

Basic Unit Information

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 | KA | Dean |
| Liz Hunter | KA | Division Assistant |
| Mike Teijeiro | KA | Facility/Equipment Coordinator |
| Vacant | KA | Facility/Equipment Assistant |
| | | |

Please list all Program Review team members who participated in this Program Review:

| Name | Department | Position |
|------------------|--------------------------|----------------------|
| Susan Gutkind | | |
| Barbara Shewfelt | Dance, PHED, Kinesiology | Instructor, CC Chair |

Section 1: Data and Trend Analysis

Program/Department Data: (see Program Review Data Sheet)

| Dimension | 2010-2011 | 2011-2012 | 2012-2013 |
|--|-----------|-----------|-----------|
| Students Served (unduplicated headcount) | 6297 | 6283 | 6009 |
| Faculty Served | 45 | 44 | 43 |
| Staff Served | 4 | 4 | 4 |
| Full-time FTEF | 16 | 14.6 | 14.9 |
| Part-time FTEF | 19.5 | 19 | 17.6 |
| Full-time Staff | 4 | 4 | 4 |
| Part-time Staff | 0 | 0 | 0 |

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.

- a. Describe the faculty, staff and/or students you primarily serve.

Our students represent all Divisions and programs on campus and we are a critical support to international and financial aid students who take 1-unit activity classes to maintain full-time status. We also serve campus/District faculty and staff and community members seeking physical activity for health and fitness. Left unreported by the data are the thousands of potential students we serve by renting our facilities to local teams, programs, and community groups, as well as the Public Relations that positive interactions with these groups as well as our athletics teams provide for the College. Demographically, the Division is very diverse and strongly represented in the older age ranges (26% of our students are over 40 compared to 18% as a campus primarily due to ongoing community support of our activity classes). The Athletics Department regularly recruits students to increase the diversity of the campus, with football serving the largest source of underrepresented students. Data in the table below represents the percentage of total population (ie all Athletes or all Football players) by ethnic group.

| | Campus | KA Division | Athletics | Football |
|------------------|--------|-------------|-----------|----------|
| African-American | 5 | 7 | 16 | 36 |
| Asian | 26 | 22 | 7 | 1 |
| Decline | 9 | 9 | 7 | 1 |
| Filipino | 4 | 4 | 2 | 1 |
| Latino/a | 20 | 19 | 27 | 29 |
| Native Amer. | 1 | 1 | 1 | 1 |
| Pac. Islander | 1 | 2 | 6 | 17 |
| White | 33 | 37 | 34 | 13 |
| Total | 100% | 100% | 100% | 100% |

b. Locations/times of service (Day, Evening, Off Campus, etc.)

Classes are offered Mon-Sat, starting as early as 6:30am and ending as late as 11pm. Classes are held online, on main campus, at Middlefield, and at off-site centers (ex., YMCA, Moffett Field).

c. How was this tracked?

The class schedule and data from campus.

d. What is the trend?

Athletics enrollment has stayed consistent and our lecture courses have increased. Changes in State laws regarding repeatability of activity classes have sharply impacted the Community portion of our activity population and the classes in which they enrolled. Most notably, enrollment and offerings in Adaptive PE classes and Fitness for Life (PHED 45) has been reduced to a handful of sections as these students are no longer allowed to take our classes. The Dance program maintained enrollment through the changes, but the PE activity program declined. Beginning Fall, 2014 new State laws will be implemented that prevent students from repeating activity classes. This will drastically decrease our enrollment as approximately 1/3 our student base is long-time repeating community members who will no longer be able to enroll. We created new courses and programs to alleviate the decrease, but these will take time to build up.

e. How have you adjusted your course offerings, programs or services to align with the Core Missions of Basic Skills, Transfer and Workforce?

We have always been aligned strongly with the Core Mission of Life Long Learning. With last year's elimination of lifelong learning from the campus and State Mission Statements, we have increased our focus on transfer (by creating an ADT in Kinesiology), and workforce (by creating new certificates and revising our old PE-AA to better attract and prepare students interested in careers in fitness and athletics). We are more actively focused on recruiting entering freshmen to our activity classes and 4-year/retraining students to our lecture classes and degree/certificate programs. Our athletics program focuses strongly on student transfer and development of basic skills. In addition to their teaching and coaching responsibilities, coaches regularly devote extra hours and energy to mentoring and monitoring team members to better ensure basic skills completion and academic eligibility for transfer. Additionally, they outreach with 4-year colleges to provide individual and tailored transfer opportunities that promote student ongoing success after transfer.

f. If the staffing structure of your Administrative Unit does not meet the program or department's needs, please explain.

The classified staffing structure meets the needs of the Division. Continued re-assign time to provide an Asst AD for game management is necessary to alleviate time and work load conflicts faced by the Dean/AD.

- g. Describe changes in technology/regulations/processes that impact your administrative unit, and the impact of those changes on your unit.

By far the most impacting changes in the past cycle were sweeping and devastating State-wide legislative changes that curtail activity class enrollment and limit apportionment for PE and Athletics. On our campus, decades of tradition had established our PE department as a community-serving fitness program, and our athletics teams benefitted by nearly twice the contact they are now allowed. The results of this “one-two punch” will be felt even more strongly following the Fall 2013 implementation of the final stages of the legislation which will be accompanied by new CCC Athletics Association bylaws which limit the amount of athletically-related hours coaches and student-athletes can have out of season. Our planned adjustments may take some time before we see results.

The data clearly indicates a sharp downward trend in enrollment, which has resulted in reductions in the number of sections scheduled as well as a need to outreach to other populations. Enrollment was further decreased by procedural changes that tighten the late add process so it meets Title V needs. Historically, students have added activity classes after all other changes had been made to their schedule and they know where they have time. As the “last domino” in the chain, students frequently approached instructors on the very last day to add or in the third week, after they discovered they had been dropped from other classes. Since few KA instructors teach on Friday, students who wanted to add on the last day were unable to find anyone to give them an add code. In the first year of implementing the tighter late add process, many instructors and students were caught by past practices which were no longer able to be supported by A&R. Over time, we have had fewer students attempting late adds, and more diligence getting students enrolled prior to census has helped as well.

NOTE: Moving into 2013-14, the enrollment situation was made even more difficult by changes to our course names, the addition of new classes and levels, and a slew of Banner issues and ETS coding problems related to the new rules. Students who wanted to enroll found their applications blocked or re-routed to techno-purgatory where they went unnoticed for weeks. Communication delays and misinformation led students to give up in frustration, and instructors as well as the Dean spent long hours trying to determine what each student’s specific issues were and how to resolve them. Admissions and Registration provided exceptional help during this time. But even with lengthy advanced knowledge that new legislation was to be implemented, the ETS infrastructure was not adequate to bring about a smooth technological transition for students.

- h. What strategies has your AU used to improve support services within the program or department?

In the past year, the responsibility for renting out facilities was moved out of the Division and over to campus. The division was able to hire a Facility and Equipment Coordinator who works closely with the Rental Coordinator to make sure facilities are not double booked and that we schedule within our priorities: first serving our classes, then our athletics events, and then rentals. He additionally ensures that all facilities are maintained, cared for, and properly set up/taken down to meet their multi-purpose function.

