Program: Kinesiology/Athletics

Division: BHAWK

Date: 10/10/2016

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Audience: *Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.*

Purpose: *To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.*

Uses: *This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.*

Time Frame: *This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.*

Topics: *The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.*

Scope: *While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.*

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 10, 2016.*

4) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (http://goo.gl/Ssfik2)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (http://goo.gl/jU2ylZ)

In terms of personnel, we have had 2 positons filled. One full-time faculty, Andrew Cumbo – men's soccer (August 2015), and one athletic assistant, Cesar Cardenas (November 1, 2015) that have helped to increase productivity and serve students. We have also had our Dean/Athletic director

accept a new position at another college, Dyan Miller (July 2016) which has created a significant increase in workload for multiple faculty, our only administrative assistant, and other Deans on campus. As part of this, an interim Athletic Director was assigned from our full-time faculty (10 CAH), which removed a full-time faculty from teaching for Fall 2016. In addition, a department coordinator/assistant Athletic Director for Kinesiology was also appointed (3 CAH). Even with the release time, it has also been discussed that there will be a need to keep both of these positions (Assistant A.D. & Kinesiology coordinator), with a lesser amount of release time, to assist the new Dean/Athletic Director hire and share the responsibility of hours on campus, mainly with covering home athletic events and department coordinator responsibilities.

Looking at the data packet for Kinesiology, we have had some areas that have stood out. We were typically a highly productive department, but our overall enrollment and wsch/ftef has continually gone down. We have had discussions with the President and chair of CEMC about what we can do to increase our overall enrollment and productivity, but also bring students back to LPC that have left due to repeatability issues. The biggest declines in percentages for categories were for student unit work load and education level. The enrollment of part-time students (.5 – 5.5 units) has dropped 5% from 2012-2013 to 2015-2016, which also corresponds with a decrease in students with degrees completed (BA/BS) or higher. A conclusion can be drawn that we are losing community members that enroll for personal development/physical activity reasons, that have now looked to other places or are no longer physically active.

The overall decline in numbers, wsch/ftef, and fill rate are from a combination of factors. The overall student population is lower, repeatability for activity courses, and elimination of the Fitness Center all contribute to lower productivity. The Fitness Center and Fitness Development courses were highly productive, but with budget cuts our department decided to maintain diversity in our offerings rather than go with a few highly productive courses. We are able to meet the needs and interests of the students with a wide variety of activity courses, but that has come at the cost of productivity. In addition, the rooms for Fitness Center are too small and limiting. We are hoping with Measure A that we can build a new teaching facility to accommodate more students (larger classes) or renovate the existing ones (almost the same cost).

With the KIN AA-T approved, we are seeing more students following that pathway, interested in a Kinesiology or Kinesiology-related field. The area of largest interest (a poll every semester of Kinesiology students) is for Physical Therapy. The labor market is promising for most Kinesiology areas, especially those in the Therapy areas (Physical, Cardiac, Occupational, etc).

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: http://goo.gl/9iF3m9

-We were able to meet our first objective. We had two full-time faculty retire (Geoff Smyth and Larry Aguiar), and one was replaced. Our goal was to have one or two replaced.
-We have had more discussion, prioritization, and implementation discussions for new sports. (track & field, women's volleyball/beach volleyball, baseball, softball, tennis, golf, and lacrosse).
-We are continuing to have discussion about bringing back the Fitness Center concept, and we ran a trial for summer session.
-We are continuing to write and revise curriculum
-With the passing of Measure A, we are going to look to secure some of that funding to combine the two weight rooms to enhance student learning and increase productivity.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

The hiring of a full-time instructor/head men's soccer coach has had a huge impact on both the men's soccer program and students here on campus. We would prefer to look at the potential negative impact if this position was not hired. Full-time faculty are on campus more, interact with students more, contribute to the department more, and after the first year he will also be serving on committees and sharing the load with our shared governance.

