

## **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 academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

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. Dean/Administrator's comments/reflection/next steps
7. Vice President Comments

### 2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
  - Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 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>

### Basic Program Information

Department Name: Kinesiology and Athletics

**Program Mission(s):**

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 PE-AA is the work force development arm of this mission- the PE-AA combined with Certificate of Achievement is for those students what to gain knowledge and experience to pursue career in the Health and Fitness Industry, at the entry level.

Program Review team members:

Name	Department	Position
Donald Mac Neil	Kinesiology and Athletics	Instructor
Lauren Hickey	Kinesiology and Athletics	Instructor/ Women’s Tennis Coach

<b>Total number of Full Time Faculty:</b>	16 (counting DANC and ALAP)
<b>Total number of Part Time Faculty:</b>	23

<b>Existing Classified positions:</b>
Administrative Assistant , Athletic Trainer, Equipment Manger

Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Physical Education	AA	90

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

### Section 1. Data and Trend Analysis

- Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2010-2011	2011-2012	% Change
Physical Education - AA	See Attached		

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Example: Career Certificate	NA		

#### 1.2 Department Data (Attach data provided by IR or manually complete chart below)

Dimension	2010-2011	2011-2012	% Change
Enrollment	See attached		
Productivity (Goal: 546)			
Success			
Full-time FTEF			
Part-time FTEF			

#### Department Course Data (Attach data provided by IR or manually complete chart below)

	2010-2011		2011-2012			
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success
See attached						

#### 1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

- Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends. **IN order to track how many students an AA in Physical Education, we looked at those courses ( PHED 01, PHED 67B and**

**PHED 08) that a student would have to take to complete a AA degree. Those courses have shown an increase in enrollment over the last two years so interest seems to be high. By linking core curriculum in the PE AA with several current and proposed certificate programs, we plan to expand this rate.**

- Please analyze the data and comment with regards to student ethnicity, gender, age and highest degree. **The department has a very diverse ethnicity with a high of 35 % white and a low of 1 % Native American. There is a higher percentage of African-American and Pacific Islander populations enrolled in these classes than would be predicted by campus demographics. Over half (51%) of the students enrolled in courses were between the ages of 20-24 with the next highest age being the 25-39 at 28%, the lowest age group enrolled was 40+ at only 9%.**
- Completion Rates: Has the number of students completing degrees/certificates held steady, or increased or declined the last two years? Please comment on the data and analyze the trends, including completion rates by student demographic. **The number of AA degrees has increased over the last two years. The latest data shows 9 students receiving Physical Education degrees from Foothill College.**
- AA, AS, transcriptable certificates
  - Local, non-State approved certificates
  - Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.
- Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions. For reference, the college productivity goal is 546. **Looking at three core courses (PHED 01, 08 and 67b) needed for the Physical Education AA showed an increase in productivity by an average of 4% with a low of 494 and a high of 543. Once we link the certificate programs to this program productivity should rise even more.**
  - Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?) **Enrolment has steadily climbed in the past two years and continues to be strong.**
  - Curriculum and SLOs
  - Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt) **All CORs have been updated to comply with Title 5**