In making this change, we adjusted the work hours of the Division Facility/Equipment Assistant so that we always have a campus/Division representative available during events and rentals to monitor use and problem solve issues as needed. The overall effect has been improvement in the condition of our facilities and equipment; and teams and classes have rooms that are ready for use when needed. Income from our rentals (which typically occur after 5pm) can now be used more for ongoing maintenance since we have less expense replacing/repairing and cleaning up after rental activities.

Following personnel and procedural changes in A&R, the Division strengthened relationships with that unit and developed processes that effectively and compliantly resolve enrollment issues in the Division (though we still struggle to resolve issues created by Banner problems). Having a consistent practice has allowed more students and instructors to know what they need to do and has reduced time spent on enrollment by the Dean and Division Asst. while also getting more students enrolled.

- i. Please describe the process used to prioritize resource allocations in your administrative unit and comment on its effectiveness.

The B budget is allocated by the Dean. In the past two years, that has resulted in a shift towards balancing the needs/allocation of degree and activity programs with those of Athletics. Needs identified by faculty or students are taken into consideration and essential Athletics needs are met (travel, officials, uniforms). Athletics continues to receive a large majority of available funds, even after the needs of other programs are addressed. Unfunded needs are discussed in Division meeting. Where applicable they are forwarded to the College for consideration. Although all programs wish they had additional resources, the process has allowed the Division to balance itself out and provide long-neglected support to areas critical to future growth. Fundraising provides teams an opportunity to get non-essential items (for example practice gear).

- j. Are the training and professional development opportunities available to your administrative unit sufficient? Why or why not?

Many professional development activities and leadership/campus involvement opportunities occur on Fridays and during the afternoon when athletics activities occur. Given that 9 of our 14 full-time faculty have athletics responsibilities, this impacts the ability of the Division to have personnel accessing these opportunities and have a voice on campus-wide committees. Despite the time conflicts, we have been able to become more active on campus committees and continue to promote serving whenever possible.

In the past five years the Division has been led by four Deans and two Vice Presidents—including more than a year where there was an interim Dean, AD, and scheduler coupled with a new and interim Vice President. During this time, the State was implementing sweeping changes impacting enrollment in the two largest areas of the Division (PE/Dance Activity and Athletics), and there was increased scrutiny of auditors and accrediting bodies regarding such critical areas as curriculum needs, budget management, apportionment and enrollment processes. The campus is highly committed to Division autonomy but between three learning curve of three new hires (plus two changes in reporting lines), and the uncharted requirements of all the new/changed expectations, the Division would have benefited from a stronger college-level presence. Many of the difficulties the Division has had to face (reactively instead of proactively) in the past few years could have been avoided or mitigated with additional attention, timely accurate information, and consistent direction from college-level leadership with authority and oversight in the areas impacted (curriculum, budget, enrollment management).

For administrative units that supervise instructional programs, please complete items k through r. All others, skip to section 2.

Curriculum:

k. Does your division curriculum committee meet regularly? Yes No

If yes, how often do you meet? Please check all that apply:

Once a quarter

Twice a quarter

Once per month

Other, please explain:

More often when needed.

l. Does your division curriculum committee meet? Please check all that apply:

Face to face

Email/online

Hybrid

m. Do you post the agenda and minutes for your division committee meetings?

Yes

No

n. If yes, where? Please check all that apply:

Division website

Google docs/file sharing

Other, please explain:

In the Division window

- o. Do your division curriculum committee members receive training on curriculum regulations, processes, etc?

Yes

No

- p. What is functioning well with the division curriculum committee?

Approval process of new CORs, changes, title V updates, new program development

- q. What resources and/or other support would make this division curriculum committee more effective?

A greater variety of people willing to serve on the committee.

- r. How do you ensure that faculty are teaching to the COR? Check all that apply:

Refer all faculty to the website

Provide new faculty with copy of COR

Review COR with faculty during evaluation

Other, please describe:

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded. Please comment on how your unit is contributing to the institutional standards.

If you directly supervise instructional programs, please include your analysis of the programs and how they contribute to the institutional standards and student equity.

If you directly supervise services, please include your analysis of the services and how they contribute to the institutional standards and student equity. (For a complete description of the institutional standard, please see the administrative unit cover sheet)

The Division supports equity through a wide range of activity classes to meet the range of interests of our diverse population. Our activity and athletics programs strongly serve underrepresented populations with all ethnicities showing over 80% success rate overall in the three-year span. 1-unit classes allow students to maintain full time status and a high potential for successful completion can boost gpa for academic eligibility.

Additionally, though it is not part of their teaching responsibilities, our coaches work tirelessly to monitor, motivate, and mentor their teams—providing individualized support in areas like academic planning for transfer, course completion, and study/success skills. Many provide regular mandatory study hall before and/or after practice. The close relationships between coach and student-athlete and the increased monitoring are largely responsible for the fact that underrepresented student-athlete transfer rates are consistently higher than the campus population in general. This success and our ability to meet equity standards has been limited by the reduction of a full-time faculty position for the football program. The full-time faculty vacancy created by the unexpected death of the head coach in 2012 was not approved for re-hire and the student population is simply too large to be adequately supported by just one full-time faculty, despite his ongoing efforts. Football has the most diverse population in our Division. It regularly serves a steady or growing population with a high percentage of African-American and Latino students compared to both the campus and Division demographic, and additionally serves a higher percent of Pacific Islander students. Where other teams have a head coach to student ratio of one to 10 – 25, the football program ratio is now one to 70. Adjunct faculty provide some support, but are limited in hours they can devote. As such, we are no longer providing equal access to academic support and mentoring for our team with the most under-represented students.

Success rate for underrepresented groups in the online courses is not as strong. This is also impacted by the lack of staff in football as those students are largely represented in Kinesiology degrees (for reasons of obvious interest). To better meet transfer and equity goals, we focus our students on completing their Basic Skills and GE. This can lead to Kinesiology classes getting less time and poorer grades. This is a critical situation, as student-athlete eligibility and transfer rules exceed other special population groups typically served by outreach programs (such as EOPS and Puente), and will be further threatened by the loss of student-athlete early registration starting Fall 2014. Although one of the Division's primary goals is the academic success and transfer of our student-athletes, this is not an area we can solve without college support.

Section 3: Core Mission and Support

The College's core missions are reflected below. Please respond to each mission using the prompts below.

Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. How is your administrative unit supporting basic skills students or programs? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

Our classes reinforce basic skills language, math, and critical thinking processes. As indicated previously, coaches spend a great deal of time mentoring and supporting students in the completion of basic skills. Further, many students add our 1-unit activity classes to mitigate the work load of hefty basic skills classes and achieve full time status.

Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- b. How is your administrative unit supporting students' transfer goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

Transfer is the primary goal of our Athletics program as student-athletes choose to attend and compete at Foothill with the intent to transfer to 4-year schools. Competitive excellence provides additional possibility of scholarships. We have created a new Kinesiology ADT, and our current Athletic Injury Care degree is very successful in placing students in 4-year programs.

Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

- c. How is your administrative unit supporting students' workforce goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

The fitness industry is one of the fastest growing fields both nationally and in our region. We have re-vamped our PE-AA to be more workforce driven and are creating certificates in Personal Fitness Training and Dance to additionally assist students in getting jobs in the fitness field. Having recently added the Adaptive Fitness Therapy program to our Division, we are also linking it with our workforce certificates to better serve and prepare students for jobs.

