

Las Positas College  
ANNUAL PROGRAM REVIEW TEMPLATE  
Review of AY 2011-12

Name of Program	Division	Author(s)
Kinesiology & Athletics	BSBA	Jason Craighead/Paul Sapsford

**INSTRUCTIONS:**

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

**STATEMENT OF PURPOSE:**

- Review and reflect on the student experience, with the goals of assessing and improving
  - student learning and achievement
  - services for students
  - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

**I. MISSION**

State the current program mission

*(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)*

The mission of the Kinesiology Department is to offer the widest range of quality programs, at all levels of skill and interest, to prepare students for a career in Kinesiology and life-long learning.
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The mission of the Athletic Department is to provide exceptional opportunities to students interested in competing in intercollegiate athletics, and to promote success both on and off the field through intercollegiate participation. The Athletic Department will assist student-athletes in developing the knowledge and skills to help them pursue their educational, career, and personal goals.

**The mission of Las Positas College is:**

*Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.*

**(NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The Kinesiology program provides service to students seeking a Kinesiology AA degree, a Kinesiology AA-T degree, and general education requirements. The student's involvement enables them to explore and experience their educational goals, to develop the skills and knowledge necessary to ensure quality of life, and deliver activities that students can engage in throughout the duration of their life.

- The Kinesiology AA-T degree was created to support students interested in transferring to a 4-year institution and complete a degree in Kinesiology or a related field.
- The Kinesiology AA degree was created, then modified, to serve the students interested in completing a local degree in Kinesiology. This degree serves as a platform for local youth coaches and fitness instructors.
- The Introduction to Kinesiology course was created in cooperation with CSU's to allow students the opportunity to gain an understanding of the discipline prior to entering the CSU system with Junior status.
- Kinesiology activity courses have been restructured to meet the AA-T degree requirements in terms of subject area (Aquatics, Combatives, Team Sports, Individual Sports, Fitness, Dance) according to C-ID.
- Kinesiology courses fulfill the Las Positas College AA degree Wellness requirement and the CSU GE Area E: Lifelong Learning and Self Development requirement.

Athletics supports the college mission by providing opportunities to compete in sports that reflect the interest of the students. Athletics promotes in the classroom with completion of transfer, degree, basic skills, career-technical, and retraining goals.

- Student-athletes must maintain an overall 2.0 GPA, have a Student Education Plan, show progress toward a degree/certificate/transfer, and complete 24 units between seasons in order to maintain eligibility.
  - According to the Office of Institution Research, Intercollegiate athletes at LPC complete degrees and transfer at a higher rate than the general student body.
- Athletics promote and support

## II. PROGRAM ANALYSIS

### A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

*(Highlight the appropriate box to type in an X.)*

YES  NO

If **yes**, in the table below, please list which courses will be revised or updated and the reason for the revision.

*(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)*

Course(s)	Reason for Revision
KIN 15	Meet C-ID descriptors. It needs additional unit value.
Circuit Training	Course will be updated from Physical Education to Kinesiology
LG	Increase unit value, change lecture/lab ratio.
AQA	Update, Title 5 legislation, CRC
AWT	Update, Title 5 legislation, CRC
BD1	Update, Title 5 legislation, CRC
BC1	Update, Title 5 legislation, CRC
DBS	Update, Title 5 legislation, CRC
FL1	Update, Title 5 legislation, CRC
FN1	Update, Title 5 legislation, CRC
FN2	Update, Title 5 legislation, CRC
FN3	Update, Title 5 legislation, CRC
FS1	Update, Title 5 legislation, CRC
FW1	Update, Title 5 legislation, CRC
GBW	Update, Title 5 legislation, CRC
HHA	Update, Title 5 legislation, CRC
ID	Update, Title 5 legislation, CRC
PF	Update, Title 5 legislation, CRC
SC1	Update, Title 5 legislation, CRC
SD	Update, Title 5 legislation, CRC
SW1	Update, Title 5 legislation, CRC
SW2	Update, Title 5 legislation, CRC
SW3	Update, Title 5 legislation, CRC
TK1	Update, Title 5 legislation, CRC
UF1	Update, Title 5 legislation, CRC
VB1	Update, Title 5 legislation, CRC
WP1	Update, Title 5 legislation, CRC

