

**Las Positas College**  
**PROGRAM PLANNING UPDATE (Instructional) AY 2015-2016**

<b>Name of Program</b>	<b>Division</b>	<b>Author(s)</b>
Kinesiology/Athletics	BSBA	Jason Craighead

**INSTRUCTIONS:**

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program’s catalog rubric and this format when naming your document:

Rubric INS PPU 15\_16

e.g., ESL INS PPU 15\_16

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says “Click here to enter text” and you will be able to click on the check boxes to select them.
5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

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**I. STUDENT LEARNING OUTCOMES**

Review of academic years 2012-13 and 2013-14

**SLO Assessment Review**

Review your program’s SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

Our SLO assessments indicate that 95.3% of our students were scored competent or higher (competent, 9.3%, above average, 19.1%, or have achieved mastery, 66.4%), in all Kinesiology/Athletic courses.

Our biggest need for improvement is consistency within the 5 point scale of our rubric. A few courses (Ultimate Frisbee 1-4, Swimming – Advanced, Outdoor Soccer, Lifeguarding, Intercollegiate Soccer – Men’s & Women’s) used rubrics that measure improvement rather than skill achievement (competency) as do the rest of our courses. This leads to inconsistency for success within our activity courses.

We also need to work towards all courses having scores entered for all courses.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses.*)

We have only one course (KIN PF- Personal Fitness) that is taught as an online course. Students meet at the beginning of the semester and end of semester for fitness evaluations, the rest of the course is conducted online. Only one section has been reported, and 100% of students scored nearly competent (23.6%) or competent (77.4%).

This course has needs to have more scores to create more solid data to compare with the rest of our courses, but this does indicate that the online course (100%) is slightly more successful than face-to-face (95.3%). This course has had 3 sections offered and only one with reported scores.

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

In looking at our assessment results from the weight training course it was evident that

students were not completing the course (more Not Scored) students which reflect late semester drops. Steve Navarro changed a similar course to online (Personal Fitness) with much better achievement results. Students in this course have the flexibility of an online course (fits into their daily schedule), while completing the course requirements with in-person pre- and post-assessments to verify achievement.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

We have not made a change in units or lab hours based on data. We have increased our units and lab hours to meet new C-ID requirements for our Transfer Degree.

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?      YES       NO

If yes, please explain.

Because of the nature of our physical activity courses (equipment heavy), and with limited repeatability, we are constantly assessing our results to find new ways to increase student success within a course. With repeatability at one for our activity courses, they have gone from a “generalist” approach to having specific skill sets broken down for each course in a progressive manner, or more of a “specialist” approach. The skill sets for each course are now much more specific and require more variation in equipment. For example in Weight Training 2, free weights have become a large part of the Course Content. In Spring 2014, 22.7% of students were unable to identify a proficient number of “free weight training exercises demonstrated in class”. This pattern has been discussed amongst the department and found to be evident in multiple activity courses. Repeatability has had more of an effect on student success that anticipated. We plan to increase request additional equipment and resources to meet the needs of the students.

### SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

This has been achieved in three different ways. For specialty areas, such as Yoga, instructors in that discipline have collaborated to come up with a few SLO's that reflect the content and will best assess the students in that course.

For other areas in which faculty teach across many subject areas, we have met in person as well as discuss over email, and collaborated to come up with SLO's that address the course content and best assessment for the students.

Lastly, for areas where there is a specialist in which one instructor teaches primarily all or most sections (water polo, ultimate Frisbee), that person has developed the SLO's on their own.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

This is one thing that we have to work more on to achieve consistent results. It was noticed last year that we have various rubrics assessing the same SLO which can lead to various outcomes in assessment data. Athletics has created a standard rubric and SLO's in order to more accurately assess those courses. We have created a standard rubric, but not eliminated others in the system, so instructors are still using old rubrics.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe):

Click here to enter text.

## II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

### A. Data Review

If applicable, summarize any **changes** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

**NOTE:** Only include changes that affect student learning, program planning or resource requests.

Our data shows that we have had a significant decline in headcount 1,595 (Fall 2012) to 1,233 (Fall 2013), and 1,637 (Spring 2012) to 1,315 (Spring 2013). The data is consistent across all age demographics.

