Kinesiology Program Review
2013-2014

Department Chairs,

It is program review time again! Enclosed you will find your program review document that needs to be completed and turned in to your Dean by October 7, 2013. The purpose of program review is for faculty and staff members to evaluate their program's performance based on an analysis of data and to develop initiatives for improvement. Through the creation of initiatives, some requiring resources and some not, programs will establish goals and long-term program plans.

You will see that the document has been simplified in order to provide a more cohesive but functional document that we hope will be easier for your department to complete.   You will also find included appendices with helpful information such as the Process Map, What to Leave In and What to Leave Out Guidelines, and the Academic Senate Rubric for Instructional Program Vitality.

Please note that instruction prompts have been provided in italics throughout sections of the document to provide guidance for interpreting data and providing analysis statements. You may remove these instructions as you complete each section. Please use 11 point, Calibri font for consistency.

Areas such as your program/department description and the staffing chart have been pre-populated using information from your last program review document. Please revise as necessary. Please note that you are not required to create initiatives for each area of data. However, programs are required, at a minimum, to create initiatives that do not require resources as every program should have some area (i.e. student success, retention) in which it is trying to improve. And programs, which offer degrees and/or certificates, need to set goals for increasing program completion rates (per direction from the Accrediting Commission).

The last page of the document includes a process verification section where you will note the participants and document the meeting dates. Your Division Dean will also need to electronically verify review prior to submitting the document, so be sure to plan accordingly.

Appendices: **Attachments:**

A-Program Review Process Map-Instructional Programs   Data packets for your program/department

B-What to Leave In and What to Leave Out

C-Academic Senate Rubric for Instructional Program Vitality-Instructional Academic Programs

D-Academic Senate Rubric for Instructional Program Vitality-Instructional CTE Programs

E-Appeal Form

WHO TO CALL FOR ASSISTANCE

Budget and Inventory Data:

   David Keebler, VP-Administrative Services, ext. 6354

Data Analysis and Interpretation:

   Michael Callahan, Institutional Researcher, ext. 6344

Instructional Programs:

   Kathy Scott, Dean-Institutional Effectiveness, ext. 6468

   Debbie Newcomb, Faculty Facilitator, ext. 6368

   Sandy Hajas, LRC Supervisor, ext. 6179

Services:

   Susan Bricker, Registrar, ext. 6044

   Sandy Hajas, LRC Supervisor, ext. 6179

   Kathy Scott, Dean-Institutional Effectiveness, ext. 6468

Due October7, 2013

Section I – Accomplishments and Status of 2012 Program Review Report

A. **Last Year's Initiatives**

Instructions:

- *Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred (i.e. in student learning) as a result of those initiatives.*

    - Initiative KIN1204: Current and future Kinesiology curriculum (carry-over from 2011-12 program review)
        - Many adjustments have been made in Kinesiology curriculum over the past two years as a result of the discontinuance of 1.5 unit lec-lab courses that were not in line with the carnegie unit. All courses were reduced to a one unit lecture and lab course.

- *Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning) as a result of the initiatives/funding.*

    - **Initiative** KIN 1201 and KIN 1301: Facilities Improvements (carry-over from 2011-12 program review)
        - $880,000 to make upgrades to the facilities. This was not considered for the program review process.

    - **Initiative** KIN1202: Equipment Replacement (carry-over from 2011-12 program review)
        - This initiative is the second phase of a three phase equipment replacement for the fitness center and weight room, which serves some of our kinesiology courses.

B. **Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.**

Instructions: Provide any updates/accomplishments pertaining to Student Success or Operating Goals you created last year (see your last year's program review). The goals will not be continued in this same manner, but we want to provide faculty and staff the opportunity to provide any updates/accomplishments that may have taken place since last year.