WT1	Update, Title 5 legislation, CRC
WTW	Update, Title 5 legislation, CRC
KIN 31B	Update, Title 5 legislation, CRC
KIN 36	Update, Title 5 legislation, CRC
KIN 38B	Update, Title 5 legislation, CRC
KIN 41B	Update, Title 5 legislation, CRC
KIN 48B	Update, Title 5 legislation, CRC
50	Update, Title 5 legislation, CRC

2. Will new curriculum (*e.g.*, course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES  NO

**If yes**, please describe briefly what new curriculum is planned.

The Kinesiology department has created 31 more activity courses within families, now CRC (Courses with Related Content) to follow the new and ever-changing Title 5 legislation from the State. In addition, we will be creating new opportunities for students based on interest within the community for activity courses (archery, triathlon training, circuit training, and strength training). We are also adding Sport Management and Personal Training lecture courses.

KINAIE Adapted Individualized Exercise  
 KINAPA Adapted Physical Activities  
 KINBC2 Boot Camp for Aerobic  
 KINBC3 Boot Camp for Power & Strength  
 KINBX Box Aerobics  
 KINDV 1 Springboard Diving  
 KINFL2 Flag Football 2  
 KINFL3 Flag Football 3  
 KINFS2 Advanced Futsal  
 KINFW 3 Fitness Walking 3  
 KINFW2 Fitness Walking 2  
 KIN AAE Adapted Aerobic  
 KIN BD 2 Badminton 2  
 KIN BD 3 Badminton 3  
 KINPL1 Pilates 1  
 KINSC 2 Outdoor Soccer  
 KINSW4 Swimming 4  
 KINSWF 2 Swimming for Fitness 2  
 KINSWF 3 Swimming for Fitness 3  
 KINSWF 4 Swimming for Fitness 4  
 KINTK2 Tae Kwon Do 2  
 KINTK3 Tae Kwon Do 3

KINUF 2 Ultimate Frisbee 2  
 KINUF 3 Ultimate Frisbee 3  
 KINUF 4 Ultimate Frisbee 4  
 KINVB 2 Volleyball Intermediate  
 KINVB 3 Volleyball Advanced  
 KINWP2 Water Polo 2  
 KINWP3 Water Polo 3  
 KINWT2 Weight Training 2  
 KINYO2 Yoga 2

Athletics has created 11 more courses to follow the new and ever-changing Title 5 legislation from the State. Contact hours throughout the offseason has changed as well as repeatability and TOP codes for Intercollegiate Athletics.

KIN 21B Soccer Theory and Practice II  
 KIN 31A Pre-Season Basketball, Men  
 KIN 31C Spring Season Basketball, Men  
 KIN 38A Pre Season Soccer, Men  
 KIN 38C Post Season Soccer, Men  
 KIN 41A Pre Season Basketball, Women  
 KIN 41C Intercollegiate Basketball, Women, Spring  
 KIN 41D Off Season Basketball, Women  
 KIN 48A Pre Season Soccer, Women  
 KIN 48C Off Season Soccer, Women  
 KIN 51 Pre Season Training, Swimming & Diving

### B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

*(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)*

YES  NO

**If yes**, please describe briefly what new initiatives are planned.

Certificate for coaching, personal training, and sport management (partnership with Business).

### C. SLOs/SAOs

#### 1. Status of course SLOs/SAOs and assessments for AY 2011-12.

*(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.*

Number of Courses	Number of Courses with	Number of Courses Assessed within
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Offered (AY 2011-12)	SLOs (AY 2011-12)	the last TWO years (AY 2010-11, AY 2011-12)
58	53	43

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

*(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.*

Since 2006 the average is approximately once every 1.5 years. The farther back in time, the farther apart the assessments were. From 2006-2009 there was a 3 year assessment time for courses. Currently, 2011-2012 it is every semester or every other semester.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
4	4	12

4. Analysis of SLO/SAO data for AY 2011-12.

*(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)*

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

*(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.*

One immediate item that came up was that after running the reports in eLumen was that we have courses showing up that did not exist at that time. Our new/modified curriculum from the 2012-2013 year showed up for the 2011-2012 academic year, and without any assessments, especially since most of them are in the schedule and taught this semester (Fall 2013) for the first time! We had to manually sort and account for the discrepancies in terms of courses with SLO's and assessments. After taking into account the discrepancies in eLumen, our discussion results are as follows.

