

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 and 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's comments/reflection/next steps

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 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):

Program Review team members:

Name	Department	Position
James Herrera	Kinesiology/Athletics	Part Time Faculty/Asst. Men's Basketball Coach
Katy Ripp	KA	Head Volleyball coach/Asst AD

Total number of Full Time Faculty:	8 Full Time Coaches +1 Athletic Trainer + 1 Counselor
Total number of Part Time Faculty:	4 Part Time Coaches

Existing Classified positions:
1 Administrative Assistant
1 Equipment Manager
1 Athletic Trainer

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Men's/Women's Soccer		
Men's/Women's Swimming/Women's Water polo		
Football		
Men's/Women's Tennis		
Men's/Women's Basketball		
Women's Volleyball		
Softball		

*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).

Program:

Updated:

Section 1. Data and Trend Analysis

1.1. Program Data:

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	See Attached	See Attached	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)

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
PHED 34A-F	See Attached	See Attached	See Attached	See Attached	See Attached	See Attached
PHED 35A-G						

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

1. 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.

Enrollment has remained steady in the majority of the Intercollegiate Athletic Courses from 2010/11 to 2011/12. Foothill athletic programs are experiencing continued success in their respective seasons, which leads to the same if not greater interest in the programs. In general, athletics enrollment remains consistent over time unless sports are added or dropped. This past year Men's Golf was discontinued and no sports were added. Because golf is a very small team, no discernible impact was seen on enrollment.

Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends.

- AA, AS, AA-T, AS-T, Certificates of Achievement
- Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval 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.

There is no degree for participating in Intercollegiate Athletics. This past academic year, over half of the second year student athletes transferred to a four year college.

Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.

Athletics classes typically have very low productivity as measured by campus standards because class sizes are based on effective team sizes rather than typical college enrollment factors. The competitive requirements of the sport and need for reserve players dictate the class size. Most sports teams require far fewer than the 30-35 students required to reach the campus productivity goal.

2. 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?
 - a. Please comment on the data from any online course offerings.

No courses are cancelled because of low enrollment. See above.

3. Curriculum and Student Learning Outcomes (SLOs)
 - a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (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?

All CORs have been updated and are in compliance with Title 5.

- b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

New legislation within the Ed Code allows repeatability in all athletics classes however it also limits the overall number of hours for apportionment to 175 in season and an additional 175 out of season. We are writing new curriculum to accommodate this change.

- c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.

The goal of all coaches in our department is to graduate student athletes from Foothill, transfer student athletes to 4 year schools and prepare them to move on with the next phase of their lives. As stated above, more than half of the second year student athletes transferred to a four year college. This supports our College's mission for work force, basic skills and transfer.

- d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

We ensure the faculty are teaching the COR SLOs through constant communication and collaboration with the coaches of each team. To ensure constant communication and collaboration the division holds division meetings throughout the quarter.

4. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
5. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.

Coaches provide intensive monitoring and support for student-athlete academic success and work with personnel at 4-year schools to assist student-athletes in successfully transferring.

6. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
 - b. Please attach minutes from your advisory board meeting(s).
7. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>
 - a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

All of our Coaches recruit student-athletes to attend Foothill College. If it was not for this, some of our student-athletes would not attend Foothill at all. In comparison to Foothill as a whole, African American (15% vs 5%) and Philipino (8% vs 5%) students are overrepresented in Athletic Courses. Asian students were the only underrepresented group in Athletic Classes in comparison to the rest of campus (14% vs 24%).

Coaches also attract International to be a part of their programs. F1 Visa Students represent 20% of the student-athlete Population. F1 Visa students composed the majority of enrollment in PHED 35D Men's Tennis (60%) and almost 30% in PHED 35A Men's Soccer. These students remain enrolled in a full time schedule of classes from all Divisions on campus throughout their athletics participation.

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.

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. What findings can be gathered from the Course Level Assessments?

All SLOs were completed and the Goals/Targets were met for all of them.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

No curricular changes are needed to meet the learning outcomes.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

The CL-SLOs reflect what the student athletes need to accomplish in order to be successful.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Coaches provide a wide-range of teaching tools and techniques to accomplish learning goals as needed by individual students and teams

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

Other program outcomes are measured by how many Student Athletes transfer, how many Student Athletes remain eligible and how well our teams rank at the end of each season.

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments?

N/A. Program level Objectives are unavailable because this is not a degree/certificate program.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

N/A

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

As a program we measure outcomes based on overall transfer success as well as compliance with CCCAA bylaws and overall rankings as a college statewide (NATYCAA Cup standings). Other program outcomes are measured by how many Student Athletes transfer, how many Student Athletes remain eligible and how well our teams rank at the end of each season

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.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Provide funding to maintain safety and competitiveness of all teams	5 year plan		Some team’s equipment and areas have been updated
2 All Head Coaches are Full Time Staff	5 year plan		Softball and Women’s Tennis Coaches are Part Time. Football has lost a Full Time instructor/ coach position
3 Work with marketing on web page development	5 year plan	Initials planning meetings have occurred and a new template exists, though not yet “live”	Continue to develop

