



Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?

Decreasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

When the state scaled back fiscal funding to the college, the kinesiology department experienced a large amount of cuts. These cuts included loss of classes, faculty, and general funding. The program has lost roughly 800 hours of classes and activity time over the last couple years. Along with the state cuts, the federal financial aid office has mandated the number of times a student can take a kinesiology activity course.

3. Are the demographics of students in your program similar to those of the College, as a whole?

Yes

4. If no, please describe why they differ (600 characters max).

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, please describe why your program is unable to do this. (600 characters max).

Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?
No
3. Is your program's course success rate increasing, decreasing, or remaining constant?
Increasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
No
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



7. If no, why not? (600 characters max)

Section C - Productivity

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?
Decreasing
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
Increasing
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

Due to the size and limited space of the facilities the size of the class is directly affected. The number of students allotted for the class is usually higher than what the facility can actually hold in a safe manner. This puts a strain on students when trying to meet the hour requirements for the class. Furthermore, with the facilities hours being cut, students have a harder time being productive in a safe environment.

5. Are you able to increase your productivity and/or course fill rate?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, why not? (600 characters max)

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?

Yes

If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

In 2014, for the first time, the kinesiology department officially offered a associates degree. This degree is transferable to both of the California college systems. In the first year of the degree we had six students graduate. We expect to see this number rise over the next several years. The kinesiology department will continue to review trends and graduation rates over the next five years.

Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?

Yes



4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

As previously stated, the kinesiology department has only awarded six degrees. This number is low because the degree has only been offered since 2014. The kinesiology degree has a requirement of 62 units for completion. This means students will need roughly two years to complete the program. As we continue over the next 2-3 years the number of degrees awarded will increase.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?

Yes

6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

When reviewing the charts we have found that with the program starting up in 2014, and a limited amount of degrees awarded it is insufficient data. As the degree program continues to evolve and grow we will have more accurate data to analyze.

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



8. If no, why not? (600 characters max)

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?

Yes

2. If yes, why haven't they been assessed? (600 characters max)

KIN23
KIN40B
KIN42B
KIN44B
KIN48B
KIN50B
KIN52
KIN74B
KIN85
These are new courses that are scheduled to be assessed Fall 2015 and Spring 2016

3. What percentage of your program's courses have assessed at least half of their SLO's?

43%

4. Have you made any changes to courses based on the results of SLO assessment?

No

5. If yes, briefly describe the changes were made and the impact they had on student learning.
(600 characters max).

Revised SLO's for several courses to better reflect course content and student learning.



6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?
000 Courses

7. How closely have you adhered to your SLO rotational plan?
Mostly

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

According to our rotational plan most of our courses began their assessments in 2015 to align with the ISLO cycle. Initiatives were written for most courses and 'closing the loop' will begin in Spring 2016.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

The kinesiology department works very hard to help facilitate students on a daily basis. Communication is used on daily basis when interacting with not only instructors, but other students as well. As part of the kinesiology SLO's students are asked to research topics, analyze data, and report. Students will also set personal goals, evaluate, and re-assess those goals. Students are also asked to complete a personal fitness program including physical activity along with personal wellness techniques. The majority of our course map to ISLO #5 which will be assessed in 2017.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?

6

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



12. If no, why not? (600 characters max)

The department will re-evaluate when the 'loop' is closed.

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?

Yes

2. How have these changes impacted student learning? (600 characters max)

The budget cuts have affected the kinesiology department in several ways. When the budget cuts occurred we previously stated that roughly 800 hours were cut from the department. This cut has led to larger class sizes, which in turn leads to a higher student to teacher ratio. When the ratio is higher the personal education is decreased which is not ideal for activity classes. The facilities are also out of date. With kinesiology and activity based learning constantly changing proper equipment is not only essential for proper education, but safety as well.



Section G - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Kinesiology	Faculty	KIN1501	KIN/HED/ICA Full-time Instructor	Full-time HED/ICA/KIN Instructor to support the department (Growth)	120,000		120,000	L	L	L	L	Yes	Completed	
Kinesiology	Faculty	KIN1502	Internship Coordinator/Facilitator	Internship/Apprenticeship facilitator(s) to help connect students to kinesiology, health, and athletic related jobs.	15,000		15,000	L	L	L	L	No	Ongoing	
Kinesiology	Facilities	KIN1501	Restroom Remodel - AEC and C building	Improvements/remodeling to upgrade 6 restrooms	150,000	-	150,000	H	H	H	H	No	Pending	
Kinesiology	Facilities	KIN1505	Renovation of C and AEC Building	The need to renovate two buildings from 1955 to meet the needs of multiple departments	-	-		M	M	M	M	No	Pending	
Kinesiology	Facilities	KIN1506	Classrooms for Kinesiology/	Two sharepoint modular	-	-		M	M	M	M	No	Ongoing	



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			Health/ICA	classrooms to support the needs of the department										
Kinesiology	Facilities	KIN1507	Swimming Pool	New pool to replace the old pool removed in 2009.	-	-		M	M	M	M	No	Pending	
Kinesiology	Equipment	KIN1202	Equipment Replacement	Phase 3 of 3 - equipment replacement for fitness Center/Weight Room. Phase 3 approved, but no funds provided (admin error)	85,000	56,500		H	H	H	H	No	Ongoing	
Kinesiology	Equipment	KIN1502	Benches for Locker Room	Benches to provide seating for the men's and women's locker rooms	15,000	15,000		H	H	H	H	No	Pending	
Kinesiology	Equipment	KIN1503	Washing Machines	Washing Machines to support the needs of the kinesiology and intercollegiate departments	25,000	25,000		H	H	H	H	Yes	Completed	
Kinesiology	Equipment	KIN1504	Shade cover for OFC	To provide shading for students and equipment	30,000	30,000		H	H	H	H	No	Ongoing	



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				protection for an outdoor classroom. This will improve classroom instruction and assist in meeting the needs of the intercollegiate athletics department										
Kinesiology	General Fund	KIN1402	Instructional Music	Instructional Music (SiirusXM) for fitness center and weight room	200	200	H	H	H	H	No	Ongoing		



Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Kinesiology	KIN 1601	Marketing and Outreach	Reaching out to current and prospective students to increase enrollment in Kinesiology classes	10,000	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input checked="" type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Kinesiology	Kin1602	Facility Maintenance and Safety Standard/Upgrade	Working to upgrade equipment in all training facilities to meet cutting edge changes with safety standards and educational practices in the kinesiology field. This will help to increase the productivity of the SLO's and the evaluation process.	74,000 annually	College Funds	Equipment	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input checked="" type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Kinesiology	KIN1603	Power Lifting safety platforms	Purchase 7 new platforms to further enhance the power liftings aspect of personal wellness, and increase safety in the facilities.	\$31,500	College Funds	Facilities	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



2015-2016 Program Review
Kinesiology

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
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Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.



Section I – Process Assessment

How have the changes in the program review process this year worked for your area?

How would you improve the program review process based on this experience?

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

Section I – Submission Verification

Preparer:

Dates met (include email discussions):

List of Faculty who participated in the program Review Process:

Preparer Verification:

I verify that this program document was completed in accordance with the program review process.

Dean Verification:

I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*



APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.