

## Introduction

### Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

### Process

Foothill College administrative units are reviewed annually, with an in-depth review occurring on a three-year cycle. Program review for administrative units involves the participation of administrators, faculty and staff who directly serve in or contribute to, the program areas. Administrative Units include the Office of the President and Vice Presidents, as well as Division Offices. Upon completion of the template, vice presidents (president) provide feedback and will forward the program review on to the next stage of the process, including resource prioritization at OPC and PaRC.

Annual program review addresses five core areas, with a final section for administrator comments and reflections regarding next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Vice President/President's comments

### 2012-2013 Submission Deadline:

- Program review documents are due to Vice President/President by January 25, 2012 for completion of Section 6.
- Vice President/President completes section 6 and returns documents to program review team by February 8, 2013.
- Program review documents are due to the Office of Instruction by February 15, 2013.

### Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule:

<http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

### Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

<b>Basic Program Information</b>
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Administrative Unit Name: **Kinesiology and Athletics**

Administrative Unit Mission: **Believing that good health and fitness contribute to the overall quality of life, and that movement is vital to healthful development and functioning across the life span and through the entire range of human circumstances, the mission of the Kinesiology and Athletics Division is to promote healthy living and healthy choices in our diverse student community. With unwavering dedication and commitment to the intellectual, athletic, and aesthetic expression of the human experience, we provide learning opportunities through a wide variety of challenging classes and physical activities that promote mind-body connections in an open, respectful, interactive environment enriched by creativity, fun, and passion.**

Administrative Members and Departments covered in this program review (Please list all members of your Administrative Unit along with position title):

Name	Department	Position
Susan Gutkind Liz Hunter Vacant (Helen Kikoshima)	Kinesiology/Athletics	Dean/Athletics Director Division Assistant Division Assistant
Asha Harris*	Facility Rentals	Facility Rental Coordinator
Liz Hunter Greg Lester	Athletics	Athletics Eligibility Coordinator Facility/Equipment Assistant
	Adaptive Physical Education	
	Dance	
	Physical Education	

\*Reports outside the Division. Interim position

<b>Section 1. Data and Trend Analysis</b>
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## 1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Students Served		See attached	See attached
Faculty Served			
Staff Served			
Full-time FTEF			
Part-time FTEF			
Full-time Staff			
Part-time Staff			

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Vice President/President.

1. Population served (Please use prompts below to describe the faculty, staff and/or students you primarily serve):
  - a. Locations/times of service (Day, Evening, Off Campus, etc.) **Students are served Monday – Saturday 6am – 11pm. In addition to main campus, students are served at Middlefield and in off-site locations (ie Sunnyvale Senior Center)**
  - b. How was this tracked? **Class schedule**
  - c. What is the trend? **Prior rapid expansion in the number of sections offered was not matched by expansion in number of enrollments. In the past two years, changes in legislation regarding repeatability of PE activity classes, as well as increases in fees has led to a significant decline in enrollment since 2009. Course offerings were not adjusted to match this downward trend until 2012-13.**
2. Scheduling of services and/or offerings (Please use the following prompts to describe the scheduling of your Administrative Unit):
  - a. How have you adjusted your scheduling to align with the Core Missions of Basic Skills, Transfer and Workforce? **The move to block scheduling has impacted scheduling a bit, however the most significant (negative) impact has been the move away from lifelong learning as a Core Mission value at the State level.**
  - b. For Instructional AU, please comment on the effectiveness of your divisional curriculum processes, including any suggested areas of improvement or needed support. **Our Division Curriculum Committee is well represented by each of the departments in the division and decisions are made collaboratively. The committee is actively engaged in learning new requirements and processes and initiates strong leadership in bringing information to the other faculty. Many part-time faculty have taken active roles in the curriculum process and this has been strongly positive. The Division Curriculum Committee is represented on campus, however the scheduling of campus committees excludes coaching staff who teach in the afternoons.**
3. Staffing structure (Does the staffing structure of your Administrative Unit meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.) **No, the current staffing doesn't quite cover all areas of need. The Division Assistant support that was intended to be provided by the Facility Rental Coordinator never materialized and there have been critical gaps in Division budgetary processing and scheduling. Additionally,**

**facility support has been greatly reduced in the past few years (both at the Division level and the District level) and although some adjustments were made to accommodate, they were not sufficient. As such, some areas of the Division do not receive adequate facility/equipment support. Planned changes for 2012-13 should address these needs.**