It has promoted staff dialogue in the designing, approving, monitoring and reviewing the assessment strategies for programs and awards. This has enhanced reflection, critical thinking and self-awareness among staff members. Furthermore, the dialogue has reinforced to staff the standards set by the awarding institution and agreed State norms, including the frameworks for higher education qualifications. Regarding assessments of distance education courses: KIN4 DE1 (Fall 2011) Level 4 =30 students, level 3 = 5 students, level 2 = 0 students, level 1 = 5 students, level 0 = 0 students

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

*(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)*

Instructors have reported that the feedback from SLO assessments have aided their future instruction because;

- They've allowed us to interpret the growth of individual and whole-group learning. If a large number of students do poorly in a particular assessment, we need to reflect on our instruction and make necessary adjustments in the future.
- You can share the testing results with students individually and together reach obtainable, realistic goals for them to work towards before the next assessment.
- A student who performs well in the class and classroom discussions, but doesn't do so well on a standardized test, might be a nervous test-taker. Therefore, we might provide a review of test strategies for lowering anxiety which could be helpful to achieve the students' potential.
- SLO's validate both what we are teaching and why we are teaching it
- Allows faculty within a department to discuss their results and promotes co-operation to provide solutions for improved teaching methods. This also enhances faculty cohesion and morale.

During the 2011-2012 academic year we did not have any DE courses within the Kinesiology or Athletic departments.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Through the interpretation of SLO assessments and data, our faculty will be able to assess what equipment will be needed to increase learning and success in our courses. In addition, we will be able to assess what equipment will be needed to assess and measure students within courses.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

Staff will meet to identify our assessment objectives. A thorough interpretation of data will be conducted so that educators can make informed decisions that positively affect student outcomes. Our goal is to meet regularly to analyze, interpret, and use the data to adjust instruction and plan lessons.

#### **D. Student Data**

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).
  - a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

*(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.*

Looking at the data for the 2011-2012 year, our department was forced to be reactive to cuts within the department and changing Title 5 legislation regarding repeatability. Our discussions centered around the mission of the department, and ultimately to make sure we continue to offer the widest variety of activities to the students. Our departmental meetings focused on what would serve the students the best.

During the 2011 school year, Lisa Everett worked with the Office of Institutional Research to create a survey for our students to see who they were, why they were taking the course, and the frequency needed to take a course to consider themselves proficient. The results are as follows from 289 students surveyed within the Physical Activity Courses and compared to the Office of Institutional Research findings:

-Student educational goals, demographics, enrollment status, and unit load were all consistent with the office of institutional research findings. These results were to be expected as a small sample population of the campus enrollment.

-Reasons for taking a Physical Activity Course: 30% to meet the degree requirement, 54% personal interest, and 15% for health reasons. We expected the degree requirement percentage to be higher (Health & Wellness requirement), but this can partially be attributed to the 54% meeting both the degree requirement AND personal interest.

-The biggest concern to us was the areas dealing with repeatability and proficiency in the course. Title 5 legislation changed repeatability to one (1). This change, in our opinion, does not meet the needs of the students. In terms of proficiency, students felt that it would take 5+ attempts to become proficient in a skill/activity/sport (48.6%), followed by 4 attempts (25.7%), and 1/2/3 attempts at 8.6% each.

-As a reaction to limited repeatability, we asked students what they would do if only allowed to take a single course one time. 36% would not take another course and 63% would take something new.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

*(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)*

Through cuts, we have maintained a consistent fill rate of 91%, 84% completion rate, and 74% success rate. Our FTES is 221 (down from 290 in 2010), while our productivity remains high at 733 WSCH/FTEF. Looking at the data from our survey and from Institutional Research, we came to several conclusions:

-Continue maintain diversity in or offerings. Only 30% take the course solely for the purpose of graduation, and 63% will take a new course if only allowed one completion of a course.

-Create families (now courses' with related content) to allow for skill development.

-While maintaining our current curriculum, increase the diversity in our offerings to meet the needs and interests of the students.

-The student data does not reflect the interests and abilities of incoming students and intercollegiate athletics. It would be helpful to know the results of the interests from the students that they select on their application to the college. As we begin to look at adding sports that support the interests of the community, we want to make sure our intentions reflect those of the incoming high school students from our area.

- c. To what extent, and how, do the student data results support resource requests?

*(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)*

The data supports our resource requests for additional instructors. Currently we have 34% of our courses being taught by full-time faculty (retirement and unforeseen circumstances). The State Educational Code recommends 75%, which correlates to student success. Through discussion, our department feels that our 84% completion and 74% success rate is far too low. Increasing the number of full-time faculty would assist us in raising those rates.