79% of our students are Freshman/Sophomore students, 81% are Degree/Transfer/Certificate oriented students. Only 2% of our students are enrolled for personal enrichment. This data indicates that our students taking activity courses are the "standard" students, not the community using the college system as a "gym". This information refutes the claim for limited repeatability, and our students should be able to learn new skills and become proficient in whatever activity they choose during their tenure at Las Positas College.

From Fall 2012-Spring 2014, we have had a decline in the following: FTEF (9.1 to 8.8 for Fall semesters, and 7.4 to 7.0 for Spring semesters), FTES (228 to 175 for Fall semesters, and 186 to 150 for Spring semesters), and productivity (778 to 623 in the Fall Semesters, and 622 to 533 in the Spring semesters). This trend is a reflection of reductions in the number of courses offered combined with repeatability issues for students as we modified curriculum to meet Title 5 legislation changes. Our department has always been on the smaller side for the Spring semesters in terms of FTEF and FTES, and once again productivity was a reflection of repeatability for students. Even with less courses to offer in the Spring, our productivity was still very low.

In response, we have been planning a change in the courses offered and order in which they are offered to allow students to take courses and progress through a series in an efficient manner while keeping our productivity high. We are also looking at requesting additional equipment to go along with our new courses approved to diversify our offerings.

**B. Program-Set Standard for Successful Course Completion Rates**

Your program-set standard for successful course completion rates (i.e., number of grades of ‘A’, ‘B’, ‘C’, ‘CR’, and ‘P’ divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	<b>Program-Set Standard for successful course completion</b>	<b>Did you meet your program-set standard? (Yes or No)</b>
2012-13	<a href="http://tinyurl.com/mmfwqfe">http://tinyurl.com/mmfwqfe</a>	Yes
2013-14	<a href="http://tinyurl.com/q6dah55">http://tinyurl.com/q6dah55</a>	Yes

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

NA

**C. Curriculum Review**

1. Review your program’s current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

Internally, we have been able to complete an overhaul with all our activity courses, including updates and new curriculum. The biggest impact was adding another full-time faculty member and the increased help from one of our adjunct faculty.

Externally, the biggest impact on our curriculum has been repeatability reduced from four to one. We have created multiple courses within each area and broken down the content to enhance student learning and allow students to continue to improve skills within our activity courses.

As a result of both internal and external impacts, we have **completed** 58 course modifications and 48 new course offerings. These numbers do not reflect any new proposals going through the curriculum process. **The vast majority of the modifications were to meet new CID descriptors from the state. In order to meet the requirements, all activity courses were modified to a minimum 1 unit course. This was a large increase in workload for the few faculty that took on the task. In addition, we are unsure of the impact for student success going from a .5 unit course to a 1 unit course. The .5 unit courses in the past were largely successful and strategically placed to accommodate student needs and interests, as late start and summer session courses.**

Because of the large and diverse curriculum that we have, for 2015-16, we will look at our curriculum to update and modify courses to meet the needs of the students and Title 5 legislation requirements. In dealing with repeatability issues and serving the needs of the students, we are looking at curriculum that we can cross-list to increase productivity. We will also have to look our course offerings and deactivate courses that are no longer being offered.

For athletics, we have added curriculum for Intercollegiate Water Polo, and will have to create additional curriculum for pre-season and off-season training, which will comply with Title 5 legislation.

#### D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

Yes. We have added the full-time position of Head Women's Soccer Coach and Faculty, starting Fall 2014.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

Most recently one of our Athletic Assistants vacated their position, which will be replaced. The position was vacated August 2014 and is expected to start with a new hire November 1<sup>st</sup>, 2014.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

The full-time faculty/coach hire is a welcomed and much needed addition, which can (and already is) contributing to the department with updating and creating new curriculum, and creating and assessing SLO's. The Kinesiology/Athletic department is excited to have another contributing member to our staff.

The loss of the Athletic Assistant position was last minute, and even though it was for only 3 months, it impacted student learning in the physical activity classes as well as Intercollegiate Athletics. The initial impact was felt immediately at the start of the semester, impacting instruction and student learning, as this position was vacated two weeks before the start of the semester. Kinesiology/Athletics has two Athletic Assistant positions, which share responsibility for set-up and take-down of all activity classes and athletic events, care and maintenance of physical activity/athletic equipment, care and maintenance of both weight rooms, vacuuming the pool, instructional equipment ordering, and Intercollegiate game management. This is a two-person job that was left to one person, and it took the months of August and September to get back on track, just as increased job responsibilities increase with the start of Men's and Women's basketball. The loss of this one person has led to physical



activity courses starting late or without the proper equipment, machines/equipment not repaired or useable, equipment not cleaned or sanitary for students/athletes, and facilities not kept in the proper condition. The pool facility was given a written warning by Alameda County Health for having too much dirt (not vacuumed well enough).