Section 4: Learning Outcomes Assessment Summary

Attach 2012-2013 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

Mission Statement: 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.

| 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 | Assessment Method: Annually, at last Division Meeting of the year, faculty/staff will be asked whether communication was adequate and offer ideas for improvement. Assessment Method Type: Interviews/Focus Groups Target: Consistent positive regard for communication content and timeliness. Correction within one quarter where improvement is warranted. | 11/05/2013 - Faculty responded that most communication was timely with exception of budget information which is not available until late due to campus timelines. Content of communication related to policy and legislative changes was sufficient to enable adjustments as needed. Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: none | |
| 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 | Assessment Method: Evaluation of end-of-year budget. Assessment Method Type: Data Target: End of Year budget should display expenditures towards Kinesiology growth and maintenance. Athletics budgets should not be overdrawn. | 11/05/2013 - Overall Division budget was allocated to provide funding for non-athletics programs. Athletics programs operated within allocation. Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: none | |

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| 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: 09/29/2014 AU-SLO Status: Active | Assessment Method: At last Division meeting of the year, faculty/staff will be asked whether students have reported issues that were not adequately resolved. Assessment Method Type: Interviews/Focus Groups Target: 90% of resolvable student issues are resolved with one contact. 100% of scheduling concerns are heard and responded to (even if not resolved). | 11/05/2013 - All scheduling concerns were heard. All student issues under the control of the Division Office were resolved in one contact, however Banner issues inhibited registration for many students and resulted in multiple contacts to see what was happening. Students were referred to A&R and follow up contact was made by the Division Office to assist. Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: none, but ongoing ETS support to Banner is vital | |

Section 5: SLO Assessment and Reflection

- a. Please provide observations below after reflecting on your AU-SLOs in TracDat and reviewing the Program-Level SLOs that are a part of your administrative unit.

The students we have are being served and programs are being successfully tweaked or revamped as needed to meet the needs of external changes (job market, transfer requirements, State changes). The PL-SLOs of the PE-AA should be closely re-examined in light of its new workforce focus, but overall the direction we're heading seems promising and should be pursued further and evaluated annually.

- b. What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments?

Campus data sources do not always adequately address the specific needs of the Division. We need to continue working with Institutional Research and our colleagues to determine how to best quantify and explain what we do and why and how.

- c. 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?

The greatest support for the Division right now is consistency and making as few changes as we can manage while we finish adjusting to all that has already changed. Students need to know what classes will be available and when. Faculty and staff need time to re-center and breathe. The notable exception is trying to find new ways to outreach to the Community and Adaptive populations the State laws have alienated from our campus. Reconnecting with them is a priority moving forward.

- d. How has the assessment of your AU-SLOs contributed to student success at the institution and/or within your unit?

By clearly identifying our priorities and goals we were better able to stay focused on critical needs during the massive changes the Division has had to undergo to meet new legislative requirements and serve students in a vastly-changing environment.

Section 6: Administrative Goals and Rationale

Administrative unit 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. Goals are not resource requests.

List Previous Program Goals from last academic year; check the appropriate status box & provide explanation in the comment box

| Goal/Outcome (This is NOT a resource request) | Completed? (Y/N) | In Progress? (Y/N) | Comment on Status |
|--|------------------|--------------------|--|
| Growth of Kinesiology programs and students | Ongoing | Y | Kinesiology ADT is approved through PaRC and is awaiting State approval. Certificate programs in Personal Fitness and Adaptive Fitness are written to share existing classes as much as possible and Will be linked to the PE-AA as options. Activity classes are scheduled to meet the needs of the on-campus population and outreach is ongoing. |
| More comprehensive and consistent support for equipment and facility needs in the Division — activity classes as well as Athletics | Y | Y | Facility/Equipment Coordinator hired and in place. Budget allocation supports all areas of the Division, though we have discovered a need |

| | | | |
|---|---|------------------------------|--|
| | | | for additional storage to better maintain the new large equipment we need to buy for classes. |
| Create and document systems for completing key division functions (e.g. Check Requests, scheduling, Game Day Mgt, cash handling/deposits) | Y | As new processes are needed. | Processes are in place and being used for budgeting, cash handling, scheduling, certifying academic/ athletics eligibility, etc. |

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

| Goal/Outcome (This is NOT a resource request) | Timeline (long/short-term) | How will this goal improve student success or respond to other key college initiatives? | How will progress toward this goal be measured? |
|---|---|--|---|
| 1. Increase number of Kinesiology certificates and degrees that meet growth needs in fitness industry jobs and draw additional students to the division. | Ongoing with short term (year by year) measures | More students transfer or enter workforce. Also supports equity goals because of our population as well as improving outreach efforts. | Programs approved by State and in catalog. Students enrolled in and completing degrees/certificates. |
| 2. Increase enrollment in Activity classes | Ongoing | Re-connect with community members estranged by new State laws. Engagement with and retention of enrolled students on campus. | Enrollment and WSCH |
| 3. Development and maintenance of KA facilities and equipment. | Ongoing | Income from rentals balanced with clean and safe facilities for students and athletics competitions. | Fewer funds spent on repairs and replacements and income generated from rentals. Equipment stored securely and safely. |
| 4. Provide compliant and competitive Athletics program focused on Student-Athlete graduation and/or transfer. | Ongoing | Improve Transfer and Basic Skills completion rates, Equity outcomes, and outreach | Transfer rate and Equity score card. More championships. No bylaw infractions. All teams beat DeAnza. |

Section 7: Resources and Support

Using the tables below, summarize your administrative unit’s unfunded resource requests. Only make requests that are not already included in any of the departmental program reviews in your administrative unit. 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 Section 6 and how this resource request supports this goal. | Was position previously approved in last 3 years? (y/n) |
|------------------------------------|---|---|---|
| 1. Instructor/Football Coach | Minimal. Would replace two part-time assistant coaches hired as adjuncts. | Equity measures and transfer rates have decreased since second full-time coach position was eliminated. Replacement would allow monitoring, mentoring, and recruiting of student-athletes to promote course completion, Equity goals, and transfer. | N |
| 2. Instructor/Softball Coach | Difference between adjunct and full-time salary | Current position is part-time. Full time status assists with Title IX compliance. | N |
| 3. Instructor/Women’s Tennis Coach | Difference between adjunct and full time salary | Current position is part-time. Full time status assists with Title IX compliance. | N |

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

| | |
|---|--|
| Has the program received college funding for reassign time in the last three years? (y/n) yes | If yes, indicate percent of time. 0.333-0.35 load/yr |
| Has the program used division or department B-budget to fund reassign time? (y/n) no | |

Indicate duties covered by requested reassign time:

| Responsibility | Estimated \$ | Related Goal from Section 6 and how this resource request supports this goal. | Est hours per month | % Time |
|---|---|--|--|--------|
| Asst. Athletics Director. Provide Game Management when AD is unavailable. CCC Athletics Association bylaws require management of all home | 0.35 load distributed from early-September through April. | Supports all Division goals. Many times competitions are scheduled during the day when the Dean/AD is at campus-wide meetings or | Monthly variation based on season and schedules. Total per year = 400 hours. | |

| | | | |
|--|-----------------|---|--|
| competitions (approximately 100 per year plus tournaments) | \$20,000-25,000 | has Division needs requiring attention. | |
|--|-----------------|---|--|

One Time B Budget Augmentation

| Description | \$ Amount | Related Goal from Section 6 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|-------------|-----------|---|--|
| none | | | |