The data showing student interest in personal interest and health substantiates the Instructional Equipment Requests. The IER's have been used to replace used/worn items from heavy use, or to bring in new equipment for the 31 new activity courses and 11 Intercollegiate Courses in curriculum.

## 2. Enrollment Management (**Instructional programs only**)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

17.94
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- b. If this amount differs from 2011-12, describe what changes have occurred.

*(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)*

The total amount of FTEF was reduced .48 (18.42 FTEF for 2011-12). This resulted in the elimination of a program within Kinesiology (Fitness Center). This was a much heated debate, but we came to the general conclusion (not unanimous) to follow our mission and maintain the "widest range" of courses for the students. The elimination of the Fitness Center courses allowed us to keep other courses that were reduced to 1-2 sections of each.
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- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

The Kinesiology department plans on creating more opportunities for students in terms of diverse offerings (activity and lecture courses) to meet the needs of transfer students (AA-T) and the local Kinesiology degree and certificates.
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## E. Human Resources (in AY 2011-12)

1. Please complete the following table.

*(Enrollment Management data is posted on the IR website:*

*(<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).*

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
18.42	8.94	49%

\* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

\*\* If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	NA	NA	NA	NA
	NA	NA	NA	NA

	NA	NA	NA	NA
regular hourly classified staff**	NA	NA	NA	NA
student assistants	NA	NA	NA	NA

\* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

\*\* regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES  NO

**If No**, briefly describe. Provide any data which support these needs.

The department has lost 1.5 full-time faculty due to retirement (Sophie Rheinheimer) and reassignment (Lisa Everett) which have not been replaced. The State Education Code recommends 75% of courses to be taught by full-time faculty. For Fall 2012 we were at 49%, and have gone between 35% and 49% with sabbaticals and a loss (death) of a full-time faculty. All full-time faculty are male within the department and we need to make substantial gains in gender equity. Our department has requested, through the hiring process, a full-time Kinesiology Instructor/Head Coach for Women's Basketball or Women's Soccer. This position would increase the number of course taught by full-time faculty and assist in gender equity.

Athletics is also in need of a full-time athletic trainer. Currently we are contracting out with Tri Valley Orthopedics. Our contract cost has been raised \$5000 each year the past two years, and we are at the point where the cost is the same to hire a classified position. The benefits in hiring a classified position include consistency in treatment and protocols from year to year, oversight of the facility, consistency in expectations and treatment between the trainer and coaches/athletes, and long-term planning of the facility and program. The best situation would be to hire a certificated position that would allow the head trainer to also teach the Athletic Training course and oversee the lab portion that has student trainers in contact with athletes, in addition to the above mentioned benefits.

Our administrative staff is overwhelmed now that the campus has re-structured the divisions. After the retirement (and no replacement) of Carolyn Smutney, the increased workload was placed upon the division administrative assistant, who is already busy with Early Childhood Development, Psychology, Kinesiology, Business, Economics, Viticulture, and Health/Nutrition. We are investigating a classified position that would take care of eligibility, athletics website, and sports information director. Eligibility is a large responsibility in itself, from the initial paperwork for every athlete to weekly reports and submissions. This person insures the success of the individual student-athlete, the sport team, and the college. The sports information director (which is now the duty of the coaches, Administrative Assistant, Dean of Athletics) is typically responsible for media

relations, reporting scores, liaison to athletic events on campus, media guides, athletic publications, web site updating and maintenance for athletics, and records keeping. This is a vital area to the success and professionalism of Athletics and something our department is vitally lacking.

3. Are there Staff Development needs for the academic year 2014-15?

YES  NO

**If yes**, elaborate. Provide any data which support these needs.

Our department needs an official Staff Development opportunity to certify/re-certify staff in CPR/First Aid/AED. Current certification is required to teach our courses.

#### F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

*(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)*

YES  NO

**If yes**, briefly describe. Provide any data which support these needs.

*(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)*

-We need to update our software (HYTEK Meet Manager and Team Manager) for running Aquatic events (swimming, water polo, and diving). Our previous software is out-of-date, 2009, and becoming incompatible with most other programs.