2011-12   Goals and Achievements:
- Every semester we document the number of students who have a significant percentage of fitness improvements in the goal areas of body fat loss, muscle strength and endurance, and lower body mass indexes.
- We partnered with our Athletic program and cross train our athletes who have won the Western State Conference Supremacy Award for 16 years.
- We have 10 master certified kinesiology professors that collectively have 144 years of service to Ventura College students, bringing with them a wide variety of backgrounds.
- Our faculty through continuing education, bring new growth and ideas into our constantly ever changing student body needs.
- We offer a personal training class that allows students to explore and continue their quest as a professional in a friendly, competitive learning environment.

2012-13 Goals and Achievements:
- We created a TMC for Kinesiology that will be implemented for the Fall of 2014.
- Adjusted all of the kinesiology curriculum to be in line with the Carnegie unit and the new regulations for repeatability.
- We increased opportunities for students in course that could take on more students.

Section II - Description

A. Description of Program/Department

Kinesiology is a multi-faceted field of study in which movement or physical activity is the intellectual focus. The areas of instruction include exercise and sport biomechanics, history, philosophy, physiology, biochemistry and molecular/cellular physiology, psychology, and sociology, motor behavior, measurement and evaluation, physical fitness and sports medicine. Kinesiology classes offer students an opportunity to prepare for transfer to bachelor's degree programs in Kinesiology, Exercise Science, Physical Education, Physical Therapy, Athletic Training, Coaching and Fitness Management. Students may obtain an AS in Kinesiology and optimize preparation for advanced degrees in Kinesiology at four-year institutions. Typical employment opportunities in the field are in the areas of coaching, personal or group training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.

Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.
Kinesiology Degree is pending at this time
One Proficiency Award – Fitness Specialist

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments
Instructions:
- *What has changed over the past year (i.e. faculty, degrees/certificates, curriculum, etc.)?*
  - We changed all course from a 1.5 unit lec/lab course to a 1.0 unit lecture and lab course.
- *What is impacting the program now?*
  - As a result of the reduced load associated with these changes, it is becoming more difficult to have our instructors teaching courses that match their specific skill or knowledge base.

C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/Supplies		Books/Supplies					

Total		Total		Total		Total	

D. Criteria Used for Admission

There are no prerequisites for any of the physical education/kinesiology courses.

E. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

F. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access

- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

H. Organizational Structure

President: Greg Gillespie

Executive Vice President:

Dean: Tim Harrison

Department Chair: Raeann Koerner and Terry Morris

Faculty/Staff:

Name	Anglin, Gary N.
Classification	Professor
Year Hired	1981
Years of Work-Related Experience	32
Degrees/Credentials	B.S., M.Ed.

Name	Koerner, Raeann
Classification	Professor

Year Hired	1982
Years of Work-Related Experience	31
Degrees/Credentials	B.A., M.A.

Name	Morris, Terry J.
Classification	Professor
Year Hired	1997
Years of Work-Related Experience	16
Degrees/Credentials	B.S., M.A.

Name	Baratte, Laurence G.
Classification	Professor
Year Hired	1992
Years of Work-Related Experience	21
Degrees/Credentials	B.A., M.Ed.

Name	Cowen, William
Classification	Athletics Director
Year Hired	2009
Years of Work-Related Experience	4
Degrees/Credentials	B.A., M.A.

Name	Eliot, Maureen
Classification	Professor
Year Hired	2004
Years of Work-Related Experience	9
Degrees/Credentials	B.A., M.A.

Name	Fredrickson, Nancy
Classification	Professor
Year Hired	1999
Years of Work-Related Experience	14
Degrees/Credentials	B.A., M.A.

Name	Mircetic, Ned
Classification	Professor
Year Hired	1990
Years of Work-Related Experience	23
Degrees/Credentials	A.A., B.S., M.Ed.

Name	Mooshagian, Steve
Classification	Assistant Professor
Year Hired	2010
Years of Work-Related Experience	3
Degrees/Credentials	B.A., M.A.

Name	Ramirez, William Joseph
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	2
Degrees/Credentials	A.A., B.A., M.A.