Also, even though most of our objectives were "discussions", they have put us in a more decisive place, especially since these discussions happened before Measure A was a thought. After the passing of Measure A, we had more in depth discussions as a department and talked with students and the community about the potential impact on our facilities and our ability to serve students more, which is creating excitement and interest in some of our classes.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Our biggest obstacle has been the loss of our Dean/Athletic Director. Our campus was very close to having four deans back in place when Dyan Miller took a similar position at another college. The position was originally going to be placed on hold for a year to save money, but the workload for everyone has created such a burden that it will be a mid-year hire. Faculty have assumed extra work to help the department function and hopefully maintain, which has taken away from their primary duties, teaching! It has also placed a huge burden on our only administrative assistant as well.

As coaches (team sports), we have been mandated by our governing body (CCCAA) to input rosters, schedules, results and stats for the season and every game into an online system that creates confusion for even our webmaster. They have had an increase in our job description and hours without any compensation. In addition to having to find someone to do stats correctly, they spend an average of 1 hour per game entering information, plus 4-6 hours setting up the page each season.

Effective classroom space has been an issue for some activity courses. Specifically, any courses that utilize PE202/203 (Weight training, Women's Weight Training, Circuit Training, Boot Camp, Intercollegiate Athletics, and Cardio Courses). The space within the room is too small and crowded to meet the demand of the students.

We have yet to build fields/courts that are on the Master Plan from the previous Bond Measure (baseball, softball, tennis courts, universal turf field).

We also have a hard time fixing/replacing used or damaged equipment and facilities. Not all of our requests tie into instructional equipment and we need a better system to maintain and fix ALL facilities on campus.

Our budget for athletic equipment needs updating. Currently, we have used IER to supplement our Intercollegiate Programs with simple things like game balls. Soccer, basketball, and water polo have gone through instructional equipment each year to get game balls. We think they should be itemized and are a yearly expense.

E. What are your most important plans (either new or continuing) for next year?

Our most important plan is in two parts:
  1) Hire a Dean/Athletic director that will help our programs continue to grow and represent us well on campus, in the community, and in athletics.
  2) Supplement the Dean/Athletic Director position with assistance with additional positions. This will include an Eligibility Sports Information Specialist, Assistant Athletic Director, and Program Coordinator. These positions are necessary to alleviate the total hours spent on

campus and provide a more efficient system that serves students and faculty within our division.

In addition, we need also plan to:
-Follow through and get our approved Athletic Trainer position completed from HR and hired for 2017-2018.
-Reinstitute the Fitness Center in a new or renovated facility that will serve not only our general student population, but special populations as well (military veterans, adaptive physical education, and even faculty and classified). The current rooms were originally designed to be one room, but were changed to run two classes simultaneously during the first bond measure, against faculty recommendations. In addition, we would also want a human performance lab that would allow us to do pre- and post-testing for activity classes and support our Kinesiology 30 (Introduction to Kinesiology) by allowing students to understand and apply testing principles relating to their prospective profession.
-Create curriculum specific for Military Veterans to utilize the Fitness Center.
-Create curriculum for faculty and staff to utilize the Fitness Center.
-Make sure that our facilities are completed from the previous bond measure (tennis courts, baseball field, softball field).
-Utilize Measure A funding to improve and update existing facilities (turf field, diving boards, wind screens, lane lines, etc)

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

KIN 16, KIN 17 both HYBRID. No rationale

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17
- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

Our first plan to hire a Dean/Athletic Director as well as support staff (Eligibility & Sports Information Specialist, Assistant Athletic Director, and Program Coordinator). This plan helps to improve efficiency, clarity, and workload (allowing faculty to focus on their primary duties) within the department and what we do, and directly relates to "Establishing regular and ongoing processes to implement best practices to meet ACCCJC standards" and "Provide necessary institutional support

for curriculum development and maintenance".

Reinstituting Fitness Center, writing curriculum for Military Veterans and faculty & staff, securing Measure A funding to increase/improve/upgrade facilities ties in to all four Planning Priorities. All of these relate to Academic Quality and Institutional Effectiveness. It would also increase and support instructional programs, student support services, human resources, and technological resources, which tie into ACCJC standards. Increasing an updating our facilities allows us "facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college process". We are able to utilize existing information regarding SLOs to help create a more effective facility to serve students. As part of updating the facility to include a human performance lab, it would also support student success with transfer courses (Kinesiology 30).