#### G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?

*(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)*

YES  NO

**If yes**, briefly describe. Provide any data which support these needs.

*(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)*

Growth of offerings for activity courses:

- archery (targets, bows, arrows)
- weight rooms (olympic lift platforms)

For athletics, we have a growing need for increased transportation. The school purchased, without consulting anyone that would use them, multiple 8 passenger vans. While it was welcomed to have new and reliable transportation, one vital area was overlooked – drivers. Our large intercollegiate teams, as well as other departments (fire science for one) do not have the staff to transport everyone. We are in need of a larger capacity vehicle

that our staff can transport athletes with a Class B Drivers License, such as a 25 passenger vehicle.

## H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES  NO

**If yes**, please briefly describe amount and general uses.

**Athletic budget:** Professional services (athletic Trainer) \$ 46,000 (up \$10,000 from 2011-2012 budget), Game officials \$17,016, Entry fee \$5000.00, Equip maintenance \$5000.00, Travel expenses \$19,256, conference expenses \$500.00, entry fees \$5000.00 (All General Fund)

**Co-Curricular:** \$51,341.00 hotels, meal money, uniforms, championships, memberships, banquet, equipment

**Kinesiology:** Program Operating supplies \$1290.00, (General Fund)

2. Are there any **new** financial needs for the academic year 2014-15?

*(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)*

YES  NO

**If yes**, briefly describe. Provide any data which support these needs.

-Athletic trainer (mandated by the NCAA and CCCAA to in order to have Intercollegiate Athletics) . Currently we contract our through Tri Valley Orthopedics. The contract has been increased both times that it was renewed, and the next increase will put us at an even cost to hire a classified position. The contract has been raised without any increased responsibilities from our end. It would be a great benefit to have an "in-house" athletic trainer to have set hours that meet our needs, consistent treatment and expectations for athletes and coaches from year to year, maintain the training room (order supplies, upkeep of modalities, log all treatments), and fulfill the needs of a growing athletic program. Our program review (and previous ones as well) have stated the need/request for this position.

-Pool rental. There was discussion and consensus that a portion (10%) of the money used for facility rentals, specifically the aquatic facility, would be set aside for replacement of items and maintenance of the facility for which IER will not cover. This discussion was with our previous facilities person and vice president. Since this money was never set aside, we will need funds for replacement of equipment: backstroke flags (yearly purchase), lane lines (every 7-10 years), pool covers (every 7-10 years).

In general, the budget for our department is down \$20,000 from 2011-2012, due to budget

cuts. We also need to work towards restoration of funds lost.

### I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

There has been a huge impact on our curriculum due to State Mandates and Title 5 legislation changes (and still changing) relating to repeatability and funding for physical activity courses. This change has us writing new curriculum or modifying 60 (and counting) activity courses. The change has resulted in immediate lowered enrollment, as students have had difficulty in finding/understanding/identifying courses that fits their needs. We project that students will begin to understand the new system of courses and enrollment will increase closer to prior years.

This has not changed our mission to offer the “widest range of physical activity courses”. It has, however, limited the opportunities for students to become proficient in skills.

For Athletics, Title 5 legislation has changed the repeatability and contact hours with our athletes. As a results, similar to our activity courses, we have had to change curriculum to meet current mandates to continue operation of athletics.

### III. SUMMARY

#### A. Summarize objectives accomplished since the Program Review Update (2012)

*(The 2012 Academic Program Review Updates can be found on the Grapevine*

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

*(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)*

-We are continuing to write new curriculum to meet the needs of the students within the community and diversify our offerings.

-We are continuing to receive sufficient funding through Instructional Equipment Requests, however, when that money is depleted, we will no longer have secure funding for the maintenance or purchase of instructional equipment. This item will be mentioned in the “not accomplished” objectives as well.

-In creating our Kinesiology degrees we are beginning to meet the needs of the community and train professionals to return and work in the community. The AA-T (once approved) will prepare students for transfer to a four-year institution. As part of the new regulations,

we are increasing and diversifying our offerings by creating new courses and levels of courses. In addition, our Lifeguarding course and equipment requests were granted, and we have been training 20 Lifeguards each Spring semester for employment with: City of Livermore, City of Pleasanton, City of San Ramon, East Bay Regional Parks, and City of Tracy.

-We have completed our name change to Kinesiology and have aligned with four-year colleges for transfer.

-We have completed Priority Registration for Student-Athletes.

**B Summarize objectives not accomplished since the program review update (2012) and why not.**

*(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)*

-“Increase the number of full-time faculty positions/coaches in our discipline. Replace the positions that were lost due to retirements. Correct gender inequality in Physical Education and Athletics programs, particularly around the current imbalance as far as Title IX is concerned.” We have put in a request for a new/replacement position that would have satisfied all three of these objectives in a full-time Kinesiology Instructor and Head Women’s Basketball or Soccer position. The campus hiring committee has continually ranked this position low on the priority list, even with issues regarding gender equity and Title IX.

