128 SLO1 - Apply leadership, communication, and motivational skills to enhance sport participation.
- PE128 SLO2 - Compare various coping strategies and identify which strategies would be more constructive in a range of circumstances.
- PE128 SLO3 - Set, measure, and achieve goals in sport participation.

PE129 - First Aid-CPR: Educator/Coach

- PE129 SLO1 - Demonstrate proficiency in performing all First Aid/CPR/AED and CERT skills for educator/coaches.

PE130 - Self Defense

- PE130 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.

- PE130 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE132 - Cardio Kickboxing

- PE132 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE132 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE133 - Yoga Fitness

- PE133 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE133 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE134 - Martial Arts Techniques

- PE134 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE134 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE140 - Physical Fitness Laboratory

- PE140 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE140 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE141 - Physical Fitness Laboratory

- PE141 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE141 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE142 - Low Impact Condition Exercises

- PE142 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE142 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE143 - Step Aerobics

- PE143 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE143 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE144 - Weight Training

- PE144 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE144 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE145 - Intercollegiate Conditioning

- PE145 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE145 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE146 - Strength and Flexibility

- PE146 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE146 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE154 - Jogging/Walking

- PE154 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE154 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE156 - Golf

- PE156 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE156 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE160 - Tennis

- PE160 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE160 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE164 - Soccer

- PE164 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.

- PE164 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE167 - Basketball

- PE167 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE167 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE170 - Softball

- PE170 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE170 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE172 - Volleyball

- PE172 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
- PE172 SLO2 - Understand how forms of physical activities impact personal lifelong fitness.

PE179B - Tech. & Theory of Softball

- PE179B SLO1 - Reasonable Understanding of the rules, strategies, and fundamentals of the game.
- PE179B SLO2 - Develop/improve the ability to demonstrate basic mechanics of the game. (i.e. throwing, running, hitting, catching).
- PE179B SLO3 - Understand the cohesiveness of working within a diverse team environment with one common goal of being successful.

PE179C - Health & Fitness for Public Sa

- PE179C SLO1 - Understand and learn the physical fitness requirements necessary for successful fire tech operations.
- PE179C SLO2 - Demonstrate effective/positive teamwork in a diversified and challenging environment.

PE179D - Intercollegiate Swimming Women

- PE179D SLO1 - Identify advanced level of skill relevant to intercollegiate swimming.
- PE179D SLO2 - Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence, relevant to intercollegiate swimming.
- PE179D SLO3 - Understand the roles of leadership, team play, sportsmanship and other social values related to team competition in intercollegiate swimming.

PE189 - Independent Projects

- PE189 SLO1 - To demonstrate the ability to effectively communicate with clients and participants.
- PE189 SLO2 - To successfully perform assignments in their area of study.
- PE189 SLO3 - To problem solve in "real world" situations.
- PE189 SLO4 - To evaluate their performance.

Allan Hancock College Course Outline

Discipline Placement: Athletic Training

Department: Kin/PE/Ath/Rec

Prefix and Number: ATH 104

Catalog Course Title: Care and Prevention of Athletic Injuries

Banner Course Title: Care/Prevention-Ath Injuries

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	1.000	16.0 - 18.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	4.0	64.0 - 72.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Designed for prospective coaches, athletic trainers, health and physical educators; to aid in the recognition, evaluation and care of athletic injuries. Emphasizes techniques in taping, care, prevention, and rehabilitation of injuries. This course includes one lab hour per week, which is led by the instructor. The lab hour allows students to apply concepts and techniques presented during lecture.

Course Content

Lecture

1. Introduction, Terminology, Liability, Negligence, and Administrative Tasks
2. First Aid and Emergency Care, Injury Recognition, and Assessments
3. Injury Cycle and Healing
4. Foot and Ankle (anatomy, injuries, evaluation, and taping techniques)
5. Lower Leg (anatomy, injuries, evaluation)
6. Knee (anatomy, injuries, evaluation)
7. Hip and Thigh (anatomy, injuries, evaluation, and wrapping techniques)
8. Shoulder (anatomy, injuries, evaluation, wrapping techniques)
9. Elbow, Wrist, Hand, and Fingers (anatomy, injuries, evaluation, taping techniques)
10. Head, Neck, and Facial Injuries (anatomy, injuries, and evaluation)
11. Heat Illnesses, Skin Disorders, Abdominal Injuries (anatomy and care)
12. Psychology of the Injured Athlete

Lab

1. First Aid and Emergency Care, Injury Recognition, and Assessments
 2. Foot and Ankle (anatomy, injuries, evaluation, and taping techniques)
 3. Lower Leg (anatomy, injuries, evaluation)
 4. Knee (anatomy, injuries, evaluation)
 5. Hip and Thigh (anatomy, injuries, evaluation, and wrapping techniques)
 6. Shoulder (anatomy, injuries, evaluation, wrapping techniques)
 7. Elbow, Wrist, Hand, and Fingers (anatomy, injuries, evaluation, taping techniques)
 8. Head, Neck, and Facial Injuries (anatomy, injuries, and evaluation)
 9. Heat Illnesses, Skin Disorders, Abdominal Injuries (anatomy and care)
-

Course Objectives

At the end of the course, the student will be able to:

1. identify basic medical terminology which applies to athletic injuries.
 2. identify the proper role of the athletic trainer, coach, and physical educator in the care and prevention of athletic injuries.
 3. recognize, evaluate, and provide general care of athletic injuries and illnesses.
 4. apply preventive and protective taping/wrapping techniques.
 5. demonstrate basic care and encourage prevention of athletic injuries.
 6. demonstrate basic taping and wrapping techniques.
 7. demonstrate care for basic athletic injuries and illnesses.
 8. communicate intelligently with professionals within the medical community.
-

Methods of Instruction

- **Methods of Instruction Description:**

1. Lecture
 2. Demonstration
 3. Multimedia presentation
 4. Supervise students' participation to manually applying various taping, care, and prevention techniques.
-

Assignments

- **Outside Assignments**

1. Textbook readings
 2. Research paper
 3. Practice and review taping techniques
 4. Written assignments relevant to textbook content
-

Methods of Evaluation

- **Research Projects**

- **Other**

1. Research paper
 2. Written assignments
 3. Written exams and quizzes
 4. Practical exams
 5. Attendance and Participation
-

Texts and Other Instructional Materials

Adopted Textbook

1. William E. Prentice *Principles of Athletic Training: A Guide to Evidence-Based Clinical Practice* Edition: 16th 2017

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. ATH104 SLO1 - Recognize the role of the Certified Athletic Trainer.
 2. ATH104 SLO2 - Provide acute injury care and injury prevention techniques while demonstrating the ability to demonstrate basic taping and wrapping techniques in lab setting.
 3. ATH104 SLO3 - Implement basic rehabilitation techniques for athletic injuries.
-

Distance Learning

This course is not Distance Learning.

Generated on: 5/23/2019 10:50:53 AM

Allan Hancock College Course Outline

Discipline Placement: Athletic Training
Department: Kin/PE/Ath/Rec
Prefix and Number: ATH 106
Catalog Course Title: Orthopedic Injury Assess/Rehab
Banner Course Title: Orthopedic Injury Assess/Rehab

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	12.0	192.0 - 216.0	4.0
Total Contact Hours	6.0	96.0 - 108.0	

Number of Times Course may be Repeated
0

Grading Method
Letter Grade or Pass/No Pass

Requisites

Prerequisite
ATH 104 Care and Prevention of Athletic Injuries

Advisories
BIOL 124 Human Anatomy

Advisories
ENGL 101 Freshman Composition: Exposition

Entrance Skills

Upon entering this course, the student should be able to:

ATH 104 - Care and Prevention of Athletic Injuries

- o identify basic medical terminology which applies to athletic injuries.
- o identify the proper role of the athletic trainer, coach, and physical educator in the care and prevention of athletic injuries.
- o recognize, evaluate, and provide general care of athletic injuries and illnesses.
- o apply preventive and protective taping/wrapping techniques.
- o demonstrate basic care and encourage prevention of athletic injuries.
- o demonstrate basic taping and wrapping techniques.
- o demonstrate care for basic athletic injuries and illnesses.
- o communicate intelligently with professionals within the medical community.

BIOL 124 - Human Anatomy

- o compare and contrast the roles of organelles, cells, organs, and organ systems in maintaining organismic function.
- o correlate the diverse structure of the integument with its varied functions.
- o compare and contrast the structural and functional characteristics of cartilage and bone.
- o determine the synergistic structural and functional aspects of the muscular system with respect to biomechanical function.

- compare and contrast the structural and functional characteristics of the nervous and endocrine systems.
- compare and contrast the circulation of blood and lymph.

ENGL 101 - Freshman Composition: Exposition

- learn to read critically and to perceive the significance and meaning between structure and content in texts of varying lengths
- think critically about their own ideas, beliefs, and assumptions as they examine and compare those of different writers.
- improve writing skills and techniques.
- effectively interact and communicate with varied audiences from a rhetorical and thematic perspective.
- conduct research effectively including investigation, collection, evaluation, and documentation, and present the findings in acceptable written form.
- access and use information ethically and effectively.
- identify both discipline specific and other information technology resources.

Catalog Description

Designed for prospective kinesiology health professionals, including but not limited to athletic trainers, physical therapy aides, physical therapy assistants, physical therapists, and health and physical educators. The course will focus on the three areas of orthopedic care: theory and implementation of therapeutic modalities to athletic injuries; advanced recognition and assessment of orthopedic injuries; and application of rehabilitation programs for athletic injuries. This course includes three lab hours per week, which are led by the instructor. The lab hour allows students to apply concepts and techniques presented during lecture.

Course Content

Lecture

1. Introduction, Terminology
2. Therapeutic Modality Theory
3. Therapeutic Modality Application
4. Foot and Ankle Assessment
5. Knee Assessment
6. Shoulder Assessment
7. Rehabilitation Objectives and Goals
8. Rehabilitation Application to Foot and Ankle
9. Rehabilitation Application to Knee
10. Rehabilitation Application to Shoulder
11. Injury Assessment, Treatment Application, Implementation of Rehabilitation Program

Lab

1. Therapeutic Modality Application
2. Foot and Ankle Assessment
3. Knee Assessment
4. Shoulder Assessment
5. Rehabilitation Application to Foot and Ankle
6. Rehabilitation Application to Knee
7. Rehabilitation Application to Shoulder
8. Injury Assessment, Treatment Application, Implementation of Rehabilitation Program

Course Objectives

At the end of the course, the student will be able to:

1. describe the roles of the Allied Health Professional.
2. describe various therapeutic modality theories.
3. apply different therapeutic modalities to athletic injuries.
4. provide advanced assessment for orthopedic injuries.
5. describe and perform orthopedic injury assessments.
6. describe rehabilitation objectives and goals.
7. design and implement rehabilitation programs and protocols for athletic injuries.
8. relate advanced medical terminology, assessment and rehabilitation methods intelligibly with professionals within the medical community.

Methods of Instruction

- **Methods of Instruction Description:**
 1. Lecture
 2. Lab
 3. Demonstration

4. Multimedia presentation
 5. Supervise students' participation to manually applying various therapeutic modalities
-

Assignments

- **Outside Assignments**

1. Read Textbook
 2. Practice proper hand placement during an orthopedic assessment.
 3. Practice and apply therapeutic modalities to various acute and chronic injuries.
 4. Develop a rehabilitation program for an acute athletic injury.
 5. Practicing skills presented in the classroom and lab.
-

Methods of Evaluation

Students will be evaluated by written examinations, practical exams, and rehabilitation program/protocol design.

Texts and Other Instructional Materials

Adopted Textbook

1. William E. Prentice *Principles of Athletic Training: A Guide to Evidence-Based Clinical Practice* Edition: 16th 2017

Supplemental Texts

1. Additional, optional reading materials provided by instructor.

Instructional Materials

None

Student Learning Outcomes

1. ATH106 SLO1 - Recognize the role of the Allied Health Professional.
 2. ATH106 SLO2 - Present theory and utilization of therapeutic modalities while providing advanced orthopedic assessment techniques in lab setting.
 3. ATH106 SLO3 - Identify the active process of making changes in health behaviors.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Health (Masters Required) or Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: HED 100

Catalog Course Title: Health and Wellness

Banner Course Title: Health and Wellness

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Designed to help students assess their health status and use those assessments to change the behaviors that contribute to an unhealthy lifestyle. Students are provided with a broad foundation of knowledge dealing with mental health, stress management, fitness, diet and weight control, prevention and control of communicable and non-communicable diseases, drugs and alcohol, first aid, cancer prevention and control, and the scope of community health services.

Course Content

Lecture

1. Wellness
 - a. Definitions
 - b. Components
 - c. Assessments
 - d. Attainment
2. Stress
3. Mental Health
4. The Role of the Spiritual
 - a. Values
 - b. Ethics

5. Relationships and Communication
 6. Safety, Preventing Injury, Violence, and Abuse
 7. Sexuality
 - a. Sex and Your Body
 - b. Sex, Behavior, and Intimate Relationships
 - c. Contraception
 - d. Abortion
 8. Pregnancy, Childbirth, and Parenting
 9. Substance Use and Abuse
 - a. Tobacco
 - b. Alcohol
 - c. Psychoactive Drugs
 10. Nutrition
 11. Weight Control
 12. Exercise
 13. Disease
 - a. Cardiovascular
 - b. Cancer
 - c. STD's
 - d. Immunities and Infection
 14. Physical Limitations
 - a. Aging
 - b. Death and Dying
 15. Health Care Choices
 - a. Medical Management
 - b. Utilizing Medical Care
 - c. Self Care
 - d. Resources Including National, Local, and Campus
 16. Health Care Systems
 17. Personal Safety
 18. Environmental Health
-

Course Objectives

At the end of the course, the student will be able to:

1. evaluate the results of a health risk appraisal and lifestyle assessment inventory.
 2. outline a behavior management program for enhancing their personal wellness based upon their health risk appraisal and lifestyle assessment inventory.
 3. discuss the components of wellness and their relationship to an individual's medical care plan.
 4. identify methods for coping with their most prevalent stressors.
 5. make recommendations to improve their diet.
 6. design a personal exercise and fitness program.
 7. identify the hazards of substance use and abuse.
 8. identify major diseases, their hazards, risk factors, prevention and current treatments.
 9. enumerate methods of managing medical problems, self care practices and college and local resources for care.
 10. identify the primary concerns regarding aging.
 11. describe the association between individuals and the environment.
 12. recognize contributing factors impacting relationships and communication.
-

Methods of Instruction

- **Lecture**
 - **Methods of Instruction Description:**
Multimedia presentations, small group discussion, case studies surveys, and guest speakers.
-

Assignments

- **Outside Assignments**
 1. Textbook readings.
 2. Complete a health risk appraisal and lifestyle assessment inventory and analyze the results relative to the components of wellness.
 3. Prepare a behavior management plan identifying short and long term goals, timelines, and resources to improve their wellness profile.
 4. Content relevant written assignments.
-

Methods of Evaluation

- Exams/Tests
 - Quizzes
 - Projects
 - Other
Assignments as listed above
-

Texts and Other Instructional Materials

Adopted Textbook

1. Donatelle, Rebecca J *Health: The Basics* Edition: 13th 2019
2. OR Donatelle, Rebecca J *Health: The Basics Plus Mastering Health* Edition: 13th 2019

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. HED100 SLO1 - Understand the concept of health and wellness.
 2. HED100 SLO2 - Identify the six dimensions of health and how they interrelate with one another.
 3. HED100 SLO3 - Identify the active process of making changes in health behaviors.
-

Distance Learning

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Discussion Board
2. Telephone Contacts
3. Email Communication (group and/or individual communications)
4. Group Meetings
5. Orientation Sessions
6. Other (please specify)
Announcements
7. Other (please specify)
While no in-person contact is required, face to face via office visits, and/or current technological video methods, as needed, will be available.