- i. Which aspects of the work are key to the institution's mission? **The Division primarily offers lifelong learning classes and is a source of community outreach through classes, facility rentals, and the Athletics program. Athletics additionally supports 250-300 students in their goals of transferring to 4-year colleges.**
  - ii. Has the staff increased, decreased or remained the same to meet those changes? **The office staff has been constant for 5 years, but the facility support staff has been reduced to just one person.**
  - iii. How has technology affected the workload in your office? **N/A**
  - iv. Does the workload have significant peaks and valleys during the year? If so, describe. **The division is busiest during early August and September when we are not only preparing for the start of the Academic Year but also certifying our Fall sport student-athletes and starting competitive seasons for 5 sports. This is an unfortunate period in which to be busy as most campus personnel take (well-earned!) vacation time during this time and coverage is sometimes sparse.**
  - v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation? **Workload will remain consistent in the upcoming years.**
  - vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget? **The unanticipated departure of the Facility Rental Coordinator just prior to the start of the 2012-13 academic year has provided a reorganization opportunity that should help. By the end of 2013, facility rentals will become centralized on campus and we will have added a facility/equipment coordinator to provide more comprehensive and consistent support to our entire program. This will allow us to grow the Kinesiology program as it needs to in order to accommodate legislative changes impacting Physical Education.**
  - vii. What strategies have been used to improve the delivery of support services within the program or department? **Moving from two Division Assistants to one has closed some gaps in service that had opened up in the past few years. Additionally, standardizing common processes and documenting our internal procedures has reduced some redundancy and inefficiency in support service delivery.**
4. Budget analysis:
- a. In light of budget constraints and fewer college resources, please describe the process used to make adjustments and reallocations of budgets between departments in your administrative unit. If you have not reallocated budgets within your unit, please describe how that would work in your AU in future resource allocation cycles. **To accommodate budget constraints, each team received a smaller B budget allocation and coaches have engaged in fundraising to compensate where needed. Assistant coach salaries were provided out of Facility Rental money to help stretch operating budgets without removing necessary personnel support from the students. Budget previously allocated for student workers to support facility clean-up was reallocated to providing equipment needed in PHED classes. We have not yet determined how to manage the budget reduction with respect to our transportation needs.**
  - b. It is generally considered poor outline form to have an "a" without a "b."

5. Administrative Professional Development: Please describe any areas of training or resources needed (for example: Tenure, Evaluation, Enrollment Management). **We continue to get help with learning Banner finance and scheduling systems.**
6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
  - a. Please discuss current outcomes or initiatives related to this core mission.
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
  - a. Please discuss current outcomes or initiatives related to this core mission. **Our athletics program provides close monitoring and support for 250-300 student-athletes each year. To remain eligible to compete, students be full time, have an Ed Plan in file, and make progress to completion with at least a 2.0 gpa. While we know anecdotally that our student-athletes are transferring at a rate above that of the general population, we are working to create a better system of documenting and tracking our students so that we have exact and accurate data each year. Additionally, we have a small but strong Athletic Injury Care program which annually transfers students to 4-year programs and we have created a Kinesiology Transfer AA which should be State-approved in time for students to start it in Fall, 2013. A new certificate in Dance should be ready for students in Fall, 2014. With the advancement of Kinesiology throughout the country and the popularity (as indicated by impaction) in 4-year Kinesiology programs at nearby Colleges, we expect to see increases in graduates and transfers in Kinesiology in the coming years.**
  - b. See #4
8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>
  - a. Please discuss current outcomes or initiatives related to this core mission. **We recently added Adaptive PE to our division and with it came the Adaptive Fitness Trainer certificate. We are also creating a new certificate program in Personal Fitness Training for Fall, 2014. Our current PE-AA is being re-worked so that the core classes align with those needed for our certificates, making it a more attractive choice for students interested in pursuing immediate work opportunities in Kinesiology-related fields.**
  - b. See #7
9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>
  - a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program. **Especially within athletics, our division serves a high percentage of under-represented minority students and international students. These students are frequently recruited by coaches to come specifically to Foothill. For detail, see the Athletics Program Review. In terms of retention, students (and staff) who take physical activity classes benefit from the health and concentration benefits of regular fitness activity, and there are students who utilize our 1-unit classes to remain on financial aid or in active F-1 Visa status.**
  - b. See #8