- As a department/program, how do you ensure that all faculty are teaching to the COR? **All faculty meet to discuss that they are teaching to CORs and if not how they should.**
  - Discuss how the objectives and outcomes in your courses relate to the program learning outcomes and to the college mission. (Recommendation: attach TracDat mapping report) **We offer transfer level courses that help the student fulfill their requirements and workforce degree. Kinesiology like all health related fields is expanding rapidly and our program is adapting to this to better prepare our students to enter the workforce. With the implementation of the transfer degree this allows the PE-AA to focus more on workforce development needs. This allows Core curriculum to be tied to new and existing certificate programs to provide students with more options and greater chance of successfully completing the degree. See attached**
  - If you are offering both an associate's degree and a certificate of achievement, please provide a rationale for offering both. If you are offering a local associate's degree and a transfer degree in the same discipline, please comment on your rationale for offering both. **There is a minimal amount of overlap with our AA degree in Physical Education and our pending AA-T in Kinesiology. The AA degree is designed to meet the needs of students seeking a career in the fitness and wellness industry with some options for transferring to their choice of 4-year institutions whereas the AA-T in Kinesiology is designed to meet the needs of students who wish to prepare for transfer to a 4-year program and is specifically streamlined for transfer to the CSU system. Our certificate programs will tie to, but still be different than the PE-AA in that they provide focused information/opportunity that prepares students for a specific job field while the AA is broader.**
    - If you are offering any interdisciplinary or cross-listed courses or program, please comment on collaborative efforts such as team-teaching or learning communities.
    - Comment on any recent developments in your discipline which may require modification of existing curriculum and/or the development of new curriculum.
- Basic Skills Programs (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> N/A
  - Please describe existing ladder programs, alternative pathways, Non-credit to credit transitions within your program.
    - Please comment on progression in sequenced courses.
- Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: N/A <http://foothill.edu/president/transfer.php>
  - Please analyze and discuss Transfer data regarding this program.
    - Please analyze and discuss Articulation data regarding this

program.

- Please discuss the status of your program's AS-T or AA-T degrees.
- Workforce Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php> N/A
  - Education Code section 78016 requires that colleges review the effectiveness of Career Technical Education (CTE) programs. Verify that this program:
    - Continues to meet a documented labor market demand as referenced by industry/occupational report provided.
      - Does not represent unnecessary duplication of other manpower training programs in the college's service area.
      - Is of demonstrated effectiveness as measured by the employment and completion success of its students.
      - Please analyze and comment on average salary/wage data in the region.
    - Program accreditation (Please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body. N/A)• Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.
      - Outcomes assessments: Please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.
      - Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.
  - 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>
    - 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. Because of strong ties between Athletics, the PE-AA is able to outreach to underrepresented minorities and International students. There is data available in the Athletics review to support this.
  - Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

## Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed. The SLOs below are for the entire program and not just the three referred to early.

### Unit Assessment Report - Four Column

#### Foothill College

#### Program (KA-PHYS) Physical Education AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (KA-PHYS) Physical Education AA - 1 - A successful student will complete this program with the ability to communicate the components of a Physical Education program to their professional staff  <b>SLO Status:</b> Active	<b>Assessment Method:</b> All PHED students in theory courses will provide feedback on their enrollment in other PHED theory courses. <b>Assessment Method Type:</b> Departmental Questions <b>Target:</b> 80% of students will participate.	06/30/2012 - 95% of students participated. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/L-SLO Reflection:</b> Life long learning.	06/30/2012 - Data will be used to revise core curriculum.
Program (KA-PHYS) Physical Education AA - 2 - A successful student will demonstrate the necessary knowledge, skills, and values of a multi-disciplinary program, which satisfy core requirements for many physical education transfer majors including the traditional concentrations in teaching and contemporary choices of fitness, dance and athletic emphasis.  <b>SLO Status:</b> Active	<b>Assessment Method:</b> Evaluation of final grades in core courses. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> Successful students will pass core courses with a B grade or better.	09/29/2012 - 80% of students passed core courses with a B grade or better. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/L-SLO Reflection:</b> Life long learning.	

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat see attached

## Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

### 2.3.a Course-Level SLO

1. Give an assessment of the past three years of annual Course Level SLO reflections. **The majority of students achieved the student learning outcomes the instructor had outlined and targeted for success.**

2. If your program has other outcomes assessments at the course level, comment on the findings.

**2.3.b Program-Level SLO**

1. What summative findings can be gathered from the Program Level Assessments?  
**An in-depth review is planned in order to better support an applied approach to the fitness job market.**
2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? **We intend to tie in the PE AA core curriculum to certificate programs in Adapted PE, Personal Fitness Training, Dance and Athletic Injury Care.**
3. If your program has other outcomes assessments at the program level, comment on the findings.