Adjustments to Assignments

Assignments and requirements will not be adjusted in regard to content. In addition to textbook resources, students will access, review, and study related assignment information, descriptions, and support content via various digital media located within the current LMS, i.e. digital: video; audio; graphics; webpages, etc. Class participation, interaction, and communications will occur within the LMS via various discussion forums. All assignments and coursework will be listed and available in a sequential manner within the LMS. Online tests will be used. Other assignments do not need to be adjusted, in terms of content and structure. A difference will be the means by which students submit work.

Adjustments to Evaluation Tools

Assignments, test, exams, and any other assessments will not be adjusted in content. Rather, the means by which students access, complete, and submit coursework will be electronically. While students will complete some textbook/workbook/and other written assignments in the same manner, submitting these assignments will occur either from within the current LMS, and/or via email. Other assignments will be directly created, available, and submitted entirely from within the current LMS. Assignments and tests will not be adjusted in content.

Strategies to Make Course Accessible to Disabled Students

Having met with the adaptive technology specialist to ensure any and all necessary accommodations will be made, the following strategies will be developed and implemented.

- ALT tags for all images, photos, maps, and graphics, including image descriptors, with the intention of effectively accommodating screen readers

- Digital video files will have a closed caption option available
- Work with the campus Learning Assistance Program (LAP) counselors to ensure all required modifications to the course are made specifically for each LAP student, i.e. additional time allowed when completing timed tests and exams.
- Text based course materials are HTML formatted and free from excessive font and structure formatting
- When submitting assignments, students will have various options to choose from when formatting files in order to best accommodate their needs.
- In that there are no on-site requirements, students have the opportunity to work in an environment of their own choosing, which most effectively accommodates their specific needs.
- Included accessibility statement on DL course syllabi

Inform Students

Students will be informed through: course orientation information available via email and the LMS; Course syllabus; and access and direction to the Learning Assistance Program resources.

Additional Comments

None

Allan Hancock College

Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 120

Catalog Course Title: Beginning & Intermediate Swimming

Banner Course Title: Beginning & Intermediate Swim

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

An introduction to swimming, mastering the skills of the crawl stroke and elementary backstroke, and learning personal safety skills such as floating, treading water, and elementary forms of rescue.

Course Content

Lecture

N/A

Lab

1. Course Introduction
2. Crawl
3. Propulsion Skills
4. Technique of Breathing
5. Elementary Backstroke
6. Personal Safety Skills
7. Water Entries
8. Review Elementary Backstroke and Personal Safety Skills
9. Backstroke
10. Propulsion Skills
11. Elementary Forms of Rescue
12. Personal Flotation Devices and Usage
13. Introduction to Intermediate Skills
14. Review Beginning and Advanced Beginning Skills
15. Testing

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate and show how to jump into deep water, level off and swim 15 yards using the crawl stroke with 90% accuracy as measured by teacher observation.
 2. demonstrate and show how to perform the crawl stroke for 15 yards, change directions, rotate to the back position and float for one half minute, rotate to a prone position, and swim the crawl stroke to starting position with 90% accuracy as measured by teacher observation.
 3. demonstrate and show how to perform personal safety and elementary forms of rescue, which include release of a cramp and reaching and extension assist, with 90% accuracy as measured by teacher observation.
 4. demonstrate and show how to dive from deck into the water in reasonably good form, level off and swim for a minimum of 20 feet with 90% accuracy as measured by teacher observation.
 5. demonstrate and show how to dive into deep water and swim a minimum of 15 feet underwater, come to the surface and tread water for 30 seconds, then swim 20 yards using the crawl stroke with 90% accuracy as measured by teacher observation.
 6. demonstrate and show how to jump into deep water, come to the surface and perform the survival float skill for two minutes, then swim 20 yards using the elementary backstroke with 90% accuracy as measured by teacher observation.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 - Lecture
 - Instructor demonstration of skills
 - Instructor guided student participation
-

Assignments

- **Other Assignments**
 - none listed
-

Methods of Evaluation

1. The progress and capabilities of the learner will be measured by a water test, covering the specific skills recommended by the American Red Cross Swimming Program as listed in the outline.
 2. Attendance and participation are a high priority.
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

1. Handouts provided by the instructor
-

Student Learning Outcomes

1. PE120 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to beginning and intermediate swimming.
 2. PE120 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to beginning and intermediate swimming.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College

Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 121

Catalog Course Title: Swim Fitness Lab

Banner Course Title: Swim Fitness Lab

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Pass/No Pass

Requisites

Advisories

PE 120 Beginning & Intermediate Swimming

Entrance Skills

Upon entering this course, the student should be able to:

PE 120 - Beginning & Intermediate Swimming

- o jump into deep water, level off and swim 15 yards using the crawl stroke with 90% accuracy as measured by teacher observation.
 - o perform the crawl stroke for 15 yards, change directions, rotate to the back position and float for one half minute, rotate to a prone position, and swim the crawl stroke to starting position with 90% accuracy as measured by teacher observation.
 - o perform personal safety and elementary forms of rescue, which include release of a cramp and reaching and extension assist, with 90% accuracy as measured by teacher observation.
 - o dive from deck into the water in reasonably good form, level off and swim for a minimum of 20 feet with 90% accuracy as measured by teacher observation.
 - o dive into deep water and swim a minimum of 15 feet underwater, come to the surface and tread water for 30 seconds, then swim 20 yards using the crawl stroke with 90% accuracy as measured by teacher observation.
 - o jump into deep water, come to the surface and perform the survival float skill for two minutes, then swim 20 yards using the elementary backstroke with 90% accuracy as measured by teacher observation.
-

Catalog Description

Designed to permit students to develop skills and improve and maintain overall physical fitness and cardiovascular conditioning in a low impact aquatic environment with flexible scheduling. Students may not be concurrently enrolled in PE 122.

Course Content

Lecture
N/A

Lab

1. Orientation to Pool Safety and Course Structure
 - a. Guidelines
 - b. Establishment of Goals
 2. Record and Chart Swims in Terms of Distance and Time
 3. Discuss Self Evaluation Process, Guidelines for Assessing Progress and Setting New Goals
-

Course Objectives

At the end of the course, the student will be able to:

1. develop an "individualized" swim fitness program appropriate to his or her needs and goals.
 2. evaluate his or her progress by comparing distances and times of swims from the beginning of the course with those at the completion of the course.
 3. evaluate their level of fitness, and progress toward meeting their individual goals.
 4. demonstrate how to perform swimming strokes, at a higher level of conditioning in terms of distance and time swam.
 5. demonstrate the ability to swim at a higher (faster) "yards per minute" pace than at the beginning of the course.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 - Instructor demonstration of skills
 - Instructor guided student participation
-

Assignments

- **Other Assignments**
 - none listed
-

Methods of Evaluation

1. Students will compare abilities at the beginning of the semester with those at the end of the semester in terms of:
 - a. continuous yards swam without stopping for rest
 - b. pace of swim in terms of yards per minute
 - c. frequency of swims per week
 2. Students will evaluate their progress as being positive if they are able to swim:
 - a. a further distance without stopping for rest than at the beginning of the course (a 20 minute non-stop swim being the goal).
 - b. at a faster pace in terms of yards completed per minute (in a 20 minute swim).
 3. Attendance and participation
-

Texts and Other Instructional Materials

Adopted Textbook
None

Supplemental Texts
None

Instructional Materials
None

Student Learning Outcomes

1. PE121 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to swim fitness lab.
 2. PE121 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to swim fitness lab.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College

Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 122

Catalog Course Title: Swim Fitness Lab

Banner Course Title: Swim Fitness Lab

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	2.000	32.0 - 36.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	2.0	32.0 - 36.0	0.5
Total Contact Hours	2.0	32.0 - 36.0	

Number of Times Course may be Repeated

0

Grading Method

Pass/No Pass

Requisites

Advisories

PE 120 Beginning & Intermediate Swimming

Entrance Skills

Upon entering this course, the student should be able to:

PE 120 - Beginning & Intermediate Swimming

- o jump into deep water, level off and swim 15 yards using the crawl stroke with 90% accuracy as measured by teacher observation.
 - o perform the crawl stroke for 15 yards, change directions, rotate to the back position and float for one half minute, rotate to a prone position, and swim the crawl stroke to starting position with 90% accuracy as measured by teacher observation.
 - o perform personal safety and elementary forms of rescue, which include release of a cramp and reaching and extension assist, with 90% accuracy as measured by teacher observation.
 - o dive from deck into the water in reasonably good form, level off and swim for a minimum of 20 feet with 90% accuracy as measured by teacher observation.
 - o dive into deep water and swim a minimum of 15 feet underwater, come to the surface and tread water for 30 seconds, then swim 20 yards using the crawl stroke with 90% accuracy as measured by teacher observation.
 - o jump into deep water, come to the surface and perform the survival float skill for two minutes, then swim 20 yards using the elementary backstroke with 90% accuracy as measured by teacher observation.
-

Catalog Description

Designed to permit students to develop skills and improve and maintain overall physical fitness and cardiovascular conditioning in a low impact aquatic environment with flexible scheduling. Students may not be concurrently enrolled in PE 121.

Course Content

Lecture
N/A

Lab

1. Orientation to Pool Safety and Course Structure
 - a. Guidelines
 - b. Establishment of Goals
 2. Record and Chart Swims in Terms of Distance and Time
 3. Discuss Self Evaluation Process, Guidelines for Assessing Progress and Setting New Goals
-

Course Objectives

At the end of the course, the student will be able to:

1. develop an "individualized" swim fitness program appropriate to his or her needs and goals.
 2. evaluate his or her progress by comparing distances and times of swims from the beginning of the course with those at the completion of the course.
 3. evaluate their level of fitness, and progress toward meeting their individual goals.
 4. demonstrate how to perform swimming strokes, at a higher level of conditioning in terms of distance and time swam.
 5. demonstrate the ability to swim at a higher (faster) "yards per minute" pace than at the beginning of the course.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Instructor demonstration of skills
 2. Instructor guided student participation
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Students will compare abilities at the beginning of the semester with those at the end of the semester in terms of:
 - a. continuous yards swam without stopping for rest
 - b. pace of swim in terms of yards per minute
 - c. frequency of swims per week
 2. Students will evaluate their progress as being positive if they are able to swim:
 - a. a further distance without stopping for rest than at the beginning of the course (a 20 minute non-stop swim being the goal).
 - b. at a faster pace in terms of yards completed per minute (in a 20 minute swim).
 3. Attendance and participation
-

Texts and Other Instructional Materials

Adopted Textbook
None

Supplemental Texts
None

Instructional Materials
None

Student Learning Outcomes

1. PE122 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to swim fitness lab.
 2. PE122 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to swim fitness lab.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College

Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 123

Catalog Course Title: Aerobic Swim

Banner Course Title: Aerobic Swim

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	0.000	0.0 - 0.0	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

Advisories

PE 120 Beginning & Intermediate Swimming

Entrance Skills

Upon entering this course, the student should be able to:

PE 120 - Beginning & Intermediate Swimming

- demonstrate and show how to jump into deep water, level off and swim 15 yards using the crawl stroke with 90% accuracy as measured by teacher observation.
 - demonstrate and show how to perform the crawl stroke for 15 yards, change directions, rotate to the back position and float for one half minute, rotate to a prone position, and swim the crawl stroke to starting position with 90% accuracy as measured by teacher observation.
 - demonstrate and show how to perform personal safety and elementary forms of rescue, which include release of a cramp and reaching and extension assist, with 90% accuracy as measured by teacher observation.
 - demonstrate and show how to dive from deck into the water in reasonably good form, level off and swim for a minimum of 20 feet with 90% accuracy as measured by teacher observation.
 - demonstrate and show how to dive into deep water and swim a minimum of 15 feet underwater, come to the surface and tread water for 30 seconds, then swim 20 yards using the crawl stroke with 90% accuracy as measured by teacher observation.
 - demonstrate and show how to jump into deep water, come to the surface and perform the survival float skill for two minutes, then swim 20 yards using the elementary backstroke with 90% accuracy as measured by teacher observation.
-

Catalog Description

This course familiarizes the student with the concepts of aerobic fitness, aerobic fitness evaluation, and swimming as an alternative aerobic conditioning program. Students will tailor an aerobic swim fitness program to meet their own needs with the goal of improving and maintaining their level of aerobic fitness. Students will learn how to take and use their heart rate as an indicator for evaluating and monitoring their level of aerobic fitness

and their progress towards aerobic fitness. Specifically students will learn how to take and evaluate the three important stages of heart rate, resting heart rate (RHR), target or training heart rate (THR), and recovery heart rate.

Course Content

Lecture

N/A

Lab

1. Defining "Aerobic", Heart Rates - Resting (RHR), Target of Training (THR), and Recovery (RecHR). Taking Heart Rates, Charting, and Recording Entry Level Heart Rates.
 2. Personalizing an Aerobic Program, Preparing to Move "Up" the Aerobic Fitness Swim Ladder
 3. Step One on the Aerobic Swim Ladder - 5-minute continuous swim (record distance, chart training, and recovery heart rates)
 4. Step Two on the Aerobic Swim Ladder - 7-1/2 minute continuous swim (record distance, 1 chart training, and recovery heart rates)
 5. Step Three on the Aerobic Swim Ladder - 10 minute continuous swim (record distance, chart training, and recovery heart rates)
 6. Step Four on the Aerobic Swim Ladder - 12-1/2 minute continuous swim (record distance, chart training, and recovery heart rates)
 7. Step Five on the Aerobic Swim Ladder - 15 minute continuous swim (record distance, chart training, and recovery heart rates)
 8. Step Six on the Aerobic Swim Ladder - 17-1/2 minute continuous swim (record distance, chart training, and recovery heart rates)
 9. Step Seven on the Aerobic Swim Ladder - 20 minute continuous swim (record distance, chart training, and recovery heart rates)
 10. Intro the "Push - Pace" Alternative (record heart rates)
 11. Update and Evaluate Personal Charts and Progress
-

Course Objectives

At the end of the course, the student will be able to:

1. explain and demonstrate how to take heart rates at rest, while training, and in recovery accurately.
 2. evaluate his or her level of fitness using their heart rates.
 3. design a realistic aerobic swim program for the achievement and maintenance of his or her individual conditioning goals.
 4. demonstrate the ability to move significantly up a "swim fitness ladder" towards the achievement of a 20-minute continuous swim.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Students will demonstrate their ability to accurately take heart rates by recording their heart rates on the provided swim card log.
 2. Students will demonstrate their understanding of the different heart rates by recording the appropriate rates in the appropriate places provided on the swim card.
 3. Students will complete the swim log card with a minimum of forty swims and heart rates being recorded, and each of the seven rungs on the fitness ladder having been attempted.
 4. Attendance and participation
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials
None

Student Learning Outcomes

1. PE123 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to aerobic swimming.
 2. PE123 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to aerobic swimming.
-

Distance Learning

This course is not Distance Learning.

Generated on: 5/23/2019 1:27:39 PM

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 128

Catalog Course Title: Sport Psychology

Banner Course Title: Sport Psychology

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Designed to provide mental and psychological considerations as they relate to sport and exercise. Students will learn how various subjects impact the participation in and execution of sport in both individual and team settings. Subjects such as leadership and communication, goal setting, anxiety, violence, team cohesion, burnout, and drug abuse will be discussed.