Ongoing B Budget Augmentation

| Description | \$ Amount | Related Goal from Section 6 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|-------------|-----------|---|--|
| none | | | |

Facilities and Equipment

| Facilities/Equipment Description | \$ Amount | Related Goal from Section 6 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|---|--|---|--|
| Two large Shipping Containers for "permanent" storage of oversized items (placed behind the gyms) | \$90/mo to rent or \$1K-3K to buy (each) | Development and maintenance of KA facilities/equipment. Equipment currently stored in gyms leaves potential for damage, and can get in the way of class activity. | N |

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Campus support for Assistant AD reassign time allowed the Dean valuable time and resources to effectively manage the needs of both the Athletics Department and the other programs in the Kinesiology Division as well as campus-wide commitments. Additional B Budget funds for the Athletic Training intern allowed adequate medical support especially during times when multiple competitions occurred at the same time. The Division faculty, staff, and Dean fully support-- as our highest priorities-- the requests for this support again this year.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

| Recommendation | Comments |
|--|---|
| 1. Align with all State and campus requirements and regulations. | New procedures are in place and being used. Includes stronger monitoring/oversight of critical areas (such as cash handling, enrollment/ apportionment). |
| 2. Evaluate impact of changes on student success. | Underrepresented students in the football program are not able to be served as well due to reduction in staffing. Enrollment in activity classes has suffered greatly with the largest impact to those that were primarily serving the community. Changes in Classified staffing have been effective in maintaining and improving facilities and service to all programs. |
| 3. Build on the strengths of the staff to meet challenges. | Faculty and staff continue to be inspiring in their adjustments to continue serving students to our standards. Many adjunct faculty are active and involved. New ideas are being implemented and “hallway conversations” have provided good ideas that we’ve implemented to increase enrollment/service to students. |

Please describe how your administrative unit’s goals and initiatives address these institutional priorities. Indicate how you are measuring the success of these initiatives.

a. Student Outreach and Support

Athletics is a clear draw for a diverse student population that would not otherwise come to Foothill. Coaches’ support of their team increases full-time enrolled and continuing/persisting students each quarter. Outreach to Kinesiology programs in area 4-year colleges has produced additional influx of students both online and in person and should be continued and strengthened. We continue to provide community accessibility of our facilities and classes.

b. Enrollment

Creation of the Kinesiology ADT, and providing an integrated avenue for Kinesiology work force students will increase enrollment. While overall Division enrollment has been steadily decreasing, it should be noted that some of that is attributable to a closer attention to the Ed Code when it comes to enrollment practices and this should be seen as a positive step for the College. In short, the Division is identifying a new baseline of enrollment that future terms can be compared to. Caution should be used when looking at the data of the past two years (and next year, too) without a full understanding of the context in which it was gathered.

c. Student Equity

The Division serves a larger population of African-American and Pacific Islander students than campus in general and remains committed to providing access despite the impact of faculty reductions in critical programs. Activity classes serve a broad range of cultural interests (ex. World Dance, Hip Hop, Soccer/Futsal, badminton). The faculty are engaging and supportive of all students. However our ability to provide adequate storage for the equipment needed for these classes has recently become the limiting factor on our ability to continue providing access. Table Tennis curriculum exists, but cannot be taught until we have a place to secure the tables. Given the popularity of this activity in Asian countries, it seems likely this would be a popular course, and would serve that population. Futsal, basketball, and badminton similarly have large item storage needs that are not able to be addressed with our current facilities.

d. After reviewing the data, what would you like to highlight about your administrative unit?

As a Division, we provide support and opportunities for students who enroll in every other Division on campus. This is easy to overlook because the data doesn't reflect the role we play in providing student support services and enabling students to remain in full-time status. Strong collaboration between faculty members from different programs has allowed for the creation of new degrees and certificates and linkages across the Division to better support and attract new students. The dedication and commitment of the faculty, and the involvement of so many adjunct faculty, have allowed the Division to survive and be in position to thrive despite State legislation that actively seeks to reduce enrollment in our primary program. We have additionally strengthened the stewardship of our facilities...allowing us to draw additional income from increased rentals, while reducing district expenditures on maintenance and replacement.

- e. What do you see on the horizon that could impact your administrative unit, and how do you intend to address that impact?

The greatest negative impact on the horizon is the upcoming loss of early registration for student-athletes. Coupled with the already depleted staff in the football program, it will be increasingly difficult to maintain student-athlete academic eligibility for transfer without predictable access to the classes and times needed. 4-year colleges have undergone academic reform of their own over the past decade, and the requirements for student-athletes to compete and receive scholarships at those schools have increased well beyond the standards for eligibility at the Community College. Students need specific transferable credits in math, English, and lab science and they need pre-determined numbers of credits with a minimal 2.5 gpa. Eliminating early registration makes this path much more difficult and is likely to impact the students.

By the time this is posted, we will have come through the worst of the changes impacting the Division, and we will be poised to grow from our new baselines. The best thing for the Division is as much consistency as possible. The reporting lines are what they are, but it should be noted that there are times when delays in communication between those with authority and oversight have made it more difficult to understand the needs and implement changes. If there are future unexpected changes that impact the Division, direct and timely outreach with respect to information and collaboration from the offices of Instruction and Student Services would be vital.

Section 9: Feedback and Follow Up

This section is for the Vice President/President to provide feedback.

- a. Strengths and successes of the program as evidenced by the data and analysis:

The strength of the KA division continues to be its people. The division has undergone changes that reach every aspect of the division. The breadth and depth of the changes have transformed the division. It is now poised to serve our students much better than ever before – that is a testament to the dedication of the staff and faculty of the division. The analysis has been thorough and thoughtful. We can now see the data better and make better decisions as a result.

- b. Areas of concern, if any:

The program review provided a good summary of the issues the division faces. Lack of stability and lack of resources are the two primary concerns. The new procedures, policies and regulations imposed on the division need years (not months) to process and settle before we can completely react to the impact on students. It is important to remember that the KA division has undergone more changes than any other division in the college – ever (or at least since the 1970s).

In terms of resources, the program review is very accurate. We have tried to run the football team with one fulltime faculty/coach for two years. The result is underserving our most underrepresented students. That faculty position is the most important new resource the division needs.

c. Recommendations for improvement:

In addition to stability and more resources, the division needs to find a way to grow its enrollment. As the program review points out, this is not solely up to the KA division, but is a combined effort with other campus partners. Part of the importance to stability is that it allows the faculty and staff to find and learn new ways to bring in more students.

d. Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 9 by the Vice President or President, the Program Review should be returned to the administrative unit for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

PROGRAM REVIEW DATA

01/27/14

Foothill College

Physical Education-FH

Athletics

Kinesiology and Athletics

Enrollment Trends

| | 2012-2013 | % Inc |
|------------------------|-----------|-------|
| Unduplicated Headcount | 522 | |
| Enrollment | 1,192 | |
| Sections | 75 | |
| WSCH | 8,531 | |
| FTES | 190 | |
| FTEF | 7.3 | |
| Productivity | 388 | |

Full and Part Time Faculty Load

| | 2012-2013 | % Inc |
|----------------|-----------|-------|
| Full Time Load | 3.6 | |
| Full Time % | 50% | |
| Overload | 1.0 | |
| Overload % | 14% | |
| Part Time Load | 2.7 | |
| Part Time % | 36% | |
| Total FTEF | 7.3 | |