2.4 Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Coordinate core curriculum across certificate programs as applicable	[need to find]	Work Force and efficiency of course offerings	Create a pathway for certificate-seeking students that also streamlines the AA process
2			
3			



### Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs. Goals will be linked to resource requests.

The Physical Education AA degree promotes transfer, engage students in lifelong learning pursuits and prepare students for the workforce.

#### 3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 revise PE AA	2010	AA-T created Certificates in Dance and Personal Fitness Training in progress	Planned tie in of core curriculum to Certificate programs
2			
3			

#### 3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1 Increase the number of students completing the AA degree (and all KA academic programs)	Ongoing and long term		Tie in PE AA curriculum to new and existing certificate programs for flexibility and efficiency.
2 Work with Marketing on web page development	5 year plan		Continue to pursue
3			

### Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's unfunded resource requests. 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

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

Position	\$ Amount	Related Goal from Table in section 3.2
Director of AA	.05/term	1,2
1. Duties Coordinate core curriculum from the certificate program for the AA 2. Work with local partners to help pursue pathways for students to gain employment opportunities. 3. To work with faculty to keep aware of changes with in the industry.		

#### One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2

#### Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2
Ongoing training in current technology for online	\$750.00	1

instruction		

#### Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2
As new certificates are approved we will be able to determine what facilities and equipment will be need for the program.		

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

5.1 Use the matrix provided below and reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	Internal Factors	External Factors
<b>Strengths</b>	With increasing rates of health related issues, FH is offering programs that promote careers in the health, fitness and sports industry.	National efforts to confront these health issues. The fitness field continues to be an area that is providing many career opportunities now and in to the future.
<b>Weaknesses</b>	In the past, the Program was left on its own without enough administrative support and/or guidance. This has left the Program with a lot of catching up and repair work to accomplish.	A need to improve outreach through better marketing to promote the program.
<b>Opportunities</b>	By linking the AA degree to current and new certificates would allow this program to	Establishing partnerships with key players in the local industry which will allow

	expand and meet student needs in workforce development and transfer	students to be placed in jobs in the field.
<b>Threats</b>	Limited budgets, and building and maintaining of reputation of program	The need to establish the quality of the program to those outside of the college.

5.2 Address the concerns or recommendations that were made in prior program review cycles.

**New certificate programs continue to be created as planned.**

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

**The biggest concern was the lack of face-to-face course offerings compared to online. This would allow for better tracking of our students and many instructors believe that interpersonal communication is a vital part of this degree, and to be better prepared students need more hands on experience under the guidance of their instructors.**

5.4 After reviewing the data, what strengths or positive trends would you like to highlight about your program? **We are excited about linking the AA to our current and new certificates which should bring new opportunities. We believe that enrollments will increase because of this as more students become aware of the program.**

## Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:  
Instructors are excited by and help students get more interested in the subjects they teach. Online classes regularly fill and student success is high. There is great potential for tying multiple certificate programs to the “trunk” of the AA core to increase visibility of and enrollment in KA programs.

6.2 Areas of concern, if any:

The PE-AA is designed to allow students to complete coursework in any order they choose. While that’s a strength from the student point-of-view, it makes tracking students who are actually in the program difficult and requires greater effort to determine whether students are actually meeting identified program goals.

6.3 Recommendations for improvement:

Create a standardized process for evaluating Program Level student learning outcomes. Courses offered should clearly progress students towards stated objectives, and instructors should regularly meet to discuss whether outcomes are being met. As the focus of the degree shifts, Program SLOs should definitely be revisited and revised as needed.

6.4 Recommended Next steps:

  X   Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

## **Section 7: Feedback and Follow Up**

This section is for the Vice President to provide feedback.

Nice work.

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

Faculty in Kinesiology have embraced the challenges of many state level and college level policy changes and continue to focus on what the students need. Increasing number of degrees awarded is a great sign.