Section IIIa – Data and Analysis

A. **SLO Data**
   Instructions:
   - *Provide highlights of what you learned last year in your assessments and discussions.*
     o We learned the importance of SLO's and the conversations related to assessments. It made instructors take a closer look at what they are teaching and how it is presented. Some concern is that not all instructors have embraced SLO's and the assessment process.
   - *Provide highlights of some of the changes made as a result of the assessments and discussions.*
     o As a result of assessments we are making adjustments in many courses, highlighting Kin V10 and Kin V18 in order to increase student retention and success.
   - *How did the changes affect student learning – or how do you anticipate that they will?*
     o We anticipate an increase in retention and success in the upcoming year with adjustments being implemented this semester.
   - *Based on what you learned, what <u>initiatives requiring resources</u> could you develop (or have you developed) to improve student learning? Explain briefly. Initiatives need to be entered in more detail in Section V.*
     o Retention and success is increased when the classroom environment has the appropriate tools. Needs to improve facilities and equipment are important to this discipline and ultimately help keep the student engaged.
   - *What are the most significant <u>initiatives not requiring resources</u> you could (or have developed) to improve student learning? Explain briefly. Initiative(s) need to be entered in more detail in Section V.*
     o We are looking at changes in the course syllabi to help the students retain information and stay on track. Use of technology to increase student success is being considered (web-enhance courses, more engaging curriculum).
   - *Comment on the status of your SLO rotational plan, mapping, and other TracDat work.*
     o We are behind on implementing our rotational plan and information on TracDat. We plan to review our trackdat information and make progress in the next three weeks.

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B. **Performance Data**

1. **Retention – Program and Course**
   Instructions:
   Retention refers to the number/percentage of students completing the class.
   - *How does your program's retention rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*
     - Retention for kinesiology courses is 1% below the college average and is appropriate for comparison.
   - *In looking at your program's retention rate over the past three years, is there a trend? If so, explain.*
     - We are seeing a trend of low success in courses offered in the fitness center and weight room compared to other kinesiology courses.
   - *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in retention for certain groups of students? Also, is the retention going down for certain groups? If there are gaps, what might be done to address them?*
     - It appears that African Americans and Hispanics did to not perform as well in some of the kinesiology courses. Further analysis needs to be done with these populations.
   - *Do your retention rates meet your expectations? Are there areas that need improvement?*
     - Retention rates are a bit below our expectations. Need to take a closer look at our open entry courses (Kin 10, 18).
   - *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*
     - Review of curriculum and methods of teaching for KIN V10 and V18.

2. **Success – Program and Course**
   Instructions:
   Success refers to the number/percentage of students who pass the class with a grade of C or better or a "pass."
   - *How does your program's success rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*
     - Success for kinesiology courses is 1% below the college average and is appropriate for comparison.
   - *In looking at your program's success rate over the past three years, is there a trend?*
     - A 1% increase from FY12 to FY13. Analysis using FY14 data will be interesting to review after curriculum adjustments.
   - *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in success for certain groups of students? Also, is the success rate going down for certain groups? If there are gaps, what might be done to address them?*
     - It appears that African Americans, Caucasians and Hispanics did to not perform as well in some of the kinesiology courses. Further analysis needs to be done with these populations.
   - *Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?*

- o Success rates are a bit below our expectations. Need to take a closer look at our open entry courses (Kin 10 and 18).
- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*
  - o Review of curriculum and methods of teaching for KIN V10 and V18.