Course Content

Lecture

1. Foundation of sport psychology
 - a. History
 - b. Ethics
 - c. Multicultural issues
2. Psychology of the athlete
3. Leadership and communication in sport
4. Self confidence and intrinsic motivation

5. Goals in sport
 - a. Significance of goals in sport
 - b. Motivational climate
 - c. Types of goals and their effectiveness
 - d. Developing
 - e. Measuring
 - f. Achieving
 6. Anxiety and stress in sport performance
 7. Coping and intervention strategies in sport
 - a. Mental imagery
 - b. Self talk
 - c. Relaxation techniques
 - d. Hypnosis
 8. Aggression and violence in sport
 - a. Defining
 - b. Measuring
 - c. Fan violence
 9. Team cohesion in sport
 10. Exercise psychology
 - a. Relationship between exercise and mental health
 - b. Exercise and the immune system
 - c. Physical self-concept and body image
 11. Burnout in athletes
 12. Psychology of athletic injuries
 13. Drug abuse in sport and exercise
-

Course Objectives

At the end of the course, the student will be able to:

1. apply leadership, communication, and motivational skills to enhance sport participation.
 2. explain historical and multicultural effects on one's participation in sport.
 3. identify and measure aggression and violent behavior in sport.
 4. compare various coping strategies and identify which strategies would be more constructive in a range of circumstances.
 5. set, measure, and achieve goals in sport participation.
 6. identify the effects of drug abuse on sport participation.
-

Methods of Instruction

- **Methods of Instruction Description:**
 1. Lecture
 2. Lecture with discussion
 3. Multimedia presentations
 4. Small group discussion
 5. Case studies

6. Surveys
 7. Guest speakers
 8. Values clarification
-

Assignments

- **Other Assignments**
 1. Textbook readings
 2. Interview of coach or sport participant
 3. Article critiques
 4. Competitive sport participation observation
-

Methods of Evaluation

1. Tests
 2. Quizzes
 3. Interview
 4. Article critiques
 5. Participation observation
-

Texts and Other Instructional Materials

Adopted Textbook

1. Robert Weinberg, Daniel Gould *Foundations of Sport and Exercise Psychology* Edition: 7th 2018

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PE128 SLO1 - Understand how exercise and sport are interrelated with mental and physical health.
 2. PE128 SLO2 - Understand various intervention and coping strategies, such as mental imagery and relaxation techniques.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College

Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 129

Catalog Course Title: First Aid-CPR: Educator/Coach

Banner Course Title: First Aid-CPR: Educator/Coach

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.000	16.0 - 18.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	2.000	32.0 - 36.0	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	1.0	16.0 - 18.0	

Number of Times Course may be Repeated

100

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course is designed to allow students who are considering a kinesiology based profession, to develop the necessary knowledge and skills to successfully respond in various first aid and safety circumstances which may arise in their distinctive work environment as a professional educator/coach. Topics include: injury prevention; sudden illness; heat/cold related injuries; responding to acute asthmatic emergencies; soft tissue, and muscular, bone and joint injuries; responding to unconscious or choking persons; and cardiac emergencies. At the end of the course, students will be American Red Cross "lay responder" certified in first aid, AED, and adult, child, and infant CPR. Students will not be certified at the "professional rescuer" level. Students must obtain and review the required textbook prior to the first class meeting.

Course Content

Lecture

1. Adult, child, and infant CPR; adult and child AED
 2. First aid
 3. Injury prevention; sudden illness; heat/cold related injuries; responding to acute asthmatic emergencies; soft tissue, and muscular, bone and joint injuries; responding to unconscious or choking persons; and cardiac emergencies
-

Course Objectives

At the end of the course, the student will be able to:

1. properly use an AED.
 2. recognize the signals of a possible heart attack, and describe how to care for someone who is experiencing persistent chest pain in a physical education classroom or competitive athletic environment.
 3. explain how the emergency medical system works and the responder's role.
 4. identify the signals of cardiac arrest and how to provide cardiopulmonary resuscitation until advanced emergency medical system services arrive.
 5. detect early warning signs of heat related injury, in a physical education classroom or competitive athletic environment.
 6. identify and care for choking and other breathing emergencies, in a physical education classroom or competitive athletic environment.
 7. identify life-threatening bleeding and how to control it, in a physical education classroom or competitive athletic environment.
 8. identify the signals of shock and how to control it, in a physical education classroom or competitive athletic environment.
 9. identify the signals of soft tissue/musculoskeletal injuries and how to care for them.
 10. describe how and when to move a victim in an emergency situation.
 11. identify signals of other medical emergencies such as, allergic reactions and heat/cold emergencies and respond appropriately, in a physical education classroom or competitive athletic environment.
 12. be American Red Cross certified in first aid, AED, and adult, child, and infant CPR.
-

Methods of Instruction

- **Methods of Instruction Description:**
 1. Lecture
 2. Lecture with discussion
 3. Small group discussion
 4. Values clarification
 5. Hands-on demonstration of course content
-

Assignments

- **Other Assignments**
 - Textbook readings
-

Methods of Evaluation

1. Written exam - first aid
 2. Written exam - CPR, AED
 3. Skills test – CPR, AED, and first aid techniques
-

Texts and Other Instructional Materials

Adopted Textbook

1. American Red Cross *First Aid/CPR/AED Participant's Manual* Edition: 16 2016

Supplemental Texts

None

Instructional Materials

1. For a small fee, at the completion of the course, students have the option of purchasing an American Red Cross certification card for CPR, AED, and first aid.
-

Student Learning Outcomes

1. PE129 SLO1 - Demonstrate proficiency in performing all First Aid/CPR/AED and CERT skills for educator/coaches.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 130

Catalog Course Title: Self Defense

Banner Course Title: Self Defense

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Affords all students the opportunity to become proficient in basic self-defense skills. Instruction in both physical and mental skills regarding methods and techniques for providing personal safety and defending oneself. Defensive and offensive tactics will be presented in the areas of movement, leverage, striking, and the utilization of various objects. Does not require any prior martial arts training.

Course Content

Lecture

N/A

Lab

1. Kicks (front snap kick, round house, side thrust, rear snap kick, rear round house)
2. Punches vs. Frontal Assault (knife chops to neck, slashes to eyes, ringing ears, punches to nose, front uppercuts with elbows, front round houses with elbows)
3. Punches vs. Rear Assault (rear drives, rear knife chops, rear round house with elbows, rear thrust)
4. Escape Techniques vs. Front Choke (doorbell, duck under, spin out, wrist locks)
5. Escape Techniques vs. Rear Strangle (rear drive, step under to arm bar)
6. Escape Techniques vs. Arm Bar (rear round house)
7. Escape Techniques vs. Half Nelson (rear round house)
8. Escape Techniques vs. Half Nelson and Arm Bar (rear drives)
9. Escape Techniques vs. Rare Strangle and Arm Bar (same side and opposite sides)
10. Escape Techniques vs. Hair Control and vs. Hair Control From Rear With Arm Bar (palm technique)
11. Escape Technique vs. One-On-One Hand Control; Two-On-One Hand Control
12. Escape Techniques vs. Bear Hugs, Front and Rear

13. Escape Techniques vs. Knife Techniques
14. Escape Techniques vs. Pistols at Short Distance
15. Escape Techniques vs. Mat (down tactics)
16. Throws vs. Various Attack Situations

Introduction of new technique each week as indicated. Review and practice weekly.

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate how to perform self-defense tactics against most common types of attacks.
 2. identify attacker's weaknesses.
 3. recognize and employ basic attack variations and appropriate self defense responses.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Students will demonstrate their knowledge of an attacker's anatomical weakness by simulating punches, kicks, and blows to those areas (eyes, nose, ears, groin, shin).
 2. Students will demonstrate their knowledge of escape techniques against the ten most common attacks by performing them in a simulated attack situation.
 3. As exams the instructor will simulate various attacks on students and will evaluate their response.
 4. Attendance and participation
-

Texts and Other Instructional Materials

Adopted Textbook
None

Supplemental Texts
None

Instructional Materials
None

Student Learning Outcomes

1. PE130 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to self defense.
 2. PE130 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to self defense.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 132

Catalog Course Title: Cardio Kickboxing

Banner Course Title: Cardio Kickboxing

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Emphasizes aerobic and strength conditioning through martial art movements. An aerobic exercise program that improves endurance, strength, and flexibility by using kickboxing movements. It involves a variety of punching and kicking movements focusing in the mirror and then on the workout bag. The high intensity, low impact activity accommodates most students at all fitness levels.

Course Content

Lecture

N/A

Lab

1. Teach Safety Precautions and Basic Kickboxing Moves
 2. Teach Importance of Warm Up and Cool Down
 3. Teach Importance of Proper Stretching Techniques
 4. Focus on Body Alignment and Awareness
 5. Benefits of Cross-Training
 6. Mental and Emotional Benefits of Exercise
 7. Review and Reinforcement of Weeks 1 & 2 While Continuing to Learn a Variety of Combinations
-

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate how to execute skills specific to non-competitive kickboxing for maximum efficiency and safety.
 2. demonstrate how to hold proper posture and use correct form.
 3. demonstrate to ability to increase cardiovascular fitness by self-assessment.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

- **Other Assignments**
 1. Each student will come up with their own combinations of kicks and punches and demonstrate it to the class.
-

Methods of Evaluation

1. Demonstrate improvement of individual skills through testing.
 2. Attendance and participation
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

1. Boxing or Kickboxing Gloves, Kickboxing Bags (either suspended or on stands)
 2. Instructor hand-outs
-

Student Learning Outcomes

1. PE132 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to cardio kickboxing.
 2. PE132 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to cardio kickboxing.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 133

Catalog Course Title: Beginning Yoga Fitness

Banner Course Title: Beginning Yoga Fitness

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Fundamentals of physical yoga at a beginning level, which focus on breathing, posture, and the development of the connection between the mind and muscles of the body.

Course Content

Lecture

N/A

Lab

1. Applying Eastern Yoga to the Western Athletic
2. Difference Between Static Stretching (Yoga) and Dynamic Stretching
3. Guidelines for Practicing Yoga, Modifications of Yoga Poses, Use of Yoga Aids (Props), the Importance of Alignment
4. Beginning Level Standing Poses that Strengthen the Back, Open Up the Hip Joint, and Stretch the Trunk and Legs
5. Beginning Level Poses that Benefit Feet, Knees, and Legs
6. Beginning Level The Secrets of Good Posture (Hips and Thighs)
7. Beginning Level Hamstring, Quad, Calf Stretching
8. Beginning Level Core Training – Abdominal Strengtheners
9. Beginning Level Back Stretching
10. Beginning Level Forward Bending Postures
11. Beginning Level Poses for Upper Back, Shoulders, and Arms
12. Beginning Level Back-bends
13. Beginning Level Inverted Poses

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate strength by holding poses (using one's own body weight as resistance for working muscles) at a beginning yoga fitness level.
 2. apply techniques to increase flexibility and thus mobility at a beginning yoga fitness level.
 3. apply techniques to improve postural alignment and correct weakness at a beginning yoga fitness level.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

- **Other Assignments**

Review hand-outs covering various topics, for instance: the different styles of physically based yoga such as Iyengar and Ashtanga style.
-

Methods of Evaluation

Written and practical assignments that illustrate student comprehension of the benefits of beginning yoga fitness, such as: each pose; the basics of the anatomy of the spine, hip joint, knee, modifications for various body limitations; promoting safety in practice, and reducing frustration.
Attendance and participation

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

1. Supplemental Readings and/or Other Materials
 2. Instructor hand-outs
-

Student Learning Outcomes

1. PE133 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to beginning yoga fitness.
 2. PE133 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to beginning yoga fitness.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 134

Catalog Course Title: Martial Arts Techniques

Banner Course Title: Martial Arts Techniques

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Introduction to basic techniques from over 10 different martial arts systems. Discussion of characteristics of each style, as well as physical and mental attributes of those likely to excel within each system. This non-sparring exercise program will improve reflexes, coordination, strength, flexibility, balance, and muscle tone. Techniques will be practiced in the mirror and on work-out bags. Designed to accommodate most students of various fitness levels.

Course Content

Lecture

N/A

Lab

1. Understand basic physiology for performing martial arts techniques and drills safely.
2. The importance of proper stretching techniques both after warm-up and upon completion of exercising.
3. Benefits of exercise and the balance of muscular strength and flexibility in prevention of injuries.
4. Introduction of various martial arts systems, their unique characteristics and history.
 - a. Judo
 - b. Tae Kwon Do
 - c. Jeet Kune Do
 - d. Boxing
 - e. T'ang-Te
 - f. Muy Thai
 - g. Arnis De Mano
 - h. Taiki Ken

Course Objectives

At the end of the course, the student will be able to:

1. explain verbally, and demonstrate physically, the characteristics of various martial arts systems.
 2. execute martial arts exercises and techniques safely.
 3. demonstrate how to safely and respectfully work with a partner in various martial arts drills.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

- **Other Assignments**

Observe, review, or read about:
a martial arts class/event, self-defense class/event, or boxing gymnasium or tournament or instructional/documentary video with the objective of gaining greater knowledge of that system's characteristics, strengths, and training methods
-

Methods of Evaluation

1. Assignment where the student will demonstrate knowledge of particular techniques from various styles.
 2. Demonstration of individual improvement in balance, coordination, reflexes, and fitness through execution of various techniques and drills.
 3. Participation/attendance
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

1. Instructor hand-outs
 2. Punching bags (already available)
 3. Kicking shields (already available)
-

Student Learning Outcomes

1. PE134 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to martial arts techniques.
 2. PE134 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to martial arts techniques.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College

Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 140

Catalog Course Title: Physical Fitness Laboratory

Banner Course Title: Physical Fitness Lab

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Designed to permit students to build muscle mass and strength, as well as develop overall physical fitness and cardiovascular conditioning. Provides students with the opportunity to utilize sophisticated conditioning equipment to accomplish their individual conditioning goals. Three hours per week with flexible hours. Students may not be concurrently enrolled in PE 141.

Course Content

Lecture

N/A

Lab

1. Orientation: proper lifting techniques and safety will be discussed and taught
2. Proper warm up activities
3. Fitness components
 - a. Flexibility
 - b. Muscular Strength
 - c. Muscular Endurance
 - d. Cardiovascular fitness
4. Development of individualized workout program based upon student needs and goals
5. Fitness assessment: body composition, weight, resting and target heart rate
6. Upper and lower body progressive resistance exercises
 - a. Weight machines, free weights
7. Upper and lower body progressive resistance programs
 - a. Tone, strength, power

8. Incorporating cardiovascular machines
 - a. Treadmill
 - b. Elliptical machine
 - c. Stair stepper
 - d. Stationary bicycle
-

Course Objectives

At the end of the course, the student will be able to:

1. use resistance training in a self-paced mode through knowledge.
 2. evaluate marked improvement in their physical fitness and strength through the use of modern resistance equipment.
 3. perform at a pace that has increased his/her cardio-vascular efficiency.
 4. perform increased repetitions and the amount of weight used at each station.
 5. successfully apply, record, compare, and contrast his/her improved physical fitness of each day's workout plan.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Instructor demonstration of skills
 2. Instructor guided student participation
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. P/NP grade only. Progress and total accomplishment will be carefully monitored by the assigned teacher.
 2. Each student will maintain and track workout progress.
-

Texts and Other Instructional Materials

Adopted Textbook
None

Supplemental Texts
None

Instructional Materials

1. Instructor hand-outs
-

Student Learning Outcomes

1. PE140 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to physical fitness lab experience.
 2. PE140 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to physical fitness lab experience.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 141

Catalog Course Title: Physical Fitness Laboratory

Banner Course Title: Physical Fitness Laboratory

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	2.000	32.0 - 36.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	2.0	32.0 - 36.0	0.5
Total Contact Hours	2.0	32.0 - 36.0	

Number of Times Course may be Repeated

0

Grading Method

Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Designed to permit students to build muscle mass and strength, as well as develop overall physical fitness and cardiovascular conditioning. Provides students with the opportunity to utilize sophisticated conditioning equipment to accomplish their individualized conditioning goals. Two hours per week with flexible hours. Students may not be concurrently enrolled in PE 140.