Course Success

| | All Students | |
|------------|--------------|---------|
| | 2012-2013 | |
| | Grades | Percent |
| Success | 1,142 | 97% |
| NonSuccess | 5 | 0% |
| Withdrew | 31 | 3% |
| Total | 1,178 | 100% |

Release/Re-assign Time

| | FTEF |
|--|------|
| | |

Course Success by Targeted Ethnic Groups

| | Targeted Groups | |
|------------|-----------------|---------|
| | 2012-2013 | |
| | Grades | Percent |
| Success | 509 | 96% |
| NonSuccess | 2 | 0% |
| Withdrew | 19 | 4% |
| Total | 530 | 100% |

| | Not Targeted Gro | |
|------------|------------------|---------|
| | 2012-2013 | |
| | Grades | Percent |
| Success | 633 | 98% |
| NonSuccess | 3 | 0% |
| Withdrew | 12 | 2% |
| Total | 648 | 100% |

Distribution by Ethnicity

| | 2012-2013 | |
|------------------|-----------|---------|
| | Enr | Percent |
| African American | 193 | 16% |
| Asian | 89 | 7% |
| Decline to State | 78 | 7% |
| Filipino | 29 | 2% |
| Latino/a | 316 | 27% |
| Native American | 10 | 1% |
| Pacific Islander | 72 | 6% |
| White | 405 | 34% |
| Total | 1,192 | 100% |

Gender

| | 2012-2013 | |
|--------|-----------|---------|
| | Enr | Percent |
| Female | 482 | 40% |
| Male | 710 | 60% |
| Total | 1,192 | 100% |

Age

| | 2012-2013 | |
|------------|-----------|---------|
| | Enr | Percent |
| 19 or less | 467 | 39% |
| 20-24 | 603 | 51% |
| 25-39 | 44 | 4% |
| 40 + | 78 | 7% |
| Total | 1,192 | 100% |

Highest Degree

| | 2012-2013 | |
|------------------|-----------|---------|
| | Enr | Percent |
| BA/BS + | 87 | 7% |
| AA/AS | 10 | 1% |
| HS/Special Admit | 4 | 0% |
| All Other | 1,091 | 92% |
| Total | 1,192 | 100% |

Success Rates by Gender

| | 2012-2013 | | | | | | | |
|--------|-----------|---------|------------|---------|----------|---------|--------|---------|
| | Success | | NonSuccess | | Withdrew | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Female | 451 | 96% | | | 17 | 4% | 468 | 100% |
| Male | 691 | 97% | 5 | 1% | 14 | 2% | 710 | 100% |

Success Rates by Age Group

| | 2012-2013 | | | | | | | |
|------------|-----------|---------|------------|---------|----------|---------|--------|---------|
| | Success | | NonSuccess | | Withdrew | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| 19 or less | 442 | 96% | | | 17 | 4% | 459 | 100% |
| 20-24 | 580 | 97% | 5 | 1% | 12 | 2% | 597 | 100% |
| 25-39 | 42 | 95% | | | 2 | 5% | 44 | 100% |
| 40 + | 78 | 100% | | | | | 78 | 100% |

Success Rates by Ethnicity (multiple years)

| | | Success | | NonSuccess | | Withdrew | | Total | |
|------------------------|-----------|------------------|-----------|------------|---------|----------|---------|--------|---------|
| | | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| | | African American | 2012-2013 | 187 | 97% | 1 | 1% | 5 | 3% |
| Asian | 2012-2013 | 88 | 99% | 1 | 1% | | | 89 | 100% |
| Decline to Significant | 2012-2013 | 77 | 100% | | | | | 77 | 100% |
| Filipino | 2012-2013 | 27 | 93% | | | 2 | 7% | 29 | 100% |
| Latino/a | 2012-2013 | 295 | 96% | 1 | 0% | 12 | 4% | 308 | 100% |
| Native American | 2012-2013 | 10 | 100% | | | | | 10 | 100% |
| Pacific Islander | 2012-2013 | 70 | 97% | | | 2 | 3% | 72 | 100% |
| White | 2012-2013 | 388 | 97% | 2 | 1% | 10 | 3% | 400 | 100% |

Notes and Definitions

Data is for the fiscal year, including summer (and Foothill's 2012 and 2013 early summer).

Figures include Apprenticeship.

Enrollment trends include students counted for apportionment for those report years.

Success data excludes students that dropped after census.

Ethnic data reporting prioritizes multi-ethnic students to targeted groups.

Cross-listed courses are included in home department.

WSCH:

Sum of quarterly
End-of-Term Weekly
Student Contact Hours. 4 Quarters.

FTES:

Fulltime equivalent students,
(WSCH * 11.67) / 525.

FTEF:

Sum of teaching load factors for Summer, Fall, Winter, and Spring quarters, excluding all release/re-assignments.

FT and PT Load:

FT - Fulltime assignment types 0 and 3 (on load, paid and nonpaid).
PT - Parttime all other assignment types, including 2 - overload.

Productivity:

4-term total WSCH /
4-term total FTEF,
excluding all release/re-assignments.

Success %:

Number of students receiving an A,B,C or P grade / total number of students receiving a grade.

Targeted Groups:

African Americans, Latinos, Filipinos

Release / Re-assign Time:

NonTeaching - 994 - Sick Leave
Teaching: -
991 - BHES
995 - PDL
996 - Release-Division
999 - Faculty Release-Contractual

Foothill College

Physical Education-FH

Kinesiology and Athletics

Enrollment Trends by Course (multiple years)

| | | | 2012-2013 | % Inc |
|-------|-------|--------------|--------------|-------|
| PHED | F034A | 20422 | Enrollment | 28 |
| | | | Productivity | 677 |
| | F034B | 20423 | Enrollment | 13 |
| | | | Productivity | 314 |
| | F034C | 21073 | Enrollment | 13 |
| | | | Productivity | 323 |
| | 31053 | Enrollment | 11 | |
| | | Productivity | 149 | |
| F034D | 31697 | Enrollment | 13 | |
| | | Productivity | 215 | |
| F034E | 31671 | Enrollment | 14 | |
| | | Productivity | 232 | |
| F034H | 10153 | Enrollment | 13 | |
| | | Productivity | 229 | |
| | 10154 | Enrollment | 14 | |
| | | Productivity | 239 | |
| | 10513 | Enrollment | 11 | |
| | | Productivity | 176 | |
| | 10514 | Enrollment | 14 | |
| | | Productivity | 246 | |
| | 10515 | Enrollment | 13 | |
| | | Productivity | 229 | |
| | 10521 | Enrollment | 15 | |
| | | Productivity | 264 | |
| | 10523 | Enrollment | 25 | |
| | | Productivity | 404 | |
| | 10524 | Enrollment | 19 | |
| | | Productivity | 316 | |
| | 11091 | Enrollment | 14 | |
| | | Productivity | 246 | |
| | 20425 | Enrollment | 17 | |
| | | Productivity | 293 | |
| | 20426 | Enrollment | 23 | |
| | | Productivity | 379 | |
| | 20427 | Enrollment | 18 | |
| | | Productivity | 285 | |
| | 20428 | Enrollment | 15 | |
| | | Productivity | 264 | |
| F034J | 10258 | Enrollment | 17 | |
| | | Productivity | 340 | |