-“To secure sufficient funding for the purchase and maintenance of instructional equipment for the Physical Education and Athletic programs.” While for the immediate, we have sufficient funds, the Instructional Equipment Request process will run out of money. It will leave us, as a program that is very heavy on equipment, without resources to maintain what we already have or purchase new/replacement equipment to meet our diverse offerings.

-“Larger/more accommodating teaching space.” We have submitted several requests for modifications to the weight room(s). Currently the rooms are small, limiting student learning outcomes and productivity. We requested to combine the rooms and/or expand onto the balcony which goes unused for the most part. Adding the additional space would greatly increase Student Learning Outcomes, allow us to diversify our offerings, increase productivity, and meet the needs of the students.

-“To meet the needs of the community and train professionals to return and work in the community.” We are still waiting for the State to approve our AA-T degree. Also, we are in the process of creating certificate degrees in Personal Training, Coaching, and Business Administration that will affect members working in the community.

- “Increase our offerings to meet the needs of the community through Intercollegiate Athletics.” We have not been able to add Men’s or Women’s water polo as an intercollegiate sport, including funding for: travel, uniforms/equipment, per diem, facility modifications/upgrades, and coaching stipends. While the budget has been improving and demand for the sport is at its highest point at the college, students from the tri-valley area

are leaving this community to enroll and compete at other community colleges in water polo. This also affects our other aquatic intercollegiate sport, swimming. Both high school and community college swimming & water polo have seasons that allow student-athletes to participate in both (4 year schools have overlapping seasons). Student-athletes are looking to enroll in a college and participate both sports, rather than having to choose one. It is of great importance to the Tri-Valley community to offer opportunities in both sports for men and women. This addition will support the mission statement by creating new opportunities that meet the academic, intellectual, career-technical, creative, and personal development goals of its diverse students.

**C. What are the objectives for the academic year 2014-15?**

*(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)*

- Continue to diversify and modify our course offerings in activity courses that align with the C-ID transfer curriculum and to meet new and changing Title 5 Legislation
- Complete the approval for the Kinesiology AA-T degree
- Complete certificates for Personal Training, Coaching, and Sport Management
- Complete adding intercollegiate water polo for men and women
- Explore separating Kinesiology and Athletics into different departments.

**D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.**

*(This brief summary should capture the effects on students and the program if the needs are met or unmet.)*

All needs identified have the sole purpose of student success. We are at a point where increasing our faculty, support personnel, facilities, equipment, course offerings, degree and certificate offerings, and intercollegiate athletic programs are all in the interest of student success. Everything our department has to offer is closely tied to one another.

Right now, we are struggling with a lack of full-time faculty. We have a strong group of adjunct faculty that are picking up a lot of responsibility to make our department work, but we need full-time faculty to make this department successful. Without more full-time faculty, the core of our department will suffer. Our Kinesiology degree (both the AA and AA-T) need involvement from faculty to create and teach curriculum to prepare them for the 4 year degree.

**Continue to the next page to complete the form.**

Name of Program	Division	Author(s)
Kinesiology	BSBA	Jason Craighead/Paul Sapsford

#### IV. PROGRAM EFFECTIVENESS PLAN

**Instructions:** In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

**Suggested: 0-5 Objectives** (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective†	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	Curriculum to meet C-ID descriptors and Title 5 legislation	Yes		By the number of courses approved through the state.	Other-Curriculum	Faculty	Curriculum, State Chancellor's Office
2	1	Approval of Kinesiology AA_T	Yes		Approval through the state	Other-Curriculum	Faculty	Curriculum, State Chancellor's Office
3	2	Certificates for Personal Training, Coaching, Sport Management	Yes		Approval through curriculum committee and the state	Other-Curriculum	Faculty	Curriculum
4	2	Intercollegiate Water Polo	Yes		Approval through the curriculum committee and the state	Financial Other-curriculum	Faculty. Increase in funding for intercollegiate sport	LPC President

Name of Program	Division	Author(s)
Kinesiology	BSBA	Jason Craighead/Paul Sapsford

5	3	Separating Kinesiology and Athletics	Yes		Approval through the Kinesiology and Athletics department	Other	Faculty	NA
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\*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.