H. Instructional programs: Did your program meet its program-set standard for successful course completion?   X yes

(This data can be found here: http://goo.gl/Ssfik2**)**

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

We met the standard.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: http://goo.gl/jU2ylZ

SAO: **Not Applicable**
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: Kinesiology 15, CPR & First Aid
Course SLO: Demonstrate the ability to perform CPR with an AED and rescue breathing.
Describe the quantitative or qualitative results: 96.9% of the students showed "above average" (45.3%) or "mastery" (51.6%) in the results for all semesters 2015-2016. Only 3.1% showed "no competency".
Discuss any actions taken so far (and results, if known): Through the SLO results, we have taken the information to increase not only the amount of lab time (practicing skills), but also the approach (quality) to the lab time to increase student learning. We have updated the videos used. The older ones were more "follow along", whereas the students spent more time mimicking the video rather than understand concepts and applying them in a situation. We found it more important to understand the process rather than just memorize skills.
Discuss your action plan for the future: Our plan is to continue to utilize more conceptual teaching methods. While 96.9% is an outstanding result for competency, we want to have a significantly higher percentage for mastery. This course teachings basic lifesaving skills, and every semester we have a former or current student come back and tell us a story of how they were able to use the skills in class in a real situation.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Kinesiology AA-T
Program SLO: Our PSLO's were not carried over from the previous version of eLumen. The degree was also not updated from the Kinesiology AA and the Kinesiology AA with an emphasis in Pre-Physical Therapy.
Describe the quantitative or qualitative results: NA
Discuss any actions taken so far (and results, if known): The program coordinator has updated the degree in eLumen as of 10/11/2016 with PSLO's going to the SLO chair for approval.
Discuss your action plan for the future: To make sure that our program is updated in eLumen, then assess the PSLO's.

Part Four: Program Curriculum Map
(Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;

2. be **limited** in number (3-6 outcomes);

3. be **clear** so that students and colleagues can understand them;

4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;

5. be **relevant** to meet the needs of students, employers, and transfer institutions;

6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	**Required Courses in Degree/Certificate**					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Degree or Certificate: Kinesiology AA-T													

Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate												
	KIN 30	KIN SW1	KIN SWF1	KIN WP1	KIN DV1	KIN PL2	KIN HHA	KIN DBS	KIN SD	KIN BC1	KIN GBW	KIN FW1	KIN WT1
1. Upon completion of the AAT in Kinesiology, the student should be able to identify several career pathways associated with the Kinesiology degree.	X												
2. Upon completion of the AAT in Kinesiology, the student should be able to identify programs of study within the field of Kinesiology.	X												
3. Upon completion of the AAT in Kinesiology, the student should be able to disseminate the knowledge of physical activity derived from experiences, scholarly study, and professional practice.	X												
4. Upon completion of the AAT in Kinesiology, the student should be able to perform a variety of motor activities at a proficient level from at least three of the movement-based categories.		X	X	X	X	X	X	X	X	X	X	X	X

Degree or Certificate: Kinesiology AA-T

Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
	KIN FL1	KIN FS1	KIN SC1	KIN VB1	BIO 7A	BIO 7B	MATH 40*	BIO 20*	CHEM 1A*	PHYS 2A*	PHYS 8A*			
1. Upon completion of the AAT in Kinesiology, the student should be able to identify several career pathways associated with the Kinesiology degree.														
2. Upon completion of the AAT in Kinesiology, the student should be able to identify programs of study within the field of Kinesiology.														
3. Upon completion of the AAT in Kinesiology, the student should be able to disseminate the knowledge of physical activity derived from experiences, scholarly study, and professional practice.														
4. Upon completion of the AAT in Kinesiology, the student should be able to perform a variety of motor activities at a proficient level from at least three of the movement-based categories.	X	X	X	X										

*Courses are electives. Students are to select two courses with a minimum of 6 units total.

1. Did you make any changes to your existing mapping? (circle one)

    Yes   No   **This degree/certificate did not have previous mapping**

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

a. **How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?**
   17 courses helped students achieve the program outcomes. Students do not enough opportunity to achieve the outcome that is based off the movement-based courses. We are in discussion to submit more course levels to each category as well as updating curriculum to include a wider variety of activities.

b. **In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement**?
   Students that complete each of the courses listed with a C or better are likely to demonstrate achievement of a particular program outcome.