3. **Program Completion – for "Programs" with Degrees/Certificates Only**
   Instructions:
   Completion refers to the number of students in the program receiving degrees and/or certificates. The Executive Team uses these data in creating its annual Planning Parameters. Are the numbers of degrees AND certificates (look at separately) awarded over the last four years increasing, decreasing, or staying about the same?
   - *In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students? Also, is the completion rate going down for certain groups? If there are gaps, what might be done to address them?*
     - o Not applicable
   - *Do the completion rates meet your expectations? Why or why not?*
     - o Not applicable
   - *What should be the goal for program completion? NOTE: ACCJC, our accrediting commission, has advised colleges that visiting teams will now be looking for program and institution-set standards for completion.*
     - o Not applicable
   - *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V and need to include a goal/performance indicator (i.e. Program completion will increase by 10% over the next 3 years).*
     - o Not applicable
   - *Programs that have awarded fewer than 12 certificates or degrees over the past four years may be placed on possible discontinuance. If this is the situation for your program, what changes can be made to increase the number? (i.e., Is it possible to combine programs in your area? Does the curriculum need updating?, etc.). In general, what can be done to increase the number of degrees and certificates awarded?*
     - o Not applicable

C. **Operating Data**

   1. **Demographics - Program and Course**
      Instructions:
      Demographics refer to the students enrolled in the program/course.
      - *What does the data indicate/say about the students enrolled in the program/course? (Provide a **very brief summary**).*
        - o The data shows that we have a diverse population of students enrolled in our courses.
      - *How do your students compare to the college demographics? Is there a significant difference? What trends/changes do you see over the past three years?*

- o   No significant difference when compared to college demographics. No significant change.
- *Is there a need to diversify the program in terms of age, gender or ethnicity?*
  - o   No
- *What initiative(s) could you develop based on what you have learned from the data or other information? Explain briefly. Initiatives to be entered in more detail in Section V.*
  - o   No need for initiatives.

2.   **Budget**
Instructions:
- *Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make.*
- *Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section V.*
- *(Requests for contract/full time faculty or classified staff should be addressed in the resource section on the next page.)*
- *Please check the appropriate box below then provide your summary beginning on the next line.*

  - ■ Program members have reviewed the budget data.
  - ■ No comments or requests to make about the budget

3.   **Productivity – Program and Course**
Instructions:
Productivity is based on the number of student contact hours that a faculty member teaches per week. The typical productivity factor is 525 (35 students/class x 5 classes x 3 hours per week = 525). Our overall college productivity goal for 2013-2014 is 530. Your analysis here should pertain to the number of students enrolled in your courses as that number relates to the program's productivity goal.

- *Are courses filling to the college productivity goal for your program? If that goal is inaccurate, what should the program and/or department productivity level be? How many students should be in each course? Are any of the productivity goals at the course level inaccurate? If so, what should they be?*
  - o   In FY12 our productivity for Kinesiology was 531. The report is showing for FY13 at 473. Reviewing the details appears to show a wide range, depending on the course and the instructor.

See the productivity chart included in your data packet to help you determine the appropriate productivity level for your program/courses.

- *Do the enrollment/productivity ratios meet your expectations for the program as a whole? Do the enrollment/productivity ratios meet your expectations for individual courses? Why or why not?*
  - The productivity ratios are not meeting our expectations. We may need some expert analysis, but we believe that our productivity is skewed when we have courses that are linked with hours by arrangement to accommodate student-athletes that have classes overlapping.
- *How can you improve the performance overall or in some courses if they do not meet your expectations? (For example, at the course level, do some courses need to be offered or scheduled differently to try to increase enrollment?)*
  - Scheduling needs to be reviewed. We anticipate positive movement due to the fact that all intercollegiate courses have been moved out of the KIN discipline.
- *What initiative(s) could you like to develop based on what you have learned? Explain briefly. Initiatives will be required to be noted in more detail in Section V.*
  - We would like to hold on any analysis until the FY14 is complete and new data without ICA related courses can be analyzed.