PROGRAM REVIEW DATA

01/27/14

| | | 2012-2013 | % Inc |
|-------|--------------|-----------|-------|
| 10525 | Enrollment | 14 | |
| | Productivity | #INF | |
| 10534 | Enrollment | 11 | |
| | Productivity | 226 | |
| 10535 | Enrollment | 15 | |
| | Productivity | 308 | |
| 10585 | Enrollment | 14 | |
| | Productivity | #INF | |
| 10586 | Enrollment | 14 | |
| | Productivity | #INF | |
| 10587 | Enrollment | 25 | |
| | Productivity | #INF | |
| 10588 | Enrollment | 23 | |
| | Productivity | | |
| 10592 | Enrollment | 11 | |
| | Productivity | #INF | |
| 11107 | Enrollment | 12 | |
| | Productivity | 247 | |
| 11108 | Enrollment | 9 | |
| | Productivity | #INF | |
| 20681 | Enrollment | 23 | |
| | Productivity | 435 | |
| 20685 | Enrollment | 6 | |
| | Productivity | 123 | |
| 20726 | Enrollment | 12 | |
| | Productivity | 240 | |
| 20727 | Enrollment | 18 | |
| | Productivity | 360 | |
| 30824 | Enrollment | 28 | |
| | Productivity | 576 | |
| 31672 | Enrollment | 16 | |
| | Productivity | 283 | |
| 31688 | Enrollment | 18 | |
| | Productivity | 350 | |
| 31720 | Enrollment | 21 | |
| | Productivity | 432 | |
| 31776 | Enrollment | 28 | |
| | Productivity | 523 | |
| 40788 | Enrollment | 26 | |
| | Productivity | 535 | |
| 41479 | Enrollment | 36 | |
| | Productivity | 708 | |
| 41481 | Enrollment | 11 | |
| | Productivity | 216 | |

PROGRAM REVIEW DATA

01/27/14

| | | 2012-2013 | % Inc |
|-------------|--------------|--------------|-------|
| 41482 | Enrollment | 20 | |
| | Productivity | 370 | |
| 41483 | Enrollment | 44 | |
| | Productivity | 819 | |
| 41484 | Enrollment | 23 | |
| | Productivity | 473 | |
| 41485 | Enrollment | 15 | |
| | Productivity | 308 | |
| 41486 | Enrollment | 14 | |
| | Productivity | 288 | |
| 41663 | Enrollment | 12 | |
| | Productivity | 247 | |
| 41750 | Enrollment | 9 | |
| | Productivity | 185 | |
| 41859 | Enrollment | 8 | |
| | Productivity | 165 | |
| F035A 20429 | Enrollment | 37 | |
| | Productivity | 750 | |
| F035B | 20430 | Enrollment | 13 |
| | | Productivity | 134 |
| | 20431 | Enrollment | 17 |
| | | Productivity | 165 |
| | 20432 | Enrollment | 32 |
| | | Productivity | 795 |
| F035C | 21072 | Enrollment | 24 |
| | | Productivity | 296 |
| | 31052 | Enrollment | 17 |
| | | Productivity | 170 |
| F035D 31670 | Enrollment | 17 | |
| | Productivity | 166 | |
| F035F 31686 | Enrollment | 27 | |
| | Productivity | 447 | |
| F035G 20433 | Enrollment | 15 | |
| | Productivity | 308 | |
| F060. 10270 | Enrollment | 4 | |
| | Productivity | #INF | |
| 11079 | Enrollment | 1 | |
| | Productivity | #INF | |
| 11131 | Enrollment | 5 | |
| | Productivity | #INF | |
| 11133 | Enrollment | 13 | |
| | Productivity | #INF | |
| 11156 | Enrollment | 12 | |
| | Productivity | #INF | |

PROGRAM REVIEW DATA

01/27/14

| | | 2012-2013 | % Inc |
|-------|--------------|-----------|-------|
| 11157 | Enrollment | 7 | |
| | Productivity | #INF | |
| 20773 | Enrollment | 14 | |
| | Productivity | #INF | |
| 20777 | Enrollment | 2 | |
| | Productivity | #INF | |
| 21086 | Enrollment | 19 | |
| | Productivity | #INF | |
| 21087 | Enrollment | 9 | |
| | Productivity | #INF | |
| 31815 | Enrollment | 1 | |
| | Productivity | #INF | |
| 31819 | Enrollment | 14 | |
| | Productivity | | |
| 40810 | Enrollment | 1 | |
| | Productivity | #INF | |
| 41448 | Enrollment | 2 | |
| | Productivity | #INF | |
| 41589 | Enrollment | 29 | |
| | Productivity | #INF | |
| 41593 | Enrollment | 4 | |
| | Productivity | #INF | |

PROGRAM REVIEW DATA

01/27/14

Foothill College

Physical Education-FH

Kinesiology and Athletics

Success Rates by Course (multiple years)

| | | | | Success | | NonSuccess | | Withdrew | | Total | |
|-------|-------|-----------|-------|---------|---------|------------|---------|----------|---------|--------|---------|
| | | | | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| PHED | F034A | 2012-2013 | 20422 | 25 | 89% | | | 3 | 11% | 28 | 100% |
| | F034B | 2012-2013 | 20423 | 13 | 100% | | | | | 13 | 100% |
| | F034C | 2012-2013 | 21073 | 13 | 100% | | | | | 13 | 100% |
| | | | 31053 | 11 | 100% | | | | | 11 | 100% |
| | F034D | 2012-2013 | 31697 | 13 | 100% | | | | | 13 | 100% |
| | F034H | 2012-2013 | 10153 | 13 | 100% | | | | | 13 | 100% |
| | | | 10154 | 14 | 100% | | | | | 14 | 100% |
| | | | 10513 | 10 | 91% | | | 1 | 9% | 11 | 100% |
| | | | 10514 | 14 | 100% | | | | | 14 | 100% |
| | | | 10515 | 13 | 100% | | | | | 13 | 100% |
| | | | 10521 | 15 | 100% | | | | | 15 | 100% |
| | | | 10523 | 23 | 92% | 2 | 8% | | | 25 | 100% |
| | | | 10524 | 18 | 95% | | | 1 | 5% | 19 | 100% |
| | | | 11091 | 13 | 93% | | | 1 | 7% | 14 | 100% |
| | | | 20425 | 17 | 100% | | | | | 17 | 100% |
| | | | 20426 | 21 | 91% | | | 2 | 9% | 23 | 100% |
| | | | 20427 | 18 | 100% | | | | | 18 | 100% |
| | | | 20428 | 14 | 93% | | | 1 | 7% | 15 | 100% |
| | F034J | 2012-2013 | 10258 | 17 | 100% | | | | | 17 | 100% |
| | | | 10525 | 14 | 100% | | | | | 14 | 100% |
| 10534 | | | 11 | 100% | | | | | 11 | 100% | |
| 10535 | | | 15 | 100% | | | | | 15 | 100% | |
| 10585 | | | 14 | 100% | | | | | 14 | 100% | |
| 10586 | | | 14 | 100% | | | | | 14 | 100% | |
| 10587 | | | 19 | 76% | | | 6 | 24% | 25 | 100% | |
| 10588 | | | 23 | 100% | | | | | 23 | 100% | |
| 10592 | | | 11 | 100% | | | | | 11 | 100% | |
| 11107 | | | 12 | 100% | | | | | 12 | 100% | |
| 11108 | | | 9 | 100% | | | | | 9 | 100% | |
| 20681 | | | 21 | 91% | | | 2 | 9% | 23 | 100% | |
| 20685 | | | 6 | 100% | | | | | 6 | 100% | |
| 20726 | | | 12 | 100% | | | | | 12 | 100% | |
| 20727 | | | 18 | 100% | | | | | 18 | 100% | |
| 30824 | | | 28 | 100% | | | | | 28 | 100% | |
| 31672 | | | 13 | 81% | | | 3 | 19% | 16 | 100% | |
| 31688 | | | 17 | 94% | | | 1 | 6% | 18 | 100% | |
| 31720 | | | 21 | 100% | | | | | 21 | 100% | |
| 31776 | | | 26 | 93% | 2 | 7% | | | 28 | 100% | |
| 40788 | | | 25 | 96% | | | 1 | 4% | 26 | 100% | |
| 41479 | | | 36 | 100% | | | | | 36 | 100% | |
| 41481 | | | 11 | 100% | | | | | 11 | 100% | |
| 41482 | 18 | 90% | | | 2 | 10% | 20 | 100% | | | |
| 41483 | 40 | 91% | | | 4 | 9% | 44 | 100% | | | |
| 41484 | 23 | 100% | | | | | 23 | 100% | | | |