Course Content

Lecture

N/A

Lab

1. Orientation: proper lifting techniques and safety will be discussed and taught
2. Proper warm up activities
3. Fitness components
 - a. Flexibility
 - b. Muscular Strength
 - c. Muscular Endurance
 - d. Cardiovascular fitness
4. Development of individualized workout program based upon student needs and goals
5. Fitness assessment: body composition, weight, resting and target heart rate
6. Upper and lower body progressive resistance exercises
 - a. Weight machines, free weights
7. Upper and lower body progressive resistance programs
 - a. Tone, strength, power

8. Incorporating cardiovascular machines
 - a. Treadmill
 - b. Elliptical machine
 - c. Stair stepper
 - d. Stationary bicycle
-

Course Objectives

At the end of the course, the student will be able to:

1. use resistance training in a self-paced mode through knowledge.
 2. evaluate marked improvement in their physical fitness and strength through the use of modern resistance equipment.
 3. perform at a pace that has increased his/her cardiorespiratory efficiency.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Instructor demonstration of skills
 2. Instructor guided student participation
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. P/NP grade only. Progress and total accomplishment will be carefully monitored by the assigned teacher.
 2. Each student will maintain and track workout progress.
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PE141 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to physical fitness lab experience.
 2. PE141 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to physical fitness lab experience.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 142

Catalog Course Title: Low Impact Conditioning Exercises

Banner Course Title: Low Impact Conditioning Exerci

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Provides ways for students to improve fitness level by using principles of cardiovascular conditioning, flexibility, strength, coordination, and endurance training. Special attention is given to proper motion, but not required for participation.

Course Content

Lecture

N/A

Lab

1. Structure of a Safe Conditioning Workout
 - a. warm-up (stretching)
 - b. workout segment
 - c. cool down
2. Instruction In and Practice of Taking Pulse
3. Relevance of:
 - a. resting heart rate
 - b. training heart rate
 - c. recovery heart rate
4. Safety Considerations of:
 - a. aerobic sequences
 - i. control, not momentum
 - ii. varying directions and muscle groups
 - iii. proper and safe use of equipment

- b. strength/flexibility
 - i. proper stretching for increased flexibility
 - ii. balancing muscle groups
 - 5. Means of Acquiring Fitness
 - a. flexibility program
 - b. strength exercise program
 - c. cardiovascular fitness program
 - d. relaxation exercises
 - 6. Evaluation of Level of Fitness Week
-

Course Objectives

At the end of the course, the student will be able to:

1. plan and complete an exercise program designed for general conditioning and personal needs with emphasis on a safe workout.
 2. perform exercises for flexibility, strength, and endurance.
 3. identify and understand the resting heart rate, the target heart rate, and the recovery heart rate.
 4. identify and apply the principles of muscular strength/flexibility.
 5. identify and apply the principles of flexibility and coordination training.
 6. design and maintain a personal cardiovascular training program.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Instructor demonstration of skills
 2. Instructor guided student participation
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Students have the option to sign up for the pass/no pass option by the deadline posted in the current schedule of classes. Progress and total accomplishment will be carefully monitored by the instructor.
 2. Each student will be evaluated by:
 - a. Attendance and participation
 - b. Proficiency on exercise equipment
 - c. Cardiovascular improvement
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

1. Instructor hand-outs
-

Student Learning Outcomes

1. PE142 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to low impact conditioning exercises.
 2. PE142 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to low impact conditioning exercises.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College

Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 143

Catalog Course Title: Step Aerobics

Banner Course Title: Step Aerobics

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

An aerobic exercise program that improves aerobic conditioning, flexibility, muscular strength and endurance by utilizing a platform for stepping up and down. Includes a variety of stepping routines and strength training exercises in controlled rhythmic patterns set to music. The complete high intensity low impact balanced aerobic activity accommodates students at all fitness levels.

Course Content

Lecture

N/A

Lab

1. Proper Stepping Technique and Posture
 2. Importance of Warm Up and Cool Down
 3. Importance of Proper Stretching Techniques
 4. Computation of Target Heart Rate and Training Zone
 5. Benefits of an Aerobic Exercise Program Coupled with a Low Fat Diet
 6. Correct Alignment When Using Weights
 7. Circuit Training/Cross Training
 8. Mental and Emotional Benefits of Exercise
 9. Review and Reinforcement of Techniques Presented
-

Course Objectives

At the end of the course, the student will be able to:

1. explain how to compute target heart rate and training zone.
 2. demonstrate proficiency, proper posture and step safety.
 3. show proper body position when working with weights.
 4. develop an increased cardiovascular fitness level as shown in pre- and post-assessment.
 5. analyze the values of step aerobic training.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Complete pre- and post-tests on fitness assessments.
 2. Participate regularly in class exercise; point system assigned for participation.
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

1. Instructor handouts from current literature.

Instructional Materials

None

Student Learning Outcomes

1. PE143 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to step aerobics.
 2. PE143 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to step aerobics.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 146

Catalog Course Title: Strength and Flexibility

Banner Course Title: Strength and Flexibility

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	0.000	0.0 - 0.0	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Designed to improve body alignment, flexibility and tone, and to strengthen problem areas, i.e. back, knees, and abdominals, through the use of various exercise equipment and a variety of stretching and strength exercises. Students learn a basic strength-fitness exercise program.

Course Content

Lecture

N/A

Lab

1. Orientation of Strength and Flexibility Routine
2. Discuss Individual Goals and Aspirations
3. Explanation of Anatomy and Exercises
4. Stretching and Flexibility Exercises
5. Various Strengthening Exercises
6. Relaxation Exercises
7. Lower Back Flexibility and Strength Exercise
8. Evaluate Mid-Term
9. Abdominal Exercises and Performance
10. Upper Back, Shoulder and Neck Exercises
11. Breathing and Relaxation
12. Balance Exercises
13. Check Individual Exercise Program
14. Students Introduce/Present Various Individual Exercises

Course Objectives

At the end of the course, the student will be able to:

1. construct a personal strength and flexibility routine.
 2. distinguish between appropriate and inappropriate alignment as it pertains to the correct use of body movement in exercise and static positions.
 3. identify examples of selective exercises for a specific area of the body that meets their specific needs.
 4. construct a strength and flexibility program contract.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

- **Other Assignments**

Student will be required to develop a stretch and strength workout routine.
-

Methods of Evaluation

1. Attendance and participation
 2. Evaluation of goals and progress
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

1. Handouts on specific stretches (flexibility/relaxation, muscle charts, pelvic tilt, other pertinent material)
-

Student Learning Outcomes

1. PE146 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility.
 2. PE146 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to strength, endurance, and flexibility.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College

Course Outline

Discipline Placement: Work Experience Instructors or Coordinators

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 149

Catalog Course Title: Cooperative Work Experience: Occupational

Banner Course Title: CWE: Occupational

Units and Hours

	Hours per Week (Based on 16 Weeks)	Units
Cooperative Work Experience Total Semester Contact Hours	3.5 to 37.5	1.0 - 8.0

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

To participate in Cooperative Work Experience: (1) students must be working at a job within their major, (2) students must be able to become involved in new or expanded responsibilities on the job, (3) the employer must be willing to cooperate with the college in the supervision and evaluation of the student and (4) the student must attend all coordination/consultation meetings in addition to other work and class responsibilities.

NUMBER OF TIMES COURSE CAN BE REPEATED: Students enrolled in CWE 149 may earn up to 8 units of credit per semester not to exceed 16 units in total. Any units earned in any other Cooperative Work Experience course will be included in the 16 unit maximum.

CWE Units Unpaid Placement:

1 unit 60 hours
2 units 120 hours
3 units 180 hours
4 units 240 hours
5 units 300 hours
6 units 360 hours
7 units 420 hours
8 units 480 hours

CWE Units Paid Placement:

1 unit 75 hours
2 units 150 hours
3 units 225 hours
4 units 300 hours
5 units 375 hours
6 units 450 hours
7 units 525 hours
8 units 600 hours

Entrance Skills

None

Catalog Description

Supervised employment extending classroom-based learning to an on-the-job learning environment relating to the student's career and educational goals. In addition, these work experiences improve the student's basic work

skills and professional competencies by creating career awareness, improving work habits, and fostering positive workplace attitudes.

Course Content

Lecture

1. Attend orientation (1 hour on-site or online) and establish discipline and job related learning objectives in consultation with job supervisor and the work experience instructor/coordinator
 2. Coordinate on-site and on-campus meeting times between employer, student and work experience instructor/coordinator as detailed in the course schedule
 3. Successfully complete and document agreed upon learning objectives AND successfully complete and document (timesheet) required hours of work (see "UNITS" above)
 4. Prepare a final formal report (students may select from an approved list of topics relating to the work experience) and secure employer evaluation and certification of work hours.
-

Course Objectives

At the end of the course, the student will be able to:

1. establish clear and measurable learning goals.
 2. schedule and maintain a regular working schedule compatible with educational goals.
 3. self initiate activities associated with achieving learning goals.
 4. assess progress towards learning goals and successfully respond to a diverse work environment.
 5. reflect on work experience and evaluate performance.
 6. effectively describe and report work experiences and achievement of learning goals.
-

Methods of Instruction

- **Methods of Instruction Description:**
Cooperative work experience
-

Assignments

- **Other Assignments**
This program takes place at an individual student's workplace and the assignments will be defined by the employer/supervisor in relation to the duties set forth by the employer and agreed upon learning objectives.
-

Methods of Evaluation

- **Papers**
- **Class Participation**
- **Class Performance**
- **Writing Requirements**
- **Other**
 1. Attendance/participation in orientation session
 2. Successful completion and submission of requisite forms
 3. Instructor evaluation of the student's performance on measurable learning objectives, and compliance with program requirements
 4. Employer evaluation of student's performance on measurable learning objectives and basic work skills
 5. Instructor evaluation of student's final written report describing the student's experience in accomplishing the measurable learning objectives.

Sample essay question: Analyze your job site, discuss, and describe how you would go about improving productivity and efficiency. Include changes in procedures and workflow.

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

1. Recommended readings will be determined by the student's employer depending upon the actual job assignment and the agreed upon learning objectives.
2. AHC CWE Student Handbook
3. AHC CWE Faculty Handbook
4. Others as required by individual contracts and workplace needs.

Instructional Materials

None

Student Learning Outcomes

1. PE 149 SLO 1 - Develop and apply personal skills, attitudes, and competencies in the workplace and within course- related activities.
 2. PE 149 SLO 2 - Write and complete Specific, Measurable, Achievable, Relevant and Timely (S.M.A.R.T.) objectives related to new or expanded workplace responsibilities.
 3. PE 149 SLO 3 - Demonstrate effective communication and technological awareness through the use of technologies (Internet, email and telephone) in ways appropriate to the course.
-

Distance Learning

This course is not Distance Learning.

Generated on: 5/23/2019 10:47:34 AM

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 154

Catalog Course Title: Jogging/Walking

Banner Course Title: Jogging/Walking

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

In this course, students improve cardiovascular and muscular physical fitness levels and flexibility by learning the concepts and principles and applying the techniques associated with walking and jogging.

Course Content

Lecture

N/A

Lab

1. The Structure of an Effective Cardiovascular Workout
 - a. warm-up
 - b. conditioning
 - c. cool-down
2. The Benefits of a Cardiovascular Workout Program
 - a. physical
 - b. physiological
 - c. psychological
3. Monitoring an Effective Cardiovascular Workout Program
 - a. measuring heart rate
 - b. appropriate resting, conditioning, and recovery heart rates
4. Safety Considerations in a Workout Program
 - a. equipment
 - b. weather factors
 - c. conditioning surface considerations

- d. aches, pains, and injures
 5. Concepts for an Effective Cardiovascular Workout Program
 - a. workload
 - b. overload
 - c. rest intervals
 6. Elements of an Effective Personal Cardiovascular Workout Program
 - a. assessing one's fitness level
 - b. identifying an effective training routine
 - c. maintaining an individual cardiovascular fitness program
-

Course Objectives

At the end of the course, the student will be able to:

1. construct a personal warm-up and stretch routine.
 2. distinguish between appropriate versus inappropriate progression of a cardiovascular workout.
 3. identify appropriate heart rate levels during resting, conditioning and recovery phases of a cardiovascular workout.
 4. measure and monitor their own heart rate effectively.
 5. identify methods and techniques in maintaining a cardiovascular workout program.
 6. develop a jogging/walking training program specific to individual needs.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

- **Other Assignments**
 1. Develop a notebook containing information regarding a successful cardiovascular fitness program.
-

Methods of Evaluation

1. Attendance and Participation
 2. Completion of required assignments
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

1. Instructor hand-outs
 2. Appropriate jogging/walking shoes and dress are to be provided by each student.
-

Student Learning Outcomes

1. PE154 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to jogging/walking.
 2. PE154 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to jogging/walking.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 160

Catalog Course Title: Tennis

Banner Course Title: Tennis

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	0.000	0.0 - 0.0	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Designed to equip the student with the necessary knowledge and skills to become proficient enough to enjoy the game of tennis and participate at the beginning level. Fundamental strokes and strategy will be stressed.

Course Content

Lecture

N/A

Lab

1. Beginning Skills
 - a. Groundstrokes
 - i. Grips
 - ii. Forehand
 - iii. Backhand
 - iv. Slice
 - v. Topspin
 - b. Approach Shots
 - c. Lobs and Overheads
 - d. Serve
 - i. Grips
 - ii. Abbreviated Technique
 - iii. Full Motion
 - e. Return of Serve
 - i. Slice

- ii. Topspin
 - iii. Lob
 - f. Volley
 - i. Forehand
 - ii. Backhand
 - 2. Tennis Strategies
 - a. Singles
 - b. Doubles
 - 3. Rules, Scoring, Etiquette
 - 4. Singles and Doubles Match Play
-

Course Objectives

At the end of the course, the student will be able to:

1. utilize the terminology, rules, and etiquette of tennis.
 2. demonstrate adeptness in the basic skills: (a) ground strokes -- forehand, backhand; (b) volley -- forehand, backhand; (c) lob and overhead; (d) serves -- flat, spin; (e) return of serve.
 3. execute the following techniques: (a) approach shots; (b) poaching; (c) serve-volley; (d) drop shot; (e) lob volley.
 4. utilize tennis strategy in (a) singles; (b) doubles; (c) serving; (d) playing under various weather and court conditions.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Attendance and participation
 2. Establishment of basic tennis skills and concepts
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

1. Instructor hand-outs
-

Student Learning Outcomes

1. PE160 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to tennis.
 2. PE160 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to tennis.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 164

Catalog Course Title: Soccer

Banner Course Title: Soccer

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Designed to prepare students to learn soccer and the rules of soccer. Fundamentals, strategy, and techniques will be stressed.

Course Content

Lecture

N/A

Lab

1. Orientation
 - a. Trapping; Heading and Dribbling
 - b. Offensive/Defensive
 - c. Strategies of the Game; Scrimmages and Game Play Using Trapping, Heading, Dribbling, Offensive and Defensive Strategies of Game Play.
2. Practice Heading and Dribbling; Circle Keep Away Drills; Pace Scoring Drill; Play the Ball; Two-Man Combination Play Goal-Keepers Drill; Two on One Drill; Dodging
3. Trapping the Ball; Heading the Ball; Corner Kicks; 4 Free Goal Kicking; Scoring From a Pass; Two Against One Heel and Sole Pass; First Time or Drawing Kick; Heading and Dodging Scrimmage; Drop Ball; Inside of Leg Trip; Long Kick Drill; Two Against Two; Volley Kick; Heading for a Goal
4. Test
 - a. Kicking Drills (Goal Keepers)
 - b. Backs Against Forwards
 - c. Cross Center and Shoot
 - d. Triangular Volley

- e. Blind Shooting
 - f. Triangular Heading
 - g. Three Against Three Attack
5. Over-heading Kick; Defense Tactics; Offside Penalty; Playing With an Overload; Final Test

Note: Scrimmages will be incorporated into the weekly schedule.