D. **Resources**

1. **Faculty**
   Instructions:
   - *How does your program/department's Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)*
     - We may need some assistance on analyzing this area. We believe we are low in FTEF and have too many part-times and merit the need for more full-time positions.
   - *Have there been any significant changes in (FTEF) for part and/or full time faculty over the last three years? If so, what are the effects of these changes?*
     - We have had a small increase from FY12 to FY13.
   - *Does your area have difficulty finding hourly instructors?*
     - No, but with such unique courses in our discipline we have a difficult time finding one instructor with the ability to teach the many specialty courses we offer.
   - *Is the program lacking faculty with a particular specialty?*
     - Yes.
   - *Are there any specific accreditation requirements for FT faculty?*
     - No.
   - *What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section V.*
     - We would like to see serious consideration for a full-time instructor that could support the three disciplines of Kinesiology, Health and Coaching. It is very common to have faculty teaching in all three disciplines. A reduction of part-time employees and an increase of full-time position(s) is warranted for this discipline. This request will be presented in the Program Review documents for ICA and Health.

2. **Classified Staff**
   Instructions:

- *Have there been changes in the number of classified staff in the program/department over the <u>last three years</u>?*
  - Yes, but the changes have had more of an effect on intercollegiate athletics that is closely linked to the kinesiology department.
- *What has been the effect of decreases/increases in classified staff on the program or department?*
  - We have seen challenges on class scheduling as well as follow up on a variety of tasks. We have also seen major challenges in completing our requests to M&O as a result of cuts to their department.
- *What classified positions (if any) will you be requesting based on the data/numbers/changes in program/department? Explain briefly. Requests need to be entered in more detail in Section V.*
  - None at this time, but we support any classified positions that will help the division and the dean.

3. <u>Inventory</u>
    Instructions:
    In the last year, a complete inventory has been taken of all college equipment. Detailed inventory lists, by room, are now available for your review. If you are requesting equipment, you need to review the inventory list and explain whether or not it is accurate. If you have any questions pertaining to inventory lists, please contact Dave Keebler.
    - *What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment? Is the current equipment aging and need replacement or is new equipment needed? Is ongoing maintenance required for some equipment? If so explain. Requests need to be entered in more detail in Section V.*
      - Requesting the third phase of a $300,000 equipment request made in Program review FY11. We will also be requesting equipment to be replaced as a result of reviewing our inventory.

4. **Facilities or other Resource Requests**
    Instructions:
    - *Is your program/department making any other requests for resources, including for facilities?*
      - A master plan to improve facilities needs to be addressed. Two buildings in our area are some of the oldest on campus (1955).
    - *Initiatives will be entered in more detail in Section V.*
    - *Note: Any safety issues need to be reported immediately and not wait for program review. Safety issues may be reported here in addition to being reported to the dean.*

5. **Combined Initiatives**
    Instructions:
    - *Does your program have any combined initiatives that address more than one data element? If so, explain and enter the initiative with more detail in Section V.*
      - No

E. **Other Program/Department Data**
   Instructions:
   - *Does the program/department have any other data from any other source (i.e., program generated, state generated, program accreditation, advisory committee, etc.) that should be reviewed/discussed in this program review?*
     o No
   - *What does the data indicate about the students, student performance, or any other aspect of the program?*
     o Not applicable
   - *What about the data encourages or gives you cause for concern?*
     o Not applicable
   - *Does the data meet your expectations? Why or why not?*
     o Not applicable
   - *What initiative(s) could you develop based on what you have learned from the data. Explain briefly. Initiative to be entered in more detail in Section V.*
     o Not applicable
   - *Provide the data in an attachment or provide an online link.*
     o Not applicable

Section IIIb – Other Program Goals and Initiatives

A. **Other Program Goals**
Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:

- *Innovation*
- *Legislation*
- *Regulations*
- *Industry Standards*
- *New Technology*
- *Professional Development*
- *Advisory Committee Recommendations*

   o No additional goals or initiatives at this time.

Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)
Instructions:
Complete the Rubric for Instructional Program Vitality (Appendix C or D) created by the Academic Senate. It is a tool for further self-evaluation of your program. This rubric will be used in conjunction with (not in place of) resource requests and provide further input for any programs being considered for program discontinuance. This form must be submitted with your program review document. Answer the following question after completing the rubric:
- *What is your score?*
  o 21
- *What does that score mean to you?*
  o We are in need of reviewing our areas of weakness as related to the rubric provided. This can be one of our goals for the next year.

Section V - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

R = Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.)
H = High – Approximately 1/3 of the total program/department/division's initiatives by resource category
M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category
L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

Example:

> **Initiative:** *Provide a brief title*
> **Initiative ID**: *(i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)*
> **Link to data (Required):** *From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)*
> **Expected Benefits:** *What benefits to student learning or completion, etc. do you anticipate?*
> **Goal:** *What do you believe needs to occur? (i.e. raise student success in _____ course)*
> **Performance Indicator:** *What do you see as a realistic goal? (i.e. a 5% increase in student success)*
> **Timeline:** *When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department. (a drop down menu is provided.*
> **Funding Source Category:** *(a drop down menu is provided)*
> - *No new resources*
> - *Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)*
> - *College equipment funds (non computer)*
> - *Technology funds*
> - *Facilities funds*
> - *Staffing resources*
> - Grant funds
>
> **Ranking:** *(i.e. **H**) (a drop down menu is provided)* <u>Note:</u> *Your program/department will need to rank its initiatives (1/3 High, 1/3 Medium, 1/3 Low). These initiatives will be further ranked by the division.*

Begin listing your initiatives here, including any you are carrying forward from prior years.   Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

A. **Initiative:** Equipment Replacement (carry-over from 2011-12 program review)
Initiative ID: KIN1202 (carry-over from 2011-12 program review)
Note: This initiative was partially funded in FY12 and FY13. Kinesiology department was instructed by committee (BRC) to request $100,000 each year of the initial $300,000 request. Goal suggested by the BRC was to do equipment improvements over a 3 year period. $80,000 was funded and utilized in 2011-12 and $60,000 in 2012-13 of the 3 year plan.
Link to Data: In order to provide the proper instruction and development of a healthy lifestyle, outdated equipment in the fitness center and weight room needs to be replaced. This will help improve the effectiveness of the SLO's due to the students using newer more modern equipment that is in line with current practices. The repetitive and heavy use that the equipment receives substantially limits its ability to successfully allow the students to fully attain the SLO's. Most of the machines are several years old and are only working due to continual repairs. Replacing the older equipment with newer models will allow for a cost savings due to a decrease in the needed repair work. Additionally the purchasing of more equipment will allow the use to be spread out over a greater number, thus decreasing the impact load and repetitive use that each machine receives.

Expected Benefits: Students will be able to improve their understanding and practice of a safe and healthy lifestyle on modern equipment so as to help prevent the possible development of future diseases brought on by physical inactivity.
Goal: To increase student success in courses that uses this equipment.
Performance Indicator: Goal is to increase student success by 3% for courses associated with the facilities that use this equipment (Kin V10, V18, Kin V26).
Timeline: 2013-2014
Funding Resource Category: Equipment-non computer
Item Description: Equipment replacement for fitness center and weight room.
Cost: $85,000
Ranking: H

B. **Initiative:** Child CPR Mannequins
Initiative ID: KIN 1401
Link to Data: Qualitative data as discussed with the instructor and department chair.
Expected Benefits: Adding 10 more will improve student learning. Currently have 30 mannequins and an enrollment of 40 students.
Goal: To increase student success in courses that uses this equipment.
Performance Indicator: Goal is to increase student success by 2% for courses associated with the facilities that use this equipment.
Timeline: 2014-2015
Funding Resource Category: Equipment-non computer

Item Description: 10 Child CPR Mannequins for instruction in Kinesiology courses.
Cost: $150 x 10 = $1,500.00
Ranking: M