#### **E. Other information pertinent to the program**

In order for our Kinesiology degree to get approved, all our activity courses had to change the variable units, from .5-2.0 unit to 1.0-2.0 units. This was a long process that was completed this Fall 2014.

Our Kinesiology transfer degree will be completed this Fall. We have been playing catch-up to ever-changing requirements from the State. Anatomy, Physiology, Math, and Chemistry needed to update their courses (they are all requirements for our degree) before the degree can get submitted to curriculum and the State.

For Athletics, we are going through the formal process to add our next intercollegiate sport, Men's and Women's Water Polo. This has been an objective since 2009, updated every year in program review, and is finally making its way forward. Our department is excited about increasing opportunities in athletics that reflect the interests and abilities of the community.

### **III. PLANNING**

#### **A. Planning Update**

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

Our current plan is to continue to diversify our offerings and modify more courses to meet the needs of the students. Our current offerings are showing lower enrollment due to repeatability, so we have created new courses and re-activated old ones. We also plan on completing the Kinesiology Transfer Degree this Fall 2014. Currently we have a Kinesiology AA degree which we will modify once the Transfer Degree is approved through the State. Our

plan is to modify the degree to an Athletic Training/Personal Training emphasis to serve the growing fitness and athletic training market. We have also added two new lecture courses to our discipline, Personal Training and Sport Management.

We have been able to add a full-time hire, which has been in our Program Review/Update since 2011.

We are in the process of adding Intercollegiate Men's and Women's Water Polo, and plan to start Fall 2015. This has been in the Program Plan/Review/Update since 2009.

### **B. Program Planning for AY 2015-16**

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.
  1. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
    - changing number of units/lab hours
    - changing pedagogy/curriculum
    - changing assessments

For 2015-2016, our goal is to make sure that assessments accurately reflect each course offered. We need to make sure that each course has been assessed within the correct timeframe, as well as standardize our rubrics.

By the 2015-2016 year, all our courses offered will reflect the updated C-ID requirement of at least 1.0 units for activity courses. This will have the biggest impact for our summer offerings as they traditionally have been .5 unit courses.

For the 2015-2016 year, we will offer a wider variety of courses (more options and less sections) to deal with repeatability issues. We will have to evaluate this plan at the end of the year to see if there has been a significant change in enrollment patterns. We have been working collaboratively to decide which course we would like to offer first.

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2. Have your assessment results shown a need for new SLOs? YES  NO   
 If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
Click here to enter text.	Click here to enter text.

3. What percentage of courses will your program assess in the next academic year (2015-16)?

<p>Our plan is to assess 100% of the courses offered during the 2015-2016 academic year. We need to have our faculty (full-time and part-time) step up and assess every course they teach!</p>
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4. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
10	2

4. Curriculum

- a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program’s reasons for the changes. Please provide any data which supports your program’s reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

<p>We do not have any new plans. We will continue to add levels to existing courses where appropriate, dividing skills/concepts into smaller pieces to enhance student learning. Our student success scores are fairly high at 95.3%, but we would like to have a lower percentage of students scoring as “competent” (9.3%) and a higher percentage at “above average” (19.1%) or better. This has worked well in skill-based courses whereas students</p>
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are able to learn skills in a better progression and in smaller increments (Learn to Swim/Swimming 1 – 100 % of students scored “competent” or higher). Fitness-based courses that have followed the same design have scored well (Swim Fitness 1 – 100% scored “above average” or higher).

- b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

Yes. We will continue to add levels to our activity courses where appropriate. Most courses will have “courses with related content” leveling from 2-4. We are continuing to re-activate and update older courses that have had previous high enrollments and high student success to diversify our offerings (Productivity drops = 778 to 623 in the Fall Semesters, and 622 to 533 in the Spring semesters).

#### 5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

General program plans are to complete the Transfer Degree for Kinesiology, create/modify our Kinesiology AA degree to an Athletic Training/Personal Training Degree, and explore adding more Intercollegiate Sports (women’s volleyball, softball, baseball, lacrosse).

### IV. Resource Requests for AY2015-16

Complete all areas that apply to your program’s resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.