7.2 Areas of concern, if any:

The program review acknowledges the work needed to coordinate and improve SLOs (both course and program) within the KA division, but does not specifically address that work as a program goal. It is probably a fair amount of work and could have been listed a program goal. The dean commented on it, so getting it done is not the concern. It is large enough to list as its own goal.

It remains a little unclear how the program review process will relate to the equipment or facility needs in activity classes.

Para 5.3 refers to courses that need to be offered face-to-face. For clarity, it should specify the specific courses.

7.3 Recommendations for improvement:

Continue to work on the synergy between the upcoming Kinesiology Transfer degree and the PE degree to help as many students as possible. Look to the other programs and their certificates (dance, etc) as possible building blocks for students to earn the PE AA.

7.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

**PROGRAM REVIEW DATA**

10/12/12

**Foothill College**

**Physical Education-FH**

**Physical Educ & Human Perform**

**Enrollment Trends**

	2010-2011	2011-2012	% Inc
Unduplicated HC	5,793	5,826	1%
Enrollment	13,525	12,357	-9%
Numb Sections	607	621	2%
WSCH	48,417	45,594	-6%
FTES	1,076	1,013	-6%
FTEF	32.5	31.1	-0.0
Productivity	496	489	-2%

**Course Success**

	All Students			
	2010-2011		2011-2012	
	Grades	Percent	Grades	Percent
Success	11,576	89%	10,130	85%
NonSuccess	860	7%	1,059	9%
Withdrew	546	4%	694	6%
Total	12,982	100%	11,883	100%

**Full and Part Time Faculty Load**

	2010-2011	2011-2012	% Inc
FT Load	14.8	13.5	-9%
FT Percent	46%	43%	-5%
OV Load	7.2	6.8	-5%
OV Percent	22%	22%	-1%
PT Load	10.5	10.7	2%
PT Percent	32%	35%	7%
Total FTEF	32.5	31.1	-4%

**Release/Re-assignTime**

	2011	2012	% Inc
	FTEF	FTEF	FTEF
NonTeaching		0.05	
Teaching	0.30	0.74	148%
Total	0.30	0.79	165%

**Course Success by Targeted Ethnic Groups**

	Targeted Groups			
	2010-2011		2011-2012	
	Grades	Percent	Grades	Percent
Success	2,604	84%	2,728	79%
NonSuccess	317	10%	470	14%
Withdrew	165	5%	263	8%
Total	3,086	100%	3,461	100%

	Not Targeted Groups			
	2011-2012		2010-2011	
	Grades	Percent	Grades	Percent
Success	7,402	88%	8,972	91%
NonSuccess	589	7%	543	5%
Withdrew	431	5%	381	4%
Total	8,422	100%	9,896	100%

**Distribution by Ethnicity**

	2011-2012	
	Enr	Percent
African American	988	8%
Asian	2,448	20%
Decline to State	1,236	10%
Filipino	472	4%
Latino/a	2,155	17%
Native American	89	1%
Pacific Islander	192	2%
White	4,777	39%
Total	12,357	100%

**Gender**

	2011-2012	
	Enr	Percent
Female	6,643	54%
Male	5,714	46%
Total	12,357	100%

**Age**

	2011-2012	
	Enr	Percent
19 or less	2,058	17%
20-24	4,274	35%
25-39	2,434	20%
40 +	3,591	29%
Total	12,357	100%

**Highest Degree**

	2011-2012	
	Enr	Percent
BA/BS +	3,307	27%
AA/AS	435	4%
Special Admit	146	1%
All Other	8,469	69%
Total	12,357	100%



**Foothill College**  
**Kinesiology/Physical Education**  
**Awards by Degree Type and Major**

<u>Degree Label</u>	<u>Major Label</u>	<u>2010-11</u>	<u>2011-12</u>
Associate in Arts	Physical Education	7	9
Associate in Science	Athletic Injury Care	2	2
<b>Total</b>		<b>9</b>	<b>11</b>