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate a mastery of fundamental skills while participating in a presentable game.
 2. utilize conventional soccer rules and etiquette during participation.
 3. demonstrate such desirable social traits as leadership, and the ability to follow and cooperate.
 4. show such character traits as fair play, honesty, self-control, loyalty, and good sportsmanship.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

- **Other Assignments**
 1. Preparation for: During the semester each student will be asked to present the class with a drill that relates to the day's lesson.

Example: Lesson Number Eleven

1. Free goal kicking
 2. Scoring from a pass
 3. Two against one
 4. Heel and sole pass
-

Methods of Evaluation

1. Skill tests
 2. Attendance and participation
 3. Drill presentation
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

1. Handout on NCAA Rules; videos when available.
-

Student Learning Outcomes

1. PE164 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to soccer.
 2. PE164 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to soccer.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 167

Catalog Course Title: Basketball

Banner Course Title: Basketball

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course stresses the development of the fundamental skills, basic team offense and defense, and physical conditioning.

Course Content

Lecture

N/A

Lab

1. Basketball Rules and Officiating
 2. Fundamentals - Drills for Improving
 - a. Passing
 - b. Shooting
 - c. Dribbling
 - d. Individual Defense
 3. Team Defense
 4. Team Offense
 5. Special Situations (Presses, Offensive Plays)
 6. League Play Incorporating
 7. Testing
 - a. Rules
 - b. Styles of Play
-

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate the skills of passing and catching the ball correctly.
 2. demonstrate various shots with some degree of proficiency.
 3. develop a level of fitness in order to play a full 40-minute game without experiencing undue fatigue.
 4. demonstrate an adept understanding of the various offenses and defenses taught during the course.
 5. apply the rules of basketball and officiating.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Skills performance tests with emphasis on industriousness and improvement.
 2. Attendance and participation
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PE167 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to basketball.
 2. PE167 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to basketball.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 170

Catalog Course Title: Softball

Banner Course Title: Softball

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course is designed to provide the fundamental skills and knowledge necessary to successfully participate in the game of softball.

Course Content

Lecture

N/A

Lab

1. Introduction of Game
 - a. Throw
 - b. Catch
 - c. Fielding
 - d. Rules
 2. Review Week #1
 - a. Hitting
 - b. Pitching
 3. Review Week #1 and #2
 - a. Infield play
 - b. Outfield play
 - c. Game strategy
 4. Review Week #3 – Base Running
 5. Continuous Reviews – Play Games
-

Course Objectives

At the end of the course, the student will be able to:

1. utilize the fundamental skills of softball.
 2. utilize the offensive and defensive strategies necessary to be a successful participant.
 3. identify and use the basic knowledge of the rules.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Written test to evaluate the basic knowledge of rules and offensive and defensive strategies acquired
 2. Skill tests to evaluate the individual skills acquired
 3. Subjective evaluation of individual skills, and offensive and defensive strategy utilization
 4. Attendance and participation
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

1. Instructor hand-outs
-

Student Learning Outcomes

1. PE170 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to softball.
 2. PE170 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to softball.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 172

Catalog Course Title: Volleyball

Banner Course Title: Volleyball

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course is designed to give instruction and practice in the fundamental skills basic to successful performance in volleyball. Rules and offensive and defensive formation will be included.

Course Content

Lecture

N/A

Lab

1. Introduction to Game
 - a. Rules
 - b. Passing (bump and volley)
 - c. Use of hands
 - d. Use of feet and stance
2. Review Week #1
 - a. Serving
 - b. Spike
3. Review Week #1 and #2
 - a. Setting techniques
 - b. Serve receive
4. Review Setting and Spike
 - a. Offensive methods
 - b. Shots for spiker
 - c. Review serve receive

- d. Defensive methods
 - e. Blocking
 - 5. Review Serve and Serve Receive
 - a. Recovery from net
 - b. Review passing
 - 6. Review Week #4
 - 7. Continuous Reviews - Play Games
-

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate and utilize fundamental skills of volleyball.
 2. demonstrate the offensive and defensive strategies necessary to be a successful participant.
 3. identify and use the basic knowledge of the rules.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Written tests to evaluate the basic knowledge of rules and offensive and defensive strategies acquired
 2. Skills tests to evaluate the individual skills acquired
 3. Subjective evaluation of individual skills, and offensive and defensive strategy utilization
 4. Attendance and participation
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

1. Instructor hand-outs
-

Student Learning Outcomes

1. PE172 SLO1 - Understand the proper methods of increasing strength, endurance, and flexibility relating to volleyball.
 2. PE172 SLO2 - Understand how forms of physical activities impact personal lifelong fitness relating to volleyball.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Physical Education (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: PE 189

Catalog Course Title: Independent Projects

Banner Course Title: Independent Projects

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000 - 0.000	0.0 - 0.0 to 0.0 - 0.0	
Lab	3.000 - 9.000	48.0 - 54.0 to 144.0 - 162.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0 - 9.0	48.0 - 54.0 to 144.0 - 162.0	1.0 - 3.0
Total Contact Hours	3.0 - 9.0	48.0 - 54.0 to 144.0 - 162.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Courses for students capable of independent work who demonstrate the need or desire for additional study beyond the regular curriculum. Enrollment allows students to pursue activities such as directed field experience, research, or development of skills and competencies under faculty advisement and supervision. Independent projects may be earned in most disciplines.

Students wishing to enroll in Independent Projects should contact the appropriate Academic Dean, or an instructor identified in the class schedule. If the project proposed is acceptable to that instructor, a contract will be developed. All contracts for these classes must be completed and approved by the appropriate dean before the last day of enrollment.

Units are awarded depending upon satisfactory performance and the amount of time committed by the student to the course. Allowable units vary according to discipline, and are based on the following formula:

- 1 unit - 48 hours per semester
 - 2 units - 96 hours per semester
 - 3 units - 144 hours per semester
-

Course Content

Lecture

N/A

Lab

1. Introduction
2. Defining student responsibility
3. Establishing project and procedures
4. Individual student work to fit particular problem
5. Summary and critiques

Course Objectives

At the end of the course, the student will be able to:

1. plan and submit for instructional approval an independent project within a specific discipline.
2. gather data, research, evaluate, and use appropriate information to complete contractual project.
3. assume responsibility for meeting set deadlines and completing projects.
4. evaluate project for completeness, clarity and presentation.

Methods of Instruction

- **Methods of Instruction Description:**
Independent projects

Assignments

- **Other Assignments**
Assignments will vary depending on content of project.

Methods of Evaluation

Means of evaluation will be worked out between the individual and the instructor, or will be state on the course outline of Independent Projects for the specific discipline.

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

1. Readings will vary depending on content for project.
2. Text, if any, will vary depending on the content of project.
3. Materials, if any, will vary depending on content of project.

Instructional Materials

None

Student Learning Outcomes

1. PE189 SLO1 - To demonstrate the ability to effectively communicate with clients and participants.
 2. PE189 SLO2 - To successfully perform assignments in their area of study.
 3. PE189 SLO3 - To problem solve in "real world" situations.
 4. PE189 SLO4 - To evaluate their performance.
-

Distance Learning

This course is not Distance Learning.

Generated on: 5/23/2019 5:36:38 PM

Allan Hancock College Course Outline

Discipline Placement: Coaching
Department: Kin/PE/Ath/Rec
Prefix and Number: PEIA 100
Catalog Course Title: Intercollegiate Football
Banner Course Title: Intercollegiate Football

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	10.000	160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	10.0	160.0 - 180.0	

Number of Times Course may be Repeated
12

Grading Method
Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment
Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitation on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Designed to give students extensive practice and instruction in football to prepare them for intercollegiate competition. Attendance at intercollegiate events associated with this course will be required of students. Students may repeat this course if they are CCCAA eligible.

Course Content

Lecture
N/A

Lab

1. Pre-season Conditioning
2. Fundamentals of Position Play
3. Offensive Team Play
4. Defensive Team Play
5. "Specialty" Team Play
6. Scrimmages and Games

Attendance at intercollegiate events associated with this course will be required of students.

Course Objectives

At the end of the course, the student will be able to:

1. exhibit the physical skills necessary for team performance in the sport of football on the intercollegiate level.
 2. analyze the system used by the present coach and compare it to opponents' systems as the season progresses.
 3. employ both offensive and defensive strategies in competition.
 4. observe training rules and exhibit the discipline and cooperation necessary for a successful team operation.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
 4. Video presentations
-

Assignments

- **Other Assignments**
 1. Read and study written scouting reports.
 2. Study film and video of opponents.
 3. Study film and video of players own play.
-

Methods of Evaluation

1. Instructor evaluation of individual players with student's participation in the evaluation.
 2. Grading of player's performance by reviewing film.
 3. Statistics compiled during the game.
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PEIA100 SLO1 - Identify advanced level of skill relating to intercollegiate football.
 2. PEIA100 SLO2 - Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence relating to intercollegiate football.
 3. PEIA100 SLO3 - Understand the roles of leadership, team play, sportsmanship and other social values related to team competition relating to intercollegiate football.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Coaching and
Department: Kin/PE/Ath/Rec
Prefix and Number: PEIA 105
Catalog Course Title: Intercollegiate Soccer, Women
Banner Course Title: Intercollegiate Soccer, Women

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	10.000	160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	10.0	160.0 - 180.0	

Number of Times Course may be Repeated
12

Grading Method
Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment
Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitations on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Designed to give students extensive practice and instruction in soccer to prepare them for intercollegiate competition. Attendance at intercollegiate events associated with this course will be required of students. Students may repeat this course if they are CCCAA eligible.

Course Content

Lecture
N/A

Lab

1. Offensive Fundamentals
 - a. Heading and dribbling
 - i. Keep away drills
 - ii. Play the ball
 - iii. Two-man combination
 - b. Scoring offensively
 - i. Two on one drill
 - ii. Play the ball
 - iii. Heading the ball
 - c. Pace scoring drills
 - i. Corner kicks

- ii. Scoring from a pass
- iii. Heading for a goal
- d. Half-field controlled scrimmages
 - i. Five on five
 - ii. Two on two
 - iii. Full team
- 2. Defensive Fundamentals
 - a. Goalie drills
 - i. Free kicks
 - ii. Two on one
 - b. Long kick drill
 - i. Cross center and shoot
 - ii. Blind shooting
 - iii. Triangular volley
- 3. Team Play
 - a. Team offensive structure
 - i. Three against three attack
 - ii. Cross center and shoot
 - iii. Backs against forwards
 - b. Team defensive structure
 - i. Playing with an overload
 - ii. Goal keepers drill
 - iii. Circle keep-away drills
- 4. Scrimmage and Competition

Attendance at intercollegiate events associated with this course will be required of students.

Course Objectives

At the end of the course, the student will be able to:

1. exhibit the physical skills necessary for team performance in intercollegiate soccer.
 2. exhibit the mental qualifications and discipline necessary for successful team play.
 3. exhibit expertise in the following techniques - defensive skills, offensive skills, goal-keeping skills, passing skills, and ball-handling skills.
 4. employ both offensive and defensive strategies in competition.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
 4. Video presentations
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Evaluation of student's performance and progress by the instructor with student participation in the evaluation.
 2. Game performance which includes statistics.
 3. Practice performance which includes attendance and work habits.
 4. Overall attitude of the players.
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

1. NCAA Rules and Regulations
-

Student Learning Outcomes

1. PEIA105 SLO1 - Identify advanced level of skill relating to intercollegiate soccer.

2. PEIA105 SLO2 - Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence relating to intercollegiate soccer.
 3. PEIA105 SLO3 - Understand the roles of leadership, team play, sportsmanship and other social values related to team competition relating to intercollegiate soccer.
-

Distance Learning

This course is not Distance Learning.

Generated on: 5/23/2019 11:15:01 AM

Allan Hancock College Course Outline

Discipline Placement: Coaching

Department: Kin/PE/Ath/Rec

Prefix and Number: PEIA 110

Catalog Course Title: Intercollegiate Soccer, Men

Banner Course Title: Intercollegiate Soccer, Men

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	10.000	160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	10.0	160.0 - 180.0	

Number of Times Course may be Repeated

12

Grading Method

Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitations on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Designed to give students extensive practice and instruction in soccer to prepare them for intercollegiate competition. Attendance at intercollegiate events associated with this course will be required of students. Students may repeat this course if they are CCCAA eligible.

Course Content

Lecture

N/A

Lab

1. Offensive Fundamentals
 - a. Heading and dribbling
 - i. Keep away drills
 - ii. Play the ball
 - iii. Two-man combination
 - b. Scoring Offensively
 - i. Two on one drill
 - ii. Play the ball
 - iii. Heading the ball
 - c. Pace Scoring Drills
 - i. corner kicks

- ii. scoring from a pass
 - iii. Heading for a goal
 - d. half-field controlled scrimmages
 - i. Five on five
 - ii. Two on two
 - iii. Full team
 - 2. Defensive Fundamentals
 - a. Goalie drills
 - i. Free kicks
 - ii. Two on one
 - b. Long Kick Drill
 - i. Cross center and shoot
 - ii. Blind shooting
 - iii. Triangular volley
 - 3. Team Play
 - a. Team offensive structure
 - i. Three against three attack
 - ii. Cross center and shoot
 - iii. Backs against forwards
 - b. Team defensive structure
 - i. Playing with an overload
 - ii. Goal keepers drill
 - iii. Circle keep-away drills
 - c. Scrimmage and competition
- Attendance at intercollegiate events associated with this course will be required of students.
-

Course Objectives

At the end of the course, the student will be able to:

1. exhibit the physical skills necessary for team performance in intercollegiate soccer.
 2. exhibit the mental qualifications and discipline necessary for successful team play.
 3. exhibit expertise in the following techniques - defensive skills, offensive skills, goal-keeping skills, passing skills, and ball-handling skills.
 4. employ both offensive and defensive strategies in competition.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
 4. Video presentations
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Evaluation of student's performance and progress by the instructor with student participation in the evaluation.
 2. Game performance which includes statistics.
 3. Practice performance which includes attendance and work habits.
 4. Overall attitude of the players.
-

Texts and Other Instructional Materials

Adopted Textbook
None

Supplemental Texts
None

Instructional Materials

1. NCAA Rules and Regulations
-

Student Learning Outcomes

1. PEIA110 SLO1 - Identify advanced level of skill relating to intercollegiate soccer.

2. PEIA110 SLO2 - Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence relating to intercollegiate soccer.
 3. PEIA110 SLO3 - Understand the roles of leadership, team play, sportsmanship and other social values related to team competition relating to intercollegiate soccer.
-

Distance Learning

This course is not Distance Learning.

Generated on: 5/23/2019 11:19:17 AM

Allan Hancock College Course Outline

Discipline Placement: Coaching
Department: Kin/PE/Ath/Rec
Prefix and Number: PEIA 120
Catalog Course Title: Intercollegiate Cross-Country
Banner Course Title: Intercollegiate Cross-Country

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	10.000	160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	10.0	160.0 - 180.0	

Number of Times Course may be Repeated
12

Grading Method
Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment
Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitations on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Designed to give students extensive practice and instruction in cross-country to prepare them for intercollegiate competition. Attendance at intercollegiate events associated with this course will be required of students. Students may repeat this course if they are CCCAA eligible.