- Provide any data or evidence which supports this request.

### A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

We will request an additional .8 FTEF.

2. Rationale for request(s).

The FTEF will be for two additional lecture courses that are new curriculum (Personal Training, and Advanced Concepts in Athletic Training). We are also looking to bring back the Fitness Center Program. This program was removed due to budget cuts and a decrease in FTEF to maintain the diversity of our courses.

### B. Human Resources

1. Request: New or replacement faculty position(s).

New position request. Head Women's Basketball Coach/Kinesiology Faculty.

New position request. Head Athletic Trainer, classified position.

Replacement position request. Head Coach Men's Soccer/Kinesiology Faculty

2. Rationale for faculty position request(s).

The new position for Head Women's Basketball Coach/Kinesiology Faculty does not exist in the District! This position has always been an adjunct position for both Chabot and Las Positas College.

The replacement position is for a pending retirement to go into effect Spring 2015.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

- 1) Head Athletic Trainer for Intercollegiate Athletics
- 2) Administrative Assistant 1

4. Rationale for classified staff position request(s).

1) An athletic trainer is mandated by the NCAA and CCCAA to in order to have Intercollegiate Athletics). Currently we contract out through Tri Valley Orthopedics. The contract has been increased both times that it was renewed, and the next increase will put us at an even cost to hire a classified position. It would be a great benefit to have an “in-house” athletic trainer to have set hours that meet our needs, consistent treatment and expectations for athletes and coaches from year to year, maintain the training room (order supplies, upkeep of modalities, log all treatments), and fulfill the needs of a growing athletic program. Our program review (and previous ones as well) have stated the need/request for this position.

2) The Administrative Assistant position is a replacement. During consolidation, 4 divisions in to 3, we lost one administrative assistant and were left with only one to take care of an additional six departments. Duties include but are not limited to:

Perform administrative duties within the clerical support system; assist in preparing reports, preparing agendas for and minutes of meetings, compiling annual budget requests, processing expenditure requests for designated accounts, and monitoring approved budget accounts.

Collect and compile information, data, and background materials from various sources on a variety of specialized topics related to programs administered by the position or by management staff; prepare reports which present data.

Prepare and revise various operating procedures, rules, and regulations upon request; develop and revise office forms and report format; initiate, organize, and maintain complex filing systems and records.

### C. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

Increase in budget due to the projected addition of Intercollegiate Men's and Women's Water Polo. Also, continued maintenance, repair, and replacement of existing facilities and equipment for both activity courses and Intercollegiate Athletics.

2. Rationale for financial request(s).

We are a program that is very heavy on equipment. Without resources to maintain what we already have or purchase new/replacement equipment to meet our diverse offerings, student learning will decrease.

**D. Technology (software only – discuss hardware in section E)**

1. Request: Upgrade existing software or purchase new software.

2. Rationale for technology request(s).

Click here to enter text.

**E. Facilities, Equipment (include technology hardware), and Supplies**

1. Request: Renovation or upgrade of existing facilities or new facilities.

Repair of the turf field, removal of plants on the East Side of the pool facility and replace with concrete.

2. Rationale for facilities request(s).

-The turf field has become uneven and worn through in certain spots. Our courses and athletics require a safe and consistent field of play.  
-The removal of the plants has been approved through small projects, but is only scheduled to complete part of the project. This project was a health and safety issue, and removal of the

plants is only a partial solution. We are working to make sure the project is completed in its entirety.

3. Request: Upgrading of existing equipment or purchase of new equipment.

Replace backboards on the portable baskets, replace & upgrade the lane lines in the pool, replace the backstroke flags for both pools, resurface the diving blocks in the competition pool, and new covers for both pools, upgrade lane lines in the pool.

4. Rationale for equipment request(s).

Our Program Review states that we are looking “To secure sufficient funding for the purchase and maintenance of instructional equipment for the Physical Education and Athletic programs.” Our facilities are in constant use and will always require repair and replacements to keep them in a safe and operational state. Our SLO’s are tied into the usage of the facilities and the equipment for them in good working order.

5. Request: New supplies

Olympic platforms to the weight room

6. Rationale for supplies request(s).

We have 7 courses with SLO’s tied to the facility and the usage of Olympic lifts, which need to be performed on the correct platform. In addition, all 8 of our Intercollegiate Programs have SLO’s tied to the weight rooms as well.