**Section 2. Learning Outcomes Assessment Summary**

2.1. Insert – 2011-2012 Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column			
Foothill College AU - KA Division Office			
<p><b>Mission Statement:</b> Believing that good health and fitness contribute to the overall quality of life, and that movement is vital to healthful development and functioning across the life span and through the entire range of human circumstances, the mission of the Kinesiology and Athletics Division is to promote healthy living and healthy choices in our diverse student community. The Division Office provides information, support, and resources to faculty, staff, and programs working towards the Division Mission.</p>			
Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
AU - KA Division Office - Communication and Engagement - Faculty and staff in the Division will be provided relevant information and key deadlines about campus needs and potential policy/legislative changes in time to fully participate as appropriate. Year(s) to be Assessed: End of Academic Year Start Date: 01/07/2013 End Date: 09/29/2014 AU-SLO Status: Active	<b>Assessment Method:</b> Annually, at last Division Meeting of the year, faculty/staff will be asked whether communication was adequate and offer ideas for improvement. <b>Assessment Method Type:</b> Interviews/Focus Groups <b>Target:</b> Consistent positive regard for communication content and timeliness. Correction within one quarter where improvement is warranted.		
AU - KA Division Office - Fiscal Balance and Responsibility - The overall Division Budget will be allocated to provide adequate support to grow and maintain Kinesiology classes and degree/certificate programs as well as providing safe and competitive opportunities in the Athletics program. Year(s) to be Assessed: End of Academic Year Start Date: 01/07/2013 End Date: 09/29/2014 AU-SLO Status: Active	<b>Assessment Method:</b> Evaluation of end-of-year budget. <b>Assessment Method Type:</b> Data <b>Target:</b> End of Year budget should display expenditures towards Kinesiology growth and maintenance. Athletics budgets should not be overdrawn.		
Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
AU - KA Division Office - Student Issues - Students who seek assistance from the Division Office will understand the steps and processes needed to resolve the issue. Year(s) to be Assessed: End of Academic Year Start Date: 01/07/2013 End Date: 09/29/2014 AU-SLO Status: Active	<b>Assessment Method:</b> At last Division meeting of the year, faculty/staff will be asked whether students have reported issues that were not adequately resolved. <b>Assessment Method Type:</b> Interviews/Focus Groups <b>Target:</b> 90% of resolvable student issues are resolved with one contact. 100% of scheduling concerns are heard and responded to (even if not resolved).		

2.3 Administrative Unit Student Learning Outcomes: Please provide observations and reflections below after reflecting on your AU-SLOs in TracDat and reviewing your divisional Program-Level SLOs.

2.3.a What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments? **Review of program objectives and SLOs should be ongoing with an eye towards ensuring SLOs are adequate to the needs of the program. For example, the AIC review indicates students are not getting “signed off” on all required skills competencies, but may still be competent in those skills. The program should evaluate whether sign off is required, and if it is deemed necessary, then the curriculum must be modified to allow sign off to occur. Overall as a Division we will benefit by moving away from using anecdotal evidence and “oral history” to support/defend our practices.**

2.3.b Does any of the data suggest that revisions might be necessary in order to support faculty, staff and/or students to successfully achieve the AU-SLOs? **N/A –first year of AU-SLOs**

2.3.c How has assessment of AU-SLOs led to improvement in student success at the institution? **N/A**

**Section 3: Program Goals and Rationale**

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
<b>Growth of Kinesiology programs and students</b>	Ongoing	Transfer and work force	Get State approval and implement Kinesiology AA-T Create certificate programs in Personal Fitness and Dance Link PE-AA to common core of certificate programs
<b>More comprehensive and consistent support for equipment and facility needs in the Division — activity classes as well as Athletics</b>	Ongoing	Better equipment and safer, cleaner facilities for students and activities. More facility rental income and greater sustainability of resources.	Create position and hire Facility/Equipment Coordinator Budget allocation that supports all areas of the Division
<b>Create and document systems for completing key division functions (e.g. Direct Pay/Check Requests, scheduling, Game Day Mgt, cash handling/deposits)</b>	Fall 2014	More efficient and effective use of time and resources	Identify the key procedures and multi-step/multi-person processes Disseminate written systems and evaluate as needed

**Section 4: Program Resources and Support**

4.1 After reviewing the requests from the programs within this Administrative Unit, use the tables below to summarize any unfunded resource requests. These requests should only be for needed items that cannot be funded out of your existing AU budgets. Refer to the Operations Planning Committee website:

<http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
<b>Coach/Instructor--Football</b>	Currently have 2 part-time faculty who only teach football classes. Requested position would replace the 2 adjuncts.	Would provide additional on-campus support for football student-athletes and recruiting and would also provide additional instructional staff for PHED classes (.50 FB + .50 PHED).
<b>Coach/Instructor--Softball</b>	Currently position is filled by adjunct. Goal is to make it a full-time position.	Our two part-time coaches are both in women's sports creating gender inequity. The current adjunct teaches all .667 of his allowable load in softball-related classes to have the time needed with students to support them. A full-time instructor would be on-campus more to support the students and since FT coach/instructors are limited to 50% in the sport, would also contribute .50 load to PHED classes.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
<b>Assistant A.D.</b>	.350/yr (.05 in Sept; .15 Fall, .1 Win, .05 Spr) provided to various staff	Asst AD provides game administration and other Athletics support allowing Dean/AD to attend meetings perform other functions required by Deans. This is especially vital during Sept and Fall quarter when the majority of competitions (and therefore schedule conflicts) occur.

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
<b>Athletic Training Intern</b>	\$20000	Current staffing of Athletic Training Center is one faculty and one classified assistant. This is not sufficient to provide adequate/required coverage at events. An intern is the most cost-effective way of meeting the unfilled need.



Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
PE-Van/Ambulance	\$25000	It is not safe nor desirable for student-athletes to drive themselves to competitions. Bus travel for Football and Van maintenance/gas for all other teams is typically greater than \$25000/year but excess can be covered through Facility Rentals and ASFC requests.

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Maintenance of existing facilities	Unknown	Create plan to finance ongoing maintenance needs to keep floors and fields in safe and functional condition.
Storage	\$10000	Several current and proposed classes have large equipment and need dry secure storage to maintain their quality. (Futsal goals, mobile basketball hoops, ping pong tables, outdoor archery). Existing storage needs some weatherproofing and shelving to enhance use.

**Section 5: Program Strengths/Opportunities for Improvement**

5.1 Address the concerns or recommendations that were made in prior program review cycles. **N/A**

5.2 What statements of concern have been raised in the course of conducting the program review? **Prior to 2010, coaches enjoyed nearly limitless spending and faculty had few concerns about classes be cancelled for low enrollment. The tightening of the budget and the concurrent drop in enrollment of activity classes has created stress and lowered morale throughout the division. To compensate for previous budget reductions, funds were moved from Kinesiology programs and activity classes to maintain support for athletics. Currently, the degree/certificate programs are not serving many students and there was a great deal of deferred maintenance and equipment purchasing that needed immediate attention, further straining the division budget. The future of the division rests on increasing enrollment in classes and Kinesiology programs and this is not a direction the division has previously focused on.**

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your Administrative Unit? **The addition of Adaptive PE has brought a strong new dimension to the division including the Adaptive Fitness Trainer (AFT) Certificate program and several strongly enrolled courses. The Division plans new certificates in Dance and Personal Fitness Training and linking the core of these**

**programs with the AFT will form the base for a stronger PE-AA that can serve a work force directed population while the new Kinesiology AA-T is a clearer path for transfer students. These changes strengthen the overall academic focus of the Division and potentially bring in additional students. The faculty has been presented with several challenges related to curriculum and program review needs that they hadn't faced before and their response was strong. There has been a great deal of collegial collaboration on new classes and programs which has created a positive shift in focus across the Division. Many adjunct faculty also stepped up to work on curriculum and program review which bodes well for ongoing teamwork and collaboration for new projects.**

<b>Section 6: Feedback and Follow Up</b>
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This section is for the Vice President and/or President to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The strength of the KA division is the dedication the faculty and staff have to our students and student/athletes. The division has adjusted to changes in state policies that have dramatically impacted our students. In addition, the division has begun to implement many misunderstood district and college policies. Despite the significant changes, the education and accomplishments of our students and student/athletes are still the primary focus of staff and faculty. Thanks for the hard work. The division has made huge strides in improving the curriculum. Faculty are working collaboratively while updating course outlines and reflecting and assessing SLOs. Great work!

6.2 Areas of concern, if any:

The lack of sufficient staff is the most serious concern. Even with the hiring a new classified position this year, it is unclear if the changes being implemented will provide adequate support to ensure opportunity for all students to be successful.

Resources will remain a challenge. For the sake of student success, resources must be provided to all aspects and areas of the division. This may mean areas with more resources in the past may have to cut more to ensure other areas are funded.

6.3 Recommendations for improvement:

The division needs to complete the process to come into full compliance with all state, district and college regulations and policies. Build on the strengths of a dedicated group of staff and faculty while achieving this compliance in an era of diminished resources. Evaluate the changes of the past two years to assess how student success is being impacted by changes.

6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review