PROGRAM REVIEW DATA

01/27/14

| | | Success | | NonSuccess | | Withdraw | | Total | | |
|-------|-----------|---------|---------|------------|---------|----------|---------|--------|---------|------|
| | | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent | |
| | | 41485 | 15 | 100% | | | | 15 | 100% | |
| | | 41486 | 14 | 100% | | | | 14 | 100% | |
| | | 41663 | 12 | 100% | | | | 12 | 100% | |
| | | 41750 | 9 | 100% | | | | 9 | 100% | |
| | | 41859 | 8 | 100% | | | | 8 | 100% | |
| F035A | 2012-2013 | 20429 | 37 | 100% | | | | 37 | 100% | |
| F035B | 2012-2013 | 20430 | 13 | 100% | | | | 13 | 100% | |
| | | 20431 | 16 | 94% | 1 | 6% | | 17 | 100% | |
| | | 20432 | 32 | 100% | | | | 32 | 100% | |
| F035C | 2012-2013 | 21072 | 23 | 96% | | | 1 | 4% | 24 | 100% |
| | | 31052 | 17 | 100% | | | | 17 | 100% | |
| F035D | 2012-2013 | 31670 | 17 | 100% | | | | 17 | 100% | |
| F035F | 2012-2013 | 31686 | 27 | 100% | | | | 27 | 100% | |
| F035G | 2012-2013 | 20433 | 15 | 100% | | | | 15 | 100% | |
| F060. | 2012-2013 | 10270 | 3 | 75% | | | 1 | 25% | 4 | 100% |
| | | 11079 | 1 | 100% | | | | 1 | 100% | |
| | | 11131 | 5 | 100% | | | | 5 | 100% | |
| | | 11133 | 13 | 100% | | | | 13 | 100% | |
| | | 11156 | 12 | 100% | | | | 12 | 100% | |
| | | 11157 | 7 | 100% | | | | 7 | 100% | |
| | | 20773 | 14 | 100% | | | | 14 | 100% | |
| | | 20777 | 2 | 100% | | | | 2 | 100% | |
| | | 21086 | 19 | 100% | | | | 19 | 100% | |
| | | 21087 | 9 | 100% | | | | 9 | 100% | |
| | | 31815 | 1 | 100% | | | | 1 | 100% | |
| | | 31819 | 13 | 93% | | | 1 | 7% | 14 | 100% |
| | | 40810 | 1 | 100% | | | | 1 | 100% | |
| | | 41448 | 2 | 100% | | | | 2 | 100% | |
| | | 41589 | 29 | 100% | | | | 29 | 100% | |
| | | 41593 | 4 | 100% | | | | 4 | 100% | |

PROGRAM REVIEW DATA

01/27/14

Foothill College

Physical Education-FH

Football

Kinesiology and Athletics

Enrollment Trends

| | 2012-2013 | % Inc |
|------------------------|-----------|-------|
| Unduplicated Headcount | 132 | |
| Enrollment | 364 | |
| Sections | 26 | |
| WSCH | 2,508 | |
| FTES | 56 | |
| FTEF | 2.1 | |
| Productivity | 408 | |

Full and Part Time Faculty Load

| | 2012-2013 | % Inc |
|----------------|-----------|-------|
| Full Time Load | 0.5 | |
| Full Time % | 24% | |
| Overload | 0.2 | |
| Overload % | 11% | |
| Part Time Load | 1.3 | |
| Part Time % | 65% | |
| Total FTEF | 2.1 | |

Course Success

| | All Students | |
|------------|--------------|---------|
| | 2012-2013 | |
| | Grades | Percent |
| Success | 360 | 99% |
| NonSuccess | 1 | 0% |
| Withdrew | 3 | 1% |
| Total | 364 | 100% |

Release/Re-assign Time

| | FTEF |
|--|------|
| | |

Course Success by Targeted Ethnic Groups

| | Targeted Groups | |
|------------|-----------------|---------|
| | 2012-2013 | |
| | Grades | Percent |
| Success | 239 | 99% |
| NonSuccess | 1 | 0% |
| Withdrew | 2 | 1% |
| Total | 242 | 100% |

| | Not Targeted Gro | |
|----------|------------------|---------|
| | 2012-2013 | |
| | Grades | Percent |
| Success | 121 | 99% |
| Withdrew | 1 | 1% |
| Total | 122 | 100% |

Distribution by Ethnicity

| | 2012-2013 | |
|------------------|-----------|---------|
| | Enr | Percent |
| African American | 132 | 36% |
| Asian | 5 | 1% |
| Decline to State | 4 | 1% |
| Filipino | 5 | 1% |
| Latino/a | 105 | 29% |
| Native American | 5 | 1% |
| Pacific Islander | 61 | 17% |
| White | 47 | 13% |
| Total | 364 | 100% |

Gender

| | 2012-2013 | |
|--------|-----------|---------|
| | Enr | Percent |
| Female | 1 | 0% |
| Male | 363 | 100% |
| Total | 364 | 100% |

Age

| | 2012-2013 | |
|------------|-----------|---------|
| | Enr | Percent |
| 19 or less | 102 | 28% |
| 20-24 | 256 | 70% |
| 25-39 | 6 | 2% |
| Total | 364 | 100% |

Highest Degree

| | 2012-2013 | |
|-----------|-----------|---------|
| | Enr | Percent |
| BA/BS + | 1 | 0% |
| AA/AS | 2 | 1% |
| All Other | 361 | 99% |
| Total | 364 | 100% |

Success Rates by Gender

| | 2012-2013 | | | | | | | |
|--------|-----------|---------|------------|---------|----------|---------|--------|---------|
| | Success | | NonSuccess | | Withdrew | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Female | 1 | 100% | | | | | 1 | 100% |
| Male | 359 | 99% | 1 | 0% | 3 | 1% | 363 | 100% |

Success Rates by Age Group

| | 2012-2013 | | | | | | | |
|------------|-----------|---------|------------|---------|----------|---------|--------|---------|
| | Success | | NonSuccess | | Withdrew | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| 19 or less | 101 | 99% | | | 1 | 1% | 102 | 100% |
| 20-24 | 253 | 99% | 1 | 0% | 2 | 1% | 256 | 100% |
| 25-39 | 6 | 100% | | | | | 6 | 100% |