Course Content

Lecture
N/A

Lab

1. Conditioning
2. Running Technique
3. Health Habits

All topics are given equal attention throughout the semester.

Attendance at intercollegiate events associated with this course will be required of students.

Course Objectives

At the end of the course, the student will be able to:

1. develop sound physical conditioning through experience and participation in cross-country.
 2. demonstrate and compare abilities through competition against students from other community colleges.
 3. explain rules and regulations about cross-country.
 4. describe sound health habits.
 5. identify and discuss moral values.
 6. develop an appreciation of belonging to and participating on a team.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
 4. Video presentations
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Improvement of performance
 2. Self-confidence shown by student
 3. Knowledge of subject shown
 4. Attendance and participation
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PEIA120 SLO1 - Identify advanced level of skill relating to intercollegiate cross-country.
 2. PEIA120 SLO2 - Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence relating to intercollegiate cross-country.
 3. PEIA120 SLO3 - Understand the roles of leadership, team play, sportsmanship and other social values related to team competition relating to intercollegiate cross-country.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Coaching

Department: Kin/PE/Ath/Rec

Prefix and Number: PEIA 125

Catalog Course Title: Intercollegiate Volleyball

Banner Course Title: Intercollegiate Volleyball

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	10.000	160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	10.0	160.0 - 180.0	

Number of Times Course may be Repeated

12

Grading Method

Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitations on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Designed to give students extensive practice and instruction in volleyball to prepare them for intercollegiate competition. Attendance at intercollegiate events associated with this course will be required of students. Students may repeat this course if they are CCCAA eligible.

Course Content

Lecture

N/A

Lab

1. Offensive Techniques
 - a. Passing
 - b. Setting
 - c. Spiking
 - d. Hitter coverage
 - e. Serving
2. Defensive Techniques
 - a. Blocking
 - b. Digging
 - c. Diving
 - d. Rolling

3. Offensive Strategy
 - a. 4-2 system
 - b. 5-1 system
 - c. 6-0 system
4. Defensive Strategy
 - a. Back defense
 - b. Up defense
 - c. Swing defense
5. Transition
 - a. Offensive to defense
 - b. Defense to offense
 - c. Down block
 - d. Free ball
6. Team Play
 - a. Team drills
 - b. Intra-squad scrimmages
 - c. WSC conference
7. Statistics
 - a. Spiking (kill percentage)
 - b. Blocking
 - c. Serving
8. Scouting/Opponents
 - a. Offensive strengths and weaknesses
 - b. Defensive strengths and weaknesses

Attendance at intercollegiate events associated with this course will be required of students.

Course Objectives

At the end of the course, the student will be able to:

1. perform the high level of skills needed for intercollegiate competition.
 2. identify the physical, mental, and emotional requirements needed for highly competitive team play.
 3. demonstrate abilities in the following techniques: serving; setting; passing; and spiking.
 4. demonstrate both offensive and defensive strategies in actual competition.
-

Methods of Instruction

- Lab
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
 4. Video presentations
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Individual player conferences with the coach, discussing videos of various games and scrimmages
 2. Discussion of individual players statistics compiled during games
 3. Attendance and participation
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PEIA125 SLO1 - Identify advanced level of skill relating to intercollegiate volleyball.
2. PEIA125 SLO2 - Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence relating to intercollegiate volleyball.
3. PEIA125 SLO3 - Understand the roles of leadership, team play, sportsmanship and other social values related to team competition relating to intercollegiate volleyball.

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Coaching

Department: Kin/PE/Ath/Rec

Prefix and Number: PEIA 130

Catalog Course Title: Intercollegiate Basketball, Men

Banner Course Title: Intercollegiate Basketball, Me

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000 - 0.000	0.0 - 0.0 to 0.0 - 0.0	
Lab	5.000 - 10.000	80.0 - 90.0 to 160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	5.0 - 10.0	80.0 - 90.0 to 160.0 - 180.0	1.5 - 3.0
Total Contact Hours	5.0 - 10.0	80.0 - 90.0 to 160.0 - 180.0	

Number of Times Course may be Repeated

12

Grading Method

Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitations on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Designed to give students extensive practice and instruction in basketball to prepare them for intercollegiate competition. Attendance at intercollegiate events associated with this course will be required of students. Students may repeat this course if they are CCCAA eligible.

Course Content

Lecture

N/A

Lab

1. Defensive Fundamentals
 - a. Defensive footwork
 - i. Step-slide
 - ii. Close out
 - iii. Run-glide-run
 - iv. Deny stance
 - b. Defensive fundamentals 1-1
 - i. 1-1 push to sideline

- ii. 1-1 close out
 - iii. 1-1 post play
 - c. Rebounding
 - i. Positioning
 - ii. Pivots
 - d. Team defense 2-2
 - i. Defensive screens
 - ii. Defensive cuts
- 2. Offensive Fundamentals
 - a. Individual offense
 - i. Shooting
 - ii. Passing
 - iii. Dribbling
 - b. Team offensive structure
 - i. 2-2 screening
 - ii. 3-3 motion drills
 - iii. 4-4 motion vs man
 - iv. 4-4 vs zone
 - c. Fast break
 - i. Conditioning factors
 - ii. Breakdown drills 2-2, 3-3
 - iii. Team break
- 3. Team Play
 - a. Team defensive structure
 - i. 1/2 court defense man & zone
 - ii. Press
 - b. Team offensive structure
 - i. Offense vs. man and zone
 - ii. Versus a press
 - iii. Out-of-bounds plays
 - c. Scrimmaging and competition
- 4. Scouting Reports

Attendance at intercollegiate events associated with this course will be required of students.

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate the physical skills necessary for team performance in intercollegiate basketball competition.
 2. demonstrate the mental qualifications and discipline necessary for successful team play.
 3. demonstrate expertise in the following techniques:
 - a. defensive skills
 - b. shooting skills
 - c. passing skills
 - d. ball handling skills
 - e. rebounding
 4. utilize both offensive and defensive strategies in competition.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
 4. Video presentations
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Evaluation of student's performance and progress by the instructor with student participation in the evaluation.
 2. Statistics, practice performance, game performance, along with attendance and industriousness will be used to formulate the grade.
 3. Completion of play profiles and scouting worksheets will also figure into the evaluation process.
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PEIA130 SLO1 - Identify advanced level of skill relating to intercollegiate basketball.
 2. PEIA130 SLO2 - Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence relating to intercollegiate basketball.
 3. PEIA130 SLO3 - Understand the roles of leadership, team play, sportsmanship and other social values related to team competition relating to intercollegiate basketball.
-

Distance Learning

This course is not Distance Learning.

Generated on: 5/23/2019 12:29:35 PM

Allan Hancock College Course Outline

Discipline Placement: Coaching

Department: Kin/PE/Ath/Rec

Prefix and Number: PEIA 135

Catalog Course Title: Intercollegiate Basketball, Women

Banner Course Title: Intercollegiate Basketball, Wo

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	-	-	
Lab	5.000 - 10.000	80.0 - 90.0 to 160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	5.0 - 10.0	80.0 - 90.0 to 160.0 - 180.0	1.5 - 3.0
Total Contact Hours	5.0 - 10.0	80.0 - 90.0 to 160.0 - 180.0	

Number of Times Course may be Repeated

12

Grading Method

Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitations on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Designed to give students extensive practice and instruction in basketball to prepare them for intercollegiate competition. Attendance at intercollegiate events associated with this course will be required of students. Students may repeat this course if they are CCCAA eligible.

Course Content

Lecture

N/A

Lab

1. Defensive Fundamentals
 - a. Defensive footwork
 - i. Step-slide
 - ii. Close out
 - iii. Run-glide-run
 - iv. Deny stance
 - b. Defensive fundamentals 1-1
 - i. 1-1 push to sideline
 - ii. 1-1 close out

- iii. 1-1 post play
- c. Rebounding
 - i. Positioning
 - ii. Pivots
- d. Team defense 2-2
 - i. Defensive screens
 - ii. Defensive cuts
- 2. Offensive Fundamentals
 - a. Individual offense
 - i. Shooting
 - ii. Passing
 - iii. Dribbling
 - b. Team offensive structure
 - i. 2-2 screening
 - ii. 3-3 motion drills
 - iii. 4-4 motion vs man
 - iv. 4-4 vs zone
 - c. Fast break
 - i. Conditioning factors
 - ii. Breakdown drills 2-2, 3-3
 - iii. Team break
- 3. Team Play
 - a. Team defensive structure
 - i. 1/2 court defense man & zone
 - ii. Press
 - b. Team offensive structure
 - i. Offense versus man and zone
 - ii. Versus a press
 - iii. Out-of-bounds plays
 - c. Scrimmaging and competition
- 4. Scouting Reports

Attendance at intercollegiate events associated with this course will be required of students.

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate the physical skills necessary for team performance in intercollegiate basketball competition.
 2. demonstrate the mental qualifications and discipline necessary for successful team play.
 3. demonstrate expertise in the following techniques:
 - a. defensive skills
 - b. shooting skills
 - c. passing skills
 - d. ball handling skills
 - e. rebounding
 4. utilize both offensive and defensive strategies in competition.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
 4. Video presentations
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. evaluation of student's performance and progress by the instructor with student participation in the evaluation.
 2. statistics, practice performance, game performance, along with attendance and industriousness will be used to formulate the grade.
 3. completion of play profiles and scouting worksheets will also figure into the evaluation process.
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PEIA135 SLO1 - Identify advanced level of skill relating to intercollegiate basketball.
 2. PEIA135 SLO2 - Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence relating to intercollegiate basketball.
 3. PEIA135 SLO3 - Understand the roles of leadership, team play, sportsmanship and other social values related to team competition relating to intercollegiate basketball.
-

Distance Learning

This course is not Distance Learning.

Generated on: 5/23/2019 12:31:54 PM

Allan Hancock College Course Outline

Discipline Placement: Coaching

Department: Kin/PE/Ath/Rec

Prefix and Number: PEIA 140

Catalog Course Title: Intercollegiate Baseball

Banner Course Title: Intercollegiate Baseball

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	10.000	160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	10.0	160.0 - 180.0	

Number of Times Course may be Repeated

12

Grading Method

Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitations on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Designed to give students extensive practice and instruction in baseball to prepare them for intercollegiate competition. Attendance at intercollegiate events associated with this course will be required of students. Students may repeat this course if they are CCCAA eligible.

Course Content

Lecture

N/A

Lab

1. Offensive Fundamentals
 - a. Bunting
 - b. Hitting
 - c. Base running
2. Defensive Fundamentals
 - a. Bunt coverages
 - b. First and third situations
 - c. Cut-offs and relays
 - d. Pitching
3. Team Play
 - a. Team offense

- b. Team defense
 - c. Intra-squad scrimmages
 - d. Actual game competition
4. Statistics
- a. Batting records
 - b. Pitching records
 - c. Offensive performance records
 - d. Defensive records
5. Scouting Opponents
- a. Offensive tendencies
 - b. Defensive tendencies and alignments
 - c. Hitter's strengths and weaknesses
 - d. Pitcher's strengths and weaknesses

Attendance at intercollegiate events associated with this course will be required of students.

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate those skills necessary for performance in intercollegiate baseball.
 2. demonstrate the mental and emotional discipline needed for successful team play.
 3. demonstrate a high level of proficiency in the following techniques: offensive skills and defensive skills.
 4. construct a sound defensive and offensive system.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
 4. Video presentations
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Individual player conferences with the coach, discussing the players' evaluation
 2. Evaluation will also be accomplished by using the basic statistics in player performance:
 - a. Offensive
 - b. Defensive
 3. Attendance and participation
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PEIA140 SLO1 - Identify advanced level of skill relating to intercollegiate baseball.
 2. PEIA140 SLO2 - Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence relating to intercollegiate baseball.
 3. PEIA140 SLO3 - Understand the roles of leadership, team play, sportsmanship and other social values related to team competition relating to intercollegiate baseball.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Coaching
Department: Kin/PE/Ath/Rec
Prefix and Number: PEIA 145
Catalog Course Title: Intercollegiate Softball
Banner Course Title: Intercollegiate Softball

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	10.000	160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	10.0	160.0 - 180.0	

Number of Times Course may be Repeated
12

Grading Method
Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment
Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitations on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Designed to prepare students to compete in intercollegiate competition. Fundamentals of softball and advanced technique and strategy will be stressed as in any intercollegiate sport. Attendance at intercollegiate events associated with this course will be required of students. Students may repeat this course if they are CCCAA eligible.

Course Content

Lecture
N/A

Lab

1. Conditioning
 - a. Throwing
 - b. Catching
 - c. Fielding
 - d. Pitching
 - e. Dives
 - f. Video basic skills
2. Review Week #1
 - a. Infield play
 - b. Outfield play

- c. Game strategy - both offensive and defensive
- d. Base running
- e. Rules
- 3. Review Weeks #1 and #2
- 4. Constant Review - Play Games

Attendance at intercollegiate events associated with this course will be required of students.

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate a degree of proficiency in the execution of fundamental skills, strategy, and offensive and defensive tactics, which will allow the student and the team to be competitive at the community college level.
 2. make use of the advanced skills of softball.
 3. make use of the advanced offensive and defensive strategies necessary.
 4. describe and demonstrate a competitive attitude.
 5. utilize a knowledge of the advanced rules.
 6. participate on an intercollegiate level of competition.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
 4. Video presentations
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Advanced individual skills
 2. Offensive and defensive strategies
 3. Competitive attitude
 4. Knowledge of rules
 5. Play during competition
 6. Participation during class
 7. Regularity of attendance
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PEIA145 SLO1 - Identify advanced level of skill relating to intercollegiate softball.
 2. PEIA145 SLO2 - Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence relating to intercollegiate softball.
 3. PEIA145 SLO3 - Understand the roles of leadership, team play, sportsmanship and other social values related to team competition relating to intercollegiate softball.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Coaching

Department: Kin/PE/Ath/Rec

Prefix and Number: PEIA 150

Catalog Course Title: Intercollegiate Track, Men

Banner Course Title: Intercollegiate Track, Men

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	10.000	160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	10.0	160.0 - 180.0	

Number of Times Course may be Repeated

12

Grading Method

Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitations on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Designed to give students extensive practice and instruction in track to prepare them for intercollegiate competition. Attendance at intercollegiate events associated with this course will be required of students. Students may repeat this course if they are CCCAA eligible.

Course Content

Lecture

N/A

Lab

1. Motivation and Confidence
2. Diet
3. Sleep and Rest
4. Preliminary Training
5. Fundamentals
6. Rules of Track and Field
7. Adjustment to Different Types of Starters and Different Types of Track Surfaces
8. Administrative Problems of a Coach

All topics are given equal attention throughout the semester.

Attendance at intercollegiate events associated with this course will be required of students.

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate skills necessary to participate in track.
 2. utilize athletic skills to compete against athletes from other two-year colleges in those events in which he/she is best qualified.
 3. apply the rules and regulations which govern intercollegiate track competition.
 4. describe and explain the moral values which are to be gained through competitive athletics.
 5. describe the athletic process which will carry over to spectator interest after his/her competitive life has been completed.
 6. utilize a strong degree of physical condition.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
 4. Video presentations
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Attendance and participation.
 2. Improvement of performance of the students.
 3. Demonstration of positive attitude, support and effort.
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PEIA150 SLO1 - Identify advanced level of skill relating to intercollegiate track.
 2. PEIA150 SLO2 - Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence relating to intercollegiate track.
 3. PEIA150 SLO3 - Understand the roles of leadership, team play, sportsmanship and other social values related to team competition relating to intercollegiate track.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Coaching

Department: Kin/PE/Ath/Rec

Prefix and Number: PEIA 155

Catalog Course Title: Intercollegiate Track, Women

Banner Course Title: Intercollegiate Track, Women

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	10.000	160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	10.0	160.0 - 180.0	

Number of Times Course may be Repeated

12

Grading Method

Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitations on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Designed to give students extensive practice and instruction in track to prepare them for intercollegiate competition. Attendance at intercollegiate events associated with this course will be required of students. Students may repeat this course if they are CCCAA eligible.