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1. CCCAA Rules Compliance	ongoing	Noticeable rules compliance provides stronger reputation for athletics and campus generally	Continue to provide rules training and monitoring. Create processes that enhance rules compliance
2. Staff for the Learning Center/(ie Tutors and monitors)	Long Term	Gives our student-athletes the best chance to succeed in the classroom. Add to pass the torch, tutorial center, and/or PSME as our currently used academic resources.	Hire position/positions to work early and late hours to fit school and practice schedules . Hire tutors for math and English.
3. Department Driven Fundraising	Long Term	Help provide each department and program the necessary funds to be successful.	Organizing a department led fundraiser where proceeds can be used for all or for learning center/tutors.
4. Additional Asst Coaches	Long Term	Will help with practice numbers and help off the field with study halls and tutoring.	Evaluate sport by sport need to determine
5. Secure support staff for events	Short Term	ie Stats crew, line judges, ticket-takers	Create and maintain ample pool of student workers

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 and/or rationale
Full Time Head Softball Coach (currently is part-time)	Entry FT salary + benefits (would replace current PT faculty)	stronger commitment to student success by giving coaches the ability to be more involved in their athlete's cognitive, physical, social, and emotional development. Part time

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		coaches cannot help develop their student athletes at the same level of full time faculty due to limited time/commitment.
Full Time Head Women's Tennis Coach (currently is part-time)	Entry FT salary + benefits (would replace current PT faculty)	stronger commitment to student success by giving coaches the ability to be more involved in their athlete's cognitive, physical, social, and emotional development. Part time coaches cannot help develop their student athletes at the same level of full time faculty due to limited time/commitment.
Full Time Football Coach (currently have two part-time positions)	Entry FT salary + benefits (would replace current PT faculty)	Entry FT salary + benefits (would replace current PT faculty)

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

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Assistant AD	.35 divided over year	CCCAA rules compliance requires presence of game administrator at all home events-many of which can occur during the academic day. At peak times (Sept – Feb), game management can require as much as 15 hours/week. The re-assign time provides an additional person to attend the games so the Division Dean can be available to attend to the needs of the Division and campus.

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Padding for batting cage	\$2400	prevention of injury due to balls being hit off batting cage support poles.

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Softball	\$1000	Would require less fundraising as to supplement worn/ripped/stained uniforms each year. Softball plays 40 games a year which is 120 games between uniform orders. That far surpasses any other sport in games played per uniform. Additional money for uniform repairs and reorders would help greatly.

Program:

Updated:

Assistant Women's Soccer Coach	\$3500	Helps with student's success on the field and off.
Replacement Uniforms	\$15000	Teams rotate to replace uniforms every 3 years. Mid-cycle replacement comes from existing B Budget
Team Travel	\$7500	Van and bus travel costs exceed available budget in current "-50%" condition

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Softball Field chalk, quick dry, etc	\$500/year	game play requires ongoing field prep.
Softball and Women's Soccer Team Rooms/chairs or stools	\$3500	For student athletes to sit on while changing. Currently use old benches leftover from football.
All Team Rooms--combination locks on doors	\$4500	Too hard for our athletes to gain access to team rooms either pre/post practice, trainers, or class with the team rooms being a 30 minute roundtrip walk from the division office. Our team room continuously is locked at random times making it frustrating for athletes and coaches and wasting valuable time. Combination locks on the doors would allow only team members and coaches access using the keyed code.
Basketball Shooting Machine	\$5000	Can be used by both Men's and Women's basketball. The current shooting machine is old and scratches the floor. It is a great resource for our players to practice on their own.
Tennis Courts Resurfaced, new hitting backboard, additional water fountains, court and spectator benches replaced		Current timeline of re-surfacing every 5 years is too long. We are in final year before resurfacing and courts have serious cracks which risk injury and impede game play

Section 5: Program Strengths/Opportunities for Improvement

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

5.2 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? Athletics operates most successfully as a combination of instructional and support service roles on campus. The current program review templates

don't quite address this dual purpose and may make the program appear less accomplished than it is.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program? Community college athletics is an important element of institutional life and athletics service many first generation college students as well as continued diversity. Athletics programs recruit students specifically to Foothill College and then provide ongoing close monitoring and academic support. Current demographics indicate African-Americans and Pacific islanders are more strongly represented in athletics than on campus generally, and that International students are also represented strongly in athletics.

Athletic programs are an extension of learning opportunities for students and the value comes from student participation which facilitates the continued desire to pursue academic endeavors even beyond sport. Athletics programs provide an inroad and support for post-secondary education for many students who may not otherwise access this opportunity, and athletics participation also provides a supportive framework that allows students to transfer to 4-year colleges.

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:

Athletics contributes to both the academic and student service areas of campus with great success. As an outreach program, Foothill coaches regularly provide a visible representative of the college at local high school events. When one student is recruited, his/her classmates also have the chance to learn about the school. The result is a greater percentage of underrepresented minorities, international, and out-of-state students on campus. Student-athletes typically remain full time students for their entire community college career and complete work in all Divisions on campus. Team success is a source of pride both within the college, and for alumni, boosters, etc. and, when coupled with the high transfer rate student-athletes have, can serve to illustrate the "complete package of success" Foothill offers.

6.2 Areas of concern, if any:

Relative to other programs, athletics is expensive and the standard measures of success for a college (ie as measured in Program Review) don't always directly translate to athletics courses. This may make athletics a more likely target during these times of budget cuts which could have unintended consequences to the areas mentioned above. The needs of Athletics can potentially distract from the primary goal of providing a strong overall Kinesiology program if not carefully managed.

6.3 Recommendations for improvement:

We continue to look for the most cost effective ways to run a safe and healthy competitive Athletics program while working to strengthen the Kinesiology program that is the "house" for the Athletics Dept. Additionally, need to continue promoting athletics as an outreach and student support program that positively impacts all areas of campus.

6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 6, 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.