Success Rates by Ethnicity (multiple years)

| | | Success | | NonSuccess | | Withdrew | | Total | |
|------------------------|-----------|---------|---------|------------|---------|----------|---------|--------|---------|
| | | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| African American | 2012-2013 | 130 | 98% | 1 | 1% | 1 | 1% | 132 | 100% |
| Asian | 2012-2013 | 5 | 100% | | | | | 5 | 100% |
| Decline to Significant | 2012-2013 | 4 | 100% | | | | | 4 | 100% |
| Filipino | 2012-2013 | 5 | 100% | | | | | 5 | 100% |
| Latino/a | 2012-2013 | 104 | 99% | | | 1 | 1% | 105 | 100% |
| Native American | 2012-2013 | 5 | 100% | | | | | 5 | 100% |
| Pacific Islander | 2012-2013 | 60 | 98% | | | 1 | 2% | 61 | 100% |
| White | 2012-2013 | 47 | 100% | | | | | 47 | 100% |

Notes and Definitions

Data is for the fiscal year, including summer (and Foothill's 2012 and 2013 early summer).

Figures include Apprenticeship.

Enrollment trends include students counted for apportionment for those report years.

Success data excludes students that dropped after census.

Ethnic data reporting prioritizes multi-ethnic students to targeted groups.

Cross-listed courses are included in home department.

WSCH:

Sum of quarterly
End-of-Term Weekly
Student Contact Hours. 4 Quarters.

FTES:

Fulltime equivalent students,
(WSCH * 11.67) / 525.

FTEF:

Sum of teaching load factors for Summer, Fall, Winter, and Spring quarters, excluding all release/re-assignments.

FT and PT Load:

FT - Fulltime assignment types 0 and 3 (on load, paid and nonpaid).
PT - Parttime all other assignment types, including 2 - overload.

Productivity:

4-term total WSCH /
4-term total FTEF,
excluding all release/re-assignments.

Success %:

Number of students receiving an A,B,C or P grade / total number of students receiving a grade.

Targeted Groups:

African Americans, Latinos, Filipinos

Release / Re-assign Time:

NonTeaching - 994 - Sick Leave
Teaching: -
991 - BHES
995 - PDL
996 - Release-Division
999 - Faculty Release-Contractual

Foothill College

Physical Education-FH

Kinesiology and Athletics

Enrollment Trends by Course (multiple years)

| | | | 2012-2013 | % Inc |
|-------|--------------|--------------|--------------|-------|
| PHED | F034H | 10521 | Enrollment | 15 |
| | | | Productivity | 264 |
| | | 10524 | Enrollment | 19 |
| | | | Productivity | 316 |
| | | 11091 | Enrollment | 14 |
| | | | Productivity | 246 |
| | F034J | 10534 | Enrollment | 11 |
| | | | Productivity | 226 |
| | | 10535 | Enrollment | 15 |
| | | | Productivity | 308 |
| | | 10585 | Enrollment | 14 |
| | | | Productivity | #INF |
| | | 10592 | Enrollment | 11 |
| | | | Productivity | #INF |
| | | 11107 | Enrollment | 12 |
| | | | Productivity | 247 |
| | | 11108 | Enrollment | 9 |
| | | | Productivity | #INF |
| 20685 | Enrollment | 6 | | |
| | Productivity | 123 | | |
| 20726 | Enrollment | 12 | | |
| | Productivity | 240 | | |
| 20727 | Enrollment | 18 | | |
| | Productivity | 360 | | |
| 30824 | Enrollment | 28 | | |
| | Productivity | 576 | | |
| 31720 | Enrollment | 21 | | |
| | Productivity | 432 | | |
| 40788 | Enrollment | 26 | | |
| | Productivity | 535 | | |
| 41484 | Enrollment | 23 | | |
| | Productivity | 473 | | |
| 41859 | Enrollment | 8 | | |
| | Productivity | 165 | | |
| F035B | 20430 | Enrollment | 13 | |
| | | Productivity | 134 | |
| | 20431 | Enrollment | 17 | |
| | | Productivity | 165 | |
| | 20432 | Enrollment | 32 | |
| | | Productivity | 795 | |

PROGRAM REVIEW DATA

01/27/14

| | | 2012-2013 | % Inc |
|-------|-------|--------------|-------|
| F060. | 11131 | Enrollment | 5 |
| | | Productivity | #INF |
| | 11133 | Enrollment | 13 |
| | | Productivity | #INF |
| | 11156 | Enrollment | 12 |
| | | Productivity | #INF |
| | 11157 | Enrollment | 7 |
| | | Productivity | #INF |
| | 31815 | Enrollment | 1 |
| | | Productivity | #INF |
| | 41448 | Enrollment | 2 |
| | | Productivity | #INF |

PROGRAM REVIEW DATA

01/27/14

Foothill College

Physical Education-FH

Kinesiology and Athletics

Success Rates by Course (multiple years)

| | | | Success | | NonSuccess | | Withdraw | | Total | | |
|-------|-----------|-----------|-----------|---------|------------|---------|----------|---------|--------|---------|------|
| | | | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent | |
| PHED | F034H | 2012-2013 | 10521 | 15 | 100% | | | | | 15 | 100% |
| | | | 10524 | 18 | 95% | | | 1 | 5% | 19 | 100% |
| | | | 11091 | 13 | 93% | | | 1 | 7% | 14 | 100% |
| F034J | 2012-2013 | 10534 | 11 | 100% | | | | | 11 | 100% | |
| | | 10535 | 15 | 100% | | | | | 15 | 100% | |
| | | 10585 | 14 | 100% | | | | | 14 | 100% | |
| | | 10592 | 11 | 100% | | | | | 11 | 100% | |
| | | 11107 | 12 | 100% | | | | | 12 | 100% | |
| | | 11108 | 9 | 100% | | | | | 9 | 100% | |
| | | 20685 | 6 | 100% | | | | | 6 | 100% | |
| | | 20726 | 12 | 100% | | | | | 12 | 100% | |
| | | 20727 | 18 | 100% | | | | | 18 | 100% | |
| | | 30824 | 28 | 100% | | | | | 28 | 100% | |
| | | 31720 | 21 | 100% | | | | | 21 | 100% | |
| | | 40788 | 25 | 96% | | | 1 | 4% | 26 | 100% | |
| | | 41484 | 23 | 100% | | | | | 23 | 100% | |
| | | 41859 | 8 | 100% | | | | | 8 | 100% | |
| | | F035B | 2012-2013 | 20430 | 13 | 100% | | | | | 13 |
| 20431 | 16 | | | 94% | 1 | 6% | | | 17 | 100% | |
| 20432 | 32 | | | 100% | | | | | 32 | 100% | |
| F060. | 2012-2013 | 11131 | 5 | 100% | | | | | 5 | 100% | |
| | | 11133 | 13 | 100% | | | | | 13 | 100% | |
| | | 11156 | 12 | 100% | | | | | 12 | 100% | |
| | | 11157 | 7 | 100% | | | | | 7 | 100% | |
| | | 31815 | 1 | 100% | | | | | 1 | 100% | |
| | | 41448 | 2 | 100% | | | | | 2 | 100% | |