Course Content

Lecture

N/A

Lab

1. Motivation and Confidence
2. Diet
3. Sleep and Rest
4. Preliminary Training
5. Fundamentals
6. Rules of Track and Field
7. Adjustment to Different Types of Starters and Different Types of Track Surfaces
8. Administrative Problems of a Coach

All topics are given equal attention throughout the semester.

Attendance at intercollegiate events associated with this course will be required of students.

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate skills necessary to participate in track.
 2. utilize athletic skills to compete against athletes from other two-year colleges in those events in which he/she is best qualified.
 3. apply the rules and regulations which govern intercollegiate track competition.
 4. describe and explain the moral values which are to be gained through competitive athletics.
 5. describe the athletic process which will carry over to spectator interest after his/her competitive life has been completed.
 6. utilize a strong degree of physical condition.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
 4. Video presentations
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Attendance and participation.
 2. Improvement of performance of the students.
 3. Demonstration of positive attitude, support and effort.
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PEIA155 SLO1 - Identify advanced level of skill relating to intercollegiate track.
 2. PEIA155 SLO2 - Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence relating to intercollegiate track.
 3. PEIA155 SLO3 - Understand the roles of leadership, team play, sportsmanship and other social values related to team competition relating to intercollegiate track.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Coaching

Department: Kin/PE/Ath/Rec

Prefix and Number: PEIA 170

Catalog Course Title: Intercollegiate Golf, Men

Banner Course Title: Intercollegiate Golf, Men

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	10.000	160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	10.0	160.0 - 180.0	

Number of Times Course may be Repeated

12

Grading Method

Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitations on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Extensive practice and instruction in course management skills and techniques that prepares the student for intercollegiate golf competition. Competition includes individual and team matches, tournaments and conference tournaments. Attendance at intercollegiate events associated with this course will be required of students. Students may repeat this course if they are CCCAA eligible.

Course Content

Lecture

N/A

Lab

All topics are given equal attention throughout the semester.

1. Establish Personal Goals, Level of Play
2. Daily Skills Practice – Play
3. Systematic/Purposeful Record Keeping. Game Analysis Records.
4. Game Preparation/Strategy Instruction
5. Error Correction
6. USGA Rules of Golf - Interpret and Apply
7. Mental Training Program: Neuromuscular Training/Muscle Memory
 - a. Develop consistent pre-shot routines - record mental patterns that accompany physical routines

- b. Develop consistent post-shot analysis patterns - conducive to good play - positive feed back to control emotions
- c. Develop between-shot behavior - focus concentrated attention on each shot at time of performance - divert focus between shots
- 8. Techniques to Deal Effectively with Competitive Pressure Stress Management - Self-Confidence - Positive Attitude
 - a. Breath training (breathe regularly, deeply, evenly)
 - b. Develop mental plan (visualization-imaging) - better coordination and concentration - mental rehearsal + physical practice = perfect form - self-talk, pep talks
 - c. Progressive muscle relaxation - tense, then relax (electro-chemical) the major group in sequence - 5 sec
- 9. Metabolize stress in your central nervous system - transform frustration and anger into motivation and ambition. Sample suggestions for positive attitudes:
 - a. Focus attention on immediate action
 - b. Set and strive for reasonable objective
 - c. Accept mistake as inevitable
 - d. Concentrate on your task - not your opponent
 - e. Identify which pressures bug you, decide why
 - f. Do homework before the contest - game preparation
 - g. Develop emotional resources - relax - tranquil enough to: dispel tension - maintain precision, finesse, delicate touch
- 10. Practice and Qualify
- 11. Practice/Qualify. Competitive Dual Matches.
- 12. Invitational Tournament
- 13. Practice/Challenges. Dual Matches.
- 14. Conference Tournaments. Practice/Challenges.
- 15. Invitational Tourneys. Practice.
- 16. Full Conference Tournament. Practice.
- 17. Full Conference Tournament. Practice.
- 18. Southern California Regionals
- 19. State Tournament

Attendance at intercollegiate events associated with this course will be required of students.

Course Objectives

At the end of the course, the student will be able to:

1. apply physical and mental skills necessary to participate in intercollegiate competition.
 2. apply the rules and etiquette of golf in daily practice and competition.
 3. show proficiency in game preparation and strategy by critical thinking.
 4. utilize pre-tournament planning for practice.
 5. show mature and rational behavior consistent with social custom expected at various golf courses.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
 4. Video presentations
-

Assignments

- **Other Assignments**
none listed
-

Methods of Evaluation

1. Personal satisfaction with participation and assessment of personal goals.
 2. Evaluation of student performance.
 - a. Performance progress charts and records.
 - b. Score averages: practice and competition.
 3. Compliance with conference, school and team rules.
 4. Evaluation of mental and emotional control during competitions.
 5. Film, photos: swing analysis by coach and athlete.
 6. Attendance
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

1. USGA Rules of Golf
-

Student Learning Outcomes

1. PEIA170 SLO1 - Identify advanced level of skill relating to intercollegiate golf.
 2. PEIA170 SLO2 - Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence relating to intercollegiate golf.
 3. PEIA170 SLO3 - Understand the roles of leadership, team play, sportsmanship and other social values related to team competition relating to intercollegiate golf.
-

Distance Learning

This course is not Distance Learning.

Generated on: 5/23/2019 11:44:39 AM

Allan Hancock College Course Outline

Discipline Placement: Coaching

Department: Kin/PE/Ath/Rec

Prefix and Number: PEIA 185

Catalog Course Title: Intercollegiate Swimming, Women

Banner Course Title: Intercollegiate Swimming, Wome

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	10.000	160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	10.0	160.0 - 180.0	

Number of Times Course may be Repeated

12

Grading Method

Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitation on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Designed to prepare students to complete in intercollegiate competition. Fundamentals of swimming and advanced technique and strategy will be stressed as in any intercollegiate sport. Attendance at intercollegiate events associated with this course will be required of students. Students may repeat this course if they are CCCAA (California Community College Athletic Association) eligible.

Course Content

Lecture

N/A

Lab

1. Competitive freestyle racing
2. Competitive backstroke racing
3. Competitive breaststroke racing
4. Competitive butterfly racing
5. Competitive individual medley racing
6. Relays, including starts and turns

7. Tactics for swim racing
8. Team-building exercises
9. Intercollegiate competitions, fastest eight times compete in state competition

All

items above will be covered throughout the semester. Attendance at intercollegiate events associated with this course will be required for students.

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate refined swim stroke mechanics for each competitive swim stroke.
 2. develop racing form for each individual swim competition.
 3. demonstrate competitive swim starts.
 4. demonstrate competitive swim turns.
 5. construct a strategic plan for swim competitions.
 6. utilize athletic skills and abilities during intercollegiate competitions.
 7. recognize the long-term benefits of proper swim techniques.
 8. describe the value of increasing proficiency in swimming.
 9. apply principles of cardiovascular respiratory fitness, muscle strength and endurance to training sessions.
 10. analyze, identify and apply principles of mental and emotional preparation based on commitment to the swim program.
 11. apply strategies, tactics, skills, and physiological effects while performing.
 12. demonstrate the roles of leadership, team play, sportsmanship and other social values related to swim competition.
-

Methods of Instruction

- **Methods of Instruction Description:**
 - Lecture
 - Instructor demonstration of skills
 - Instructor guided student participation
 - Video presentations
-

Assignments

- **Other Assignments**
 - N/A
-

Methods of Evaluation

1. Advanced individual skills
 2. Competitive attitude
 3. Knowledge of rules
 4. Performance during competition
 5. Participation during class
 6. Regularity of attendance
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PEIA185 SLO1- Identify advanced level of skill relevant to intercollegiate swimming.
 2. PEIA185 SLO2- Demonstrate an increased level of physical conditioning from the beginning of the semester, in an incremental sequence; relevant to intercollegiate swimming.
 3. PEIA185 SLO3- Understand the roles of leadership, team play, sportsmanship and other social values related to team competition in intercollegiate swimming.
-

Distance Learning

Allan Hancock College Course Outline

Discipline Placement: Coaching
Department: Kin/PE/Ath/Rec
Prefix and Number: PEIA 195
Catalog Course Title: Intercollegiate Conditioning
Banner Course Title: Intercollegiate Conditioning

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000 - 0.000	0.0 - 0.0 to 0.0 - 0.0	
Lab	1.500 - 10.000	24.0 - 27.0 to 160.0 - 180.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	1.5 - 10.0	24.0 - 27.0 to 160.0 - 180.0	0.5 - 3.0
Total Contact Hours	1.5 - 10.0	24.0 - 27.0 to 160.0 - 180.0	

Number of Times Course may be Repeated

12

Grading Method

Letter Grade or Pass/No Pass

Requisites

Limitations on Enrollment

Instructor recommendation and CCCAA (California Community College Athletic Association) eligibility required, with no limitation on repeats if CCCAA eligible.

Entrance Skills

None

Catalog Description

Designed to permit students to utilize an individualized strength and body-building program using a combination of exercise machines and free weights in preparation for participation in intercollegiate competition. Students may not be concurrently enrolled in PE 140 or PE 141. Students will additionally engage in a variety of activities designed to enhance skill development and performance capabilities required for successful participation in future competitive intercollegiate sport circumstances and events. Students may repeat this course if they are CCCAA (California Community College Athletic Association) eligible.

Course Content

Lecture

N/A

Lab

1. Orientation
 - a. Dress
 - b. Locker room procedures
 - c. Rules
 - d. Grading

- e. Record keeping
 - f. Objectives
 2. Techniques
 - a. Proper limiting methods
 - b. Using spotters
 - c. Removing and replacement of weights
 3. Strength Exercises
 - a. Shoulders -behind neck press, military press, lat-pull, shoulder shrug
 - b. Chest- bench press, wide arms, incline bench press
 - c. Back- dead lift, good morning exercise, bent over rowing
 - d. Waist- sit-ups, double leg raise, side lift
 - e. Legs- leg press, leg curl, calf raises, squat, leg flex extension
 4. Training Methods
 - a. Sets
 - b. Repetitions
 - c. Intensity levels
 - d. Warm up and warm down
 5. Flexibility
 - a. Types of stretches
 - b. Methods of stretching
 6. Individual and group-based intercollegiate level skill development activities will occur throughout the term
-

Course Objectives

At the end of the course, the student will be able to:

1. determine proper training intensity.
 2. create a realistic workout schedule.
 3. analyze and determine workloads.
 4. evaluate effects of training program.
 5. demonstrate an increase in skills, abilities, and performance associated with an intercollegiate sport.
-

Methods of Instruction

- Lab
 - **Methods of Instruction Description:**
 1. Lecture
 2. Instructor demonstration of skills
 3. Instructor guided student participation
-

Assignments

None

Methods of Evaluation

1. Proper record keeping
 2. Measurement of strength and endurance improvement
 3. Cardio-respiratory fitness monitoring
 4. Attendance and participation
 5. Evaluation of student's physical and mental performance and progress
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. PEIA195 SLO1- Understand the proper methods of increasing strength, endurance, and flexibility relevant to intercollegiate conditioning.
 2. PEIA195 SLO2- Understand how forms of physical activities impact personal lifelong fitness relevant to intercollegiate conditioning.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Recreation Administration (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: REC 101

Catalog Course Title: Intro to Recreation Management

Banner Course Title: Intro to Recreation Management

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

An introduction to the principles of program management in recreation services in the areas of public and private domains, park, military and institutional settings as well as services to special populations.

Course Content

Lecture

1. Introduction to Recreation and Leisure Today
 - a. Organized Systems
 - b. Social Factors and Functions of Leisure
2. History of the Recreation Movement
 - a. Historical Significance of Play
 - b. Pre-Christian Era, the Dark and Middle Ages
 - c. Recreation in America
 - d. The Significant Contributors to the American Recreation Movement
 - e. Issues and Trends
3. Concepts and Theories of Leisure, Recreation, and Play
 - a. The Meaning of Play
 - b. Defining Recreation
 - c. The Meaning of Leisure
 - d. Social Issues Affecting Recreation
4. Organized Recreational Delivery Systems
 - a. Government Agencies
 - b. Non-Profit and Volunteer Organizations
 - c. Commercial and Private Organizations

- d. Therapeutic Recreation
 - e. Specialized Recreation Services
 - f. Outdoor and Adventure Recreation
 - 5. Career Employment Opportunities In Recreation
 - a. Educational Preparation
 - b. City, County, State, and Federal Government
 - c. Major Non Profit Organization
 - d. Resorts, Hospitality, and Tourism
 - e. Entrepreneurial Recreation Based Businesses
 - f. Event Planning
 - g. Retail and Sales
 - h. New and Emerging Career Choices
 - i. Charting a Professional Course
 - 6. Professional Development and Organizations
 - a. Developing Professionalism
 - b. Credentialing: Accreditation and Certification
 - c. Leading Professional Organizations
-

Course Objectives

At the end of the course, the student will be able to:

1. identify conceptual foundations of play, recreation and leisure.
 2. identify the psychological, sociological, and physiological significance of play, recreation, and leisure.
 3. identify the technical, economic, and political significance of play, recreation, and leisure.
 4. identify the history and development of the leisure service profession.
 5. identify the contemporary issues impacting the leisure service profession.
 6. identify the motivations to participate in recreational activities on both a personal and professional basis.
 7. identify practices that encourage inclusiveness in the design and operation of leisure services.
 8. identify the mission, philosophy, programs and services of the recreation profession.
 9. identify the government, non profit, commercial, and private agencies that provide recreational services.
 10. demonstrate appropriate professional behavior in the conduct of recreation activities.
-

Methods of Instruction

- **Lecture**
 - **Methods of Instruction Description:**
 1. Lecture
 2. Lecture with discussion
 3. Multimedia presentations
 4. Small group discussion
 5. Guest speakers
-

Assignments

- **Other Assignments**
 1. Exploration of Personal Recreation Opportunities
 2. Applying Technology to the Recreation Field
 3. Team Project and Presentation
 4. 10 Hours of Volunteer Work in the Recreational Field
 5. Read the Textbook
 6. Writing Assignments

Sample Assignments:

 1. Personal discovery by individual student of a new recreational activity (one never previously experienced), followed by a written report on their experience
 2. Writing assignments for individual students: a.) Internet research project on building a travel itinerary for a destination a minimum of 1,000 miles away; b.) Interview five persons about what they do during leisure time and approximately how much money is spent per month on recreational activities. Compare and contrast their responses; explore the reasons for similarities or differences. Develop conclusions; c.) Attendance and assessment of a personally selected recreational event (i.e., admission value, security, spectator interest level, etc.)
 3. Team project and presentation: Groups of five students working together to research and make an assessment of a specific recreational program (i.e., municipality, county, academic institution, service club)
 4. Volunteer work: Each student required 10 verified hours of volunteer work in a recreational field (i.e., lining a youth soccer field, security for a high school athletic event, officiating a youth sport)
-

Methods of Evaluation

1. Informed and consistent participation in class discussion
2. Written assignments, personal recreation inventories
3. Short essay and multiple-choice exams (mid-term and final)

4. Team project and presentation
5. Volunteer work of choice in a recreational field

Sample essay question:

Choose a recreation activity from this list:

Grandparents Day 5K Walk

Surf Camp for Teens

Young Adult Coed Soccer League

Pre-school Age Dance Class

Explain how applying knowledge of the following topics can make the activity more effective and enjoyable for the participants:

History of recreation

Factors affecting leisure

Play theory

Texts and Other Instructional Materials

Adopted Textbook

1. McLean, Daniel Dean; Hurd, Amy R.; and Rogers, Nancy Brattain *Kraus' Recreation and Leisure in Modern Society* Edition: 11th 2019

Supplemental Texts

None

Instructional Materials

1. California Park and Recreation Society Magazine
 2. Parks & Recreation Magazine
-

Student Learning Outcomes

1. REC101 SLO1 - Define recreation, leisure, and play.
 2. REC101 SLO2 - Understand the motivations to participate in recreation on a personal and professional basis.
 3. REC101 SLO3 - Apply recreation to achieve social change.
 4. REC101 SLO4 - Identify the various agencies providing recreation.
 5. REC101 SLO5 - Understand the mission, philosophy, services, and programs of the recreation profession.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Recreation Administration (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: REC 103

Catalog Course Title: Leadership in Recreation Services

Banner Course Title: Leadership in Recreation Servi

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

An examination of the theories of leadership, leadership behaviors, principles and procedures of leadership and supervisory responsibilities as applied by the recreation leader. Techniques for working with small groups, large groups, and diverse populations.