C. **Initiative:** Instructional Music – Fitness Center/Weight Room
Initiative ID: KIN1402
Link to Data: Qualitative data collected by the fitness center coordinator.
Expected Benefits: The expected benefit is to enhance the educational environment for the courses associated with the fitness center and weight room. Continuous and appropriate music (not radio music with commercials) will enhance the educational environment.
Goal: To increase classroom participation by providing a better educational environment.
Performance Indicator: To increase student success by 2% for courses associated with the fitness center.
Timeline: 2014-2015
Funding Resource Category: Supply Funds
Item Description: Instructional Music (SiriusXM – satellite radio) for Fitness Center and Weight Room
Cost: $200 a year. Plan to put in the budget.
Ranking: L

Section VI – Process Assessment

Instructions: Please answer the following questions:

A. **How have the changes in the program review process this year worked for your area?**
Program review document was easier to use and the questions were clear.
B. **How would you improve the program review process based on this experience?**

C. **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.

VII – Submission Verification

Instructions: Please complete the following section:

Program/Department: Kinesiology

Preparer: Terry Morris (some typing and analysis assistance by Dean Tim Harrison)

Dates met (include email discussions): 10/2/13, 10/14/13, 10/15/13

List of Faculty who participated in the program review process: Terry Morris, Gary Anglin, Joey Ramirez, Phil Passno, Will Cowen, Maureen Eliot, and Carol Schreiber.

X **Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

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

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Program Review Process Map

III(b).   **Other program goals and initiatives**

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

V.   **Summary of initiatives and requests**
Minority reports if any

VI.   **Process assessment**

VII.   **Verification of review**

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Program Review Resource Initiatives Guidelines
WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should <u>NOT</u> be included in the Program Review Document as initiatives.

The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The "Who to Contact" column lists who to contact when the resources or services are needed.

Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vcccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.

Program Review Resource Initiatives Guidelines

WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.

Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.

Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/ classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/ Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal

Advertising/Student Workers/Printing/Duplicating		budget will allow.	

Rubric for Instructional Program Vitality-Academic (non-CTE)

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

Academic programs:

Point Value	Element	Score
Up to 6	**Enrollment demand** [1]	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	4
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	

Point Value	**Sufficient capital / human resources to maintain the program, as defined by:**	Score
Up to 3	**Ability to find qualified instructors**	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	

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[1] Enrollment demand is determined by the ability to fill classes.

A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	**Ongoing and active participation in SLO assessment process**	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	1
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	Appendix-C

Note rationale on next page.

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score: 21   We will be looking closer at our productivity in our discipline. We generate a lot of FTE's, but we would like to explore the rationale of courses that are not as productive. Justification may be due to positive attendance courses or classes that are linked with an hours by arrangement to assist students who have overlapping courses.

Score interpretation, academic programs:

22-26   Program is current and vibrant with no further action recommended
18-21   Recommendation to attempt to strengthen program
Below 18   Recommendation to consider discontinuation of the program

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Rubric for Instructional Program Vitality-CTE

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

CTE programs:

Point Value	Element	Score
Up to 6	**Enrollment demand / Fill rate** [5]	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	

Point Value	Element	Score
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	**Ability to find qualified instructors**	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	**Financial resources, equipment, space**	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	

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[5] Enrollment demand is determined by the ability to fill classes.

A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	

Up to 4	**Agreed-upon productivity rate** [6]	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	Appendix-D
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	
	A "0" would indicate that a program is at less than 70% of its productivity rate.	

Up to 3	**Program Completion**	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to 3	**Employment Outlook for Students/Job Market Relevance**	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years and/or "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	

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[6] Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.

A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

Up to 3	**Success rate** [7]	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	**Course completion rate** [8]	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	Appendix-D
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

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[7] As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.
[8] As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

27-32   Program is current and vibrant with no further action recommended
22-26   Recommendation to attempt to strengthen program
Below **22**   Recommendation to consider discontinuation of the program

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APPEAL FORM
(Due to Office of Institutional Effectiveness by November 8)

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 on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.