Course Content

Lecture

1. Introduction
 - a. Types of leaders in recreation environment: direct, supervisory, administrative
 - b. Basic areas of understanding: how leadership techniques can enhance the enjoyment of recreation activities, the various styles of leadership, the principles and practices of effective leadership
 - c. Understanding the needs and challenges of diverse individuals
 - d. Understanding human behavior as it relates to recreational and leisure activities: personal and inter-personal leadership
2. Goals for recreation
 - a. The natures, types, theories and principles of leadership
 - b. Programming values
 - c. Therapeutic recreation
3. Recreation Leadership Techniques
 - a. Basic skills: decision making/problem solving and conflict resolution
 - b. Group management skills: nature of groups/role of leader
 - c. Activity leading skills: teaching, managing, behavior, motivating participants
 - d. Using resources: volunteers, staff supervision, public relations, inter-agency coordination
 - e. Apply leadership techniques to groups consisting of diverse populations

4. Communications and leadership
 - a. Communications process: writing, oral presentations, non-verbal, listening skills, verbal skills
 - b. Leadership with participants according to age group: leading children, youth, adults and seniors
 - c. Effective communication for diverse groups
 5. Evaluation of Effective Recreational Leadership and Programs
 - a. Evaluate leadership staff
 - b. Evaluate program effectiveness
-

Course Objectives

At the end of the course, the student will be able to:

1. understand different leadership styles in a variety of recreational/leisure activity settings.
 2. gain an understanding of problem solving in leadership and supervision.
 3. recognize the principles and practices in recreation supervision.
 4. gain an understanding of how to evaluate the leadership skills of others.
 5. gain an understanding of effective communication in a leadership setting.
 6. describe the various principles and procedures of effective leadership.
 7. identify the leadership principles and techniques operating in a variety of recreational settings.
 8. analyze and describe the leader's role in specific recreational settings.
 9. utilize evaluative process in determination of effective leadership.
 10. apply effective communication skills in leadership situations.
 11. understand the needs and challenges of diverse individuals.
-

Methods of Instruction

• Methods of Instruction Description:

1. Lecture
 2. Lecture with discussion
 3. Multimedia presentations
 4. Small group discussion
 5. Guest speakers
 6. Group projects
-

Assignments

• Other Assignments

1. Duo/Trio (2 or 3 students) Project: Students will research a recreational activity and lead the class in the activity. Project will include instruction, participation and evaluation.
 2. Community Leadership Project: the students will lead recreation activities, and community and campus events. Emphasis will be on leading activities for groups with special needs and challenges.
 3. Required Reading: Students are required to read one chapter per week from the adopted text.
-

Methods of Evaluation

1. Quizzes and In-class Problem Solving
 2. Duo/Trio Project
 3. Community Leadership Project
 4. Mid-term examination
 5. Final examination
-

Texts and Other Instructional Materials

Adopted Textbook

1. Jordan, Debra J., Ramsing, Ronald *Leadership in Leisure Services, Making a Difference* Edition: 4th 2017

Supplemental Texts

None

Instructional Materials

1. California Park and Recreation Society Magazine
 2. Parks & Recreation Magazine
-

Student Learning Outcomes

1. REC103 SLO1 - Describe the principles of effective leadership.
2. REC103 SLO2 - Identify the appropriate leadership technique for various recreational settings.
3. REC103 SLO3 - Demonstrate leadership in a recreation program.

4. REC103 SLO4 - Evaluate leadership techniques for effectiveness.
 5. REC103 SLO5 - Apply communication skills to leadership situations.
 6. REC 103 SLO6 - Identify appropriate programming for diverse populations.
-

Distance Learning

This course is not Distance Learning.

Generated on: 5/23/2019 10:49:50 AM

Allan Hancock College Course Outline

Discipline Placement: Recreation Administration (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: REC 105

Catalog Course Title: Program Planning for Recreation

Banner Course Title: Program Planning for Recreatio

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

An exploration of recreational program planning including organization, implementation, and evaluation in both public and private settings. The interrelationship of needs and interests of people, physical settings, and activity content are covered.

Course Content

Lecture

1. Definition of Program
 - a. Relationship to people, the community and service area
 - b. Differentials of various settings
2. Classification of Programs, including
 - a. Sports, games and special events
 - b. Social, cultural and performing arts
3. Levels of Participation
4. Characteristics of Participant Population
 - a. Diversity
 - b. Interests and expressed desires
5. Planning Process
 - a. Pre-planning
 - b. Limiting factors
 - c. Budget and facilities
 - d. Personnel and equipment
 - e. Evaluation
6. Promotion and Motivation

- a. Promotional devices and media
 - b. Planned progression
 - c. Social facilitation and awards
7. Sports Programming
 8. Social Programming
 9. Evaluation Process
 - a. Objectives
 - b. Areas of evaluation, including activity, participant and leadership
-

Course Objectives

At the end of the course, the student will be able to:

1. describe the significance of recreation and leisure programming principles.
 2. understand the role of the community as providers of recreation and leisure services.
 3. identify the programs of public, private and/or volunteer agencies as they relate to providing recreation and leisure services.
 4. understand program development and implementation in class and in the community.
 5. analyze the factors to be considered in planning a program.
 6. establish realistic objectives for programming based on participants needs, interests and existing resources.
 7. plan, organize and implement a recreation program or leisure experience.
 8. develop hourly, daily, weekly, monthly, seasonal and annual activity schedules.
 9. prepare promotional information, including public announcements and flyers.
 10. conduct an evaluation of a program's effectiveness.
-

Methods of Instruction

- **Methods of Instruction Description:**
 1. Lecture
 2. Lecture with discussion
 3. Multimedia presentations
 4. Small group discussion
 5. Guest speakers
-

Assignments

- **Other Assignments**
 1. Demographic Report
 - A. Students will be assigned to a geographic area and required to gather demographic data, including population, age groups, average income, amount of discretionary time, ethnicity and other factors important to recreation programming.
 2. Duo (2 students) Presentation
 - A. Students will prepare written flyers and other programming materials relating to a theoretical recreation activity. The material will be submitted to the instructor and the students will make a 20-25 minute presentation to the class on the material.
 3. Team Project (entire class) - Develop a one-time special event to include:
 - A. Pre-planning report
 - B. Promotion
 - C. Registration
 - D. Facility set-up
 - E. Actual program (run event)
 - F. Committee Evaluation
 4. Textbook readings
-

Methods of Evaluation

1. Demographic Report
 2. Duo Presentation
 3. Team Project
 4. Mid-term exam
 5. Final exam
-

Texts and Other Instructional Materials

Adopted Textbook

1. Rossman, J. Robert; Schallter, Barbara E. *Recreation Programming: Designing Leisure Experiences*
Edition: 7th 2015

Supplemental Texts

None

Instructional Materials

1. California Park and Recreation Society Magazine
 2. Parks & Recreation Magazine
-

Student Learning Outcomes

1. REC105 SLO1 - Demonstrate the ability to recognize and analyze the factors that need to be considered when planning programs.
 2. REC105 SLO2 - Establish measurable objectives for programs that reflect participant's needs and interests.
 3. REC105 SLO3 - Plan, organize, and implement recreation programs.
 4. REC105 SLO4 - Prepare appropriate promotional material.
 5. REC105 SLO5 - Evaluate program effectiveness.
-

Distance Learning

This course is not Distance Learning.

Generated on: 5/23/2019 10:50:06 AM

Allan Hancock College Course Outline

Discipline Placement: Recreation Administration (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: REC 107

Catalog Course Title: Recreational Sports Programming

Banner Course Title: Rec Sports Programming

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

An examination of the theories and practices of programming sports activities in a variety of recreational settings. Both individual and team sports will be studied. Emphasis will be placed on the planning of activities such as leagues, instructional programs, tournaments, and sports festivals. The class will study the development and operation of sports venues. Students will gain experience by planning actual events.

Course Content

Lecture

1. Introduction
 - a. Course overview
 - b. Identification of recreational sports
 - c. Methods of programming
 - d. History of recreational sports

2. Analysis of Sports
 - a. Teach sports to various age groups

- b. Making sports fun
- c. Retaining participants

3. Programming

- a. Instructional activities
- b. Leagues
- c. Tournaments
- d. Festivals

4. Budgeting

- a. Income
- b. Revenue

5. Facilities

- a. Fields and stadiums
- b. Gymnasiums
- c. Others

6. Practical Applications and problem solving

- a. Plan sporting events
- b. Guest speakers

Course Objectives

At the end of the course, the student will be able to:

1. understand different methods of offering sports programs.
2. apply the principals of budgeting sports programs.
3. schedule recreational sports facilities.
4. solve problems that arise during recreational sports programs.
5. understand the basics of sports facility design.
6. describe the various methods of programming sports activities.
7. apply the techniques of budgeting sports programs.
8. evaluate activities and determine if they meet program goals.
9. apply the skills learned in class to actual sports activities.

Methods of Instruction

- **Methods of Instruction Description:**
 1. Lecture
 2. Lecture with discussion
 3. Multimedia presentations
 4. Small group discussion
 5. Guest speakers

Assignments

- **Other Assignments**
 1. Sports program observations –observe and submit written evaluations of a minimum of four sports programs.
 2. Plan in writing and implement two sports programs.
 3. Volunteer a minimum of 12 hours at local agencies to participate in planning and leading sports programs.
 4. Complete hour long weekly reading from the text book as assigned.
-

Methods of Evaluation

1. Oral Presentation
 2. Program observations
 3. Volunteer work
 4. Class attendance and participation
 5. Midterm Examination
 6. Final Examination
 7. Participation and contribution during class projects
- Sample Question - Complete a budget spreadsheet for a 16 team double elimination volleyball tournament.
-

Texts and Other Instructional Materials

Adopted Textbook

1. Masteralexis, Barr & Hums *Principles and Practices of Sports Management* Edition: 5th 2015

Supplemental Texts

None

Instructional Materials

1. California Park and Recreation Society Magazine
 2. Parks & Recreation Magazine
 3. Rulebook for the demonstration sport to be used in class
 4. Recreation Sports Management, Mull, Bayless, and Jamieson
 5. Organizing Successful Tournaments, John Byl
 6. Professional organizations such as California Park and Recreation Society and the National Parks and Recreation Association
-

Student Learning Outcomes

1. REC107 SLO1 - Demonstrate the various methods of programming recreational sports.
 2. REC107 SLO2 - Apply budgeting techniques to sports programs.
 3. REC107 SLO3 - Understand the career paths available in sports programming.
 4. REC107 SLO4 - Apply skills learned in class to actual sports activities.
 5. REC107 SLO5 - Evaluate sports programs.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Recreation Administration (Masters Required)

Department: Kin/PE/Ath/Rec

Prefix and Number: REC 109

Catalog Course Title: Outdoor & Adventure Recreation

Banner Course Title: Outdoor & Adventure Recreation

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

Entrance Skills Other (Legacy)

None

Catalog Description

An introduction to recreation activities offered in outdoor and adventure settings. Analysis of current practices and the agencies offering these activities. Examination of a variety of outdoor and adventure recreation resources and the ways to use the resources with minimal impact. Course will assist Recreation Management Majors in determining their area of emphasis when transferring.

Course Content

Lecture

1. Introduction
 - a. Types of Outdoor/Adventure Recreation programs
 - b. History of Outdoor/Adventure Recreation
 - c. Current Trends and Practices
 - d. The Outdoor/Adventure Area of Emphasis at CSUs with a Recreation Major
 - e. Examples of Programs Found on the Central Coast
2. Outdoor/Adventure Recreation and It's Benefits
 - a. Physical
 - b. Emotional
 - c. Social
 - d. Spiritual
 - e. Personal Development Recreation
 - f. Uses in Young Adult Intervention Programs
3. Adaptation of Outdoor/Adventure Recreation to Individuals with Special Needs

4. Outdoor/Adventure Recreation Agencies
 - a. Public
 - b. Non-Profit
 - c. Private and for Profit
 5. Real Work Outdoor Recreation Activities
 6. Programming
 - a. Funding
 - b. Staffing
 - c. Certification
 - d. Safety
 7. Environmental Resources
 - a. The Environmental and Conservation Movements
 - b. Interpretation
 - c. Maintaining a Low Impact Ethic
-

Course Objectives

At the end of the course, the student will be able to:

1. explain various beneficial aspects of outdoor adventure recreation programs.
 2. describe outdoor adventure recreation programs available locally and in other areas.
 3. identify necessary certification requirements for outdoor adventure recreation programs.
 4. explain funding challenges, opportunities, and resources for outdoor adventure recreation programs.
 5. discuss safety considerations for various outdoor adventure recreation programs.
 6. describe concerns and considerations regarding the environmental impact of outdoor adventure recreation programs.
 7. compare various agencies that provide outdoor adventure recreation programs.
-

Methods of Instruction

- **Demonstration**
 - **Discussion**
 - **Field Trips**
 - **Lecture**
 - **Methods of Instruction Description:**

In class lecture specific to course content. Students will be exposed to various outdoor adventure recreation agencies and opportunities via lecture and field trips. Instructor led demonstration and discussion will occur in the classroom and during field trips.
-

Assignments

- **Outside Assignments**
 1. Text Readings.
 2. Program observation
 3. Volunteer work in local outdoor/environmental activities
 - **Sample Assignment(s)**

Sample: Students will visit local Outdoor/Adventure Recreation programs and submit written reports in which they: describe the activity, identify staff and their roles, identify equipment and supplies being used, state what they like about the program, and describe how they could improve the program.
-

Methods of Evaluation

- **Exams/Tests**
 - **Quizzes**
 - **Projects**
 - **Field Trips**
 - **Class Participation**
 - **Other**
 - Program observation written reports
 - In-class practical exercises
-

Texts and Other Instructional Materials

Adopted Textbook

1. Cordes and Hutson *Outdoor Recreation-Enrichment for a Lifetime* Edition: 4 2015

Supplemental Texts

None

Instructional Materials

Student Learning Outcomes

1. REC 109 SLO 1 - Identify the elements that comprise successful Outdoor and Adventure Recreation programs.
 2. REC 109 SLO 2 - Design Outdoor and Adventure Recreation programs that contribute to personal development.
 3. REC 109 SLO 3 - Identify agencies that offer Outdoor and Adventure Recreation programs, and the specific activities for which the agencies are noted.
 4. REC 109 SLO 4 - Understand the importance of environmental protection in Outdoor and Adventure Recreation programming.
-

Distance Learning

This course is not Distance Learning.
