LMC Comprehensive Program Review
Instructional Units

2017-2018

Program/Discipline: Kinesiology/PE

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs) We are now offering sections of PE 100, which is a majors requirement and also satisfies a GE requirement. We have gone from 1 section to 5 and those sections include Online, Face to Face and Hybrid. We are offering fewer activity classes due to lower enrollments, poor facilities.

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources. No big changes planned for the degree. We will continue to moniter PE 100 sections offered. We feel that new facilities may generate interest in the department and foresee elevated enrollments in our activity classes.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4

List Courses Needed for Degree or Certificate in each semester.	PE 100 Math 034 PE activity	BioSC 010 PE activity	BioSC-040 PE 105	BioSC-045 PE activity

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future. NA

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it? All activity course offered transfer, meeting the needs of general students and majors

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	**Spring 2019**	**Fall 2019**	**Spring 2020**
PE100	**4-6**	**4-6**	**4-6**	**4-6**
PE 105	**2**	**2**	**2**	**2**
PE Activities	**15+**	**15+**	**15+**	**15+**
Rationale for any Major Changes				
The change that may occur (we hope it does) is a higher number of activity sections offered to accommodate new interest with the new facility.				

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
COURSE 001	
COURSE 002	
COURSE 003	

4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	Added new courses PE 100 and 105....both 3 unit lecture classes. Lost the Swimming Pool, no more Aquatic classes
How have these changes enhanced your program?	These are AATKines major classes. PE 100 is also a GE class and has helped expose our department and degree to the general population, which we lost when the College took Activity Courses off requirements for degree/transfer. We have lost the ability to offer our Kinesiology students the option of an Aquatics component for their AAT degree. Not for a "new" degree, however.... New courses may include updated Activity type classes for students in the major so that they move through the program exposed to current trends in health/fitness. Possibly Lecture/Lab courses in Health and Fitness (ie. Diet and Exercise) At this time we do not have specific courses identified.

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	**NA**
What significant changes to existing course content would need to be made to support the new degree or certificate?	NA

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed. NA

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course? NA
   a. Delete the course
   b. Market/promote the course to gain enrollments
   c. Other

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2 X	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3 X
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or

		its delivery was clear from the data that was collected.

Manageable:

1	2 X	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning? Not aware of "changes" that could occur to generate more "meaningful" data. We would like to see how many students transfer to a 4 year as Kines Majors. Many students opt not to finish the AATKines, but transfer with 60+ units to declare and do the Kines work, mainly Anatomy/Physiology at the 4 year institution.

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided**. Describe one important thing you learned from your program level assessment. We learned that students are interested and choosing the Kinesiology degree as a popular area of study, even with our completely outdated, broken facilities and equipment. We know that when students connect to Instructors who care and get to know them as individuals that we "hook" them in the degree and they are encouraged as "college students" who have a goal and plan. Many of our students come into the program without clear direction in regards to what they are doing/where they are going. Our degree puts people on paths.

7.2.2. What was the biggest challenge in conducting program level assessment? Working with part time faculty to offer them the tools they needed for assessments. As department head, I often have to pull up the information/forms/data etc and give direction faculty so that they can assess

7.2.3. What resource needs, if any, were identified in your program level assessment? Updated facilities and equipment.

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program)   Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	80.9-81.7	85.6-87.9	87.3-88.7
Success Rate (program/discipline)	65.1-68.3	74.1-80.1	75.6-81.7

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out? Low income students are in line with all students in Completion and Success Rates. African American students Completion and Success rates have steadily increased over the past 2 years. The Kines degree is 3 ½ years old.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies? The biggest resource we have in our department is our Faculty. No matter what resource is available to students, when they do not "feel connected" they do not perform as well. We have personal connection in our classes with students. We move, and participate with our students. We engage and encourage out students to set personal goals and accept self responsibility for meeting those goals (health and fitness) outside of class. We feel that if students start to practice commitment to self…through choosing healthy lifestyles and benefitting from the results that self esteem is elevated. When people have esteem, they are able to better "try" activities that are uncomfortable for them…Reading, Writing, Math, etc. Practicing self responsibility for mental and physical health creates this avenue for development as a "student". Why we would like to see all students at LMC involved in regular exercise on campus.

9. Goals

9.1. Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	Key goal has been to get the Kines degree up and running with the lack of equipment and facilities available to students. We feel that we are meeting the goal set and will continue to grow our numbers in the Kinesiology degree. In addition, we were able to show a steady increase in Success and Completion rates with both African American and Low Income students.
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	NA

9.2. Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success.	1. ACCESS: increase access through enrollment of students currently underserved in our community.
2. Strengthen community engagement and partnerships.	2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.
3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.
4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.
	5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
	6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy,

	demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Continued success/completion rates for Low Income students	College Goal #1	IPG #4, 5
Goal 2: Continued success/completion rates for African American students	College Goal #1	IPG #4, 5
Goal 3:Increase the number of AAT degrees for LMC students	College Goal #1	IPG #4, 5
Goal 4:		
Goal 5:		

OPTIONAL

9.3 Resource needs to meet five-year goals

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	
Justification:			

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #	

Department/Unit Name	Resource Type	
	☐ Equipment	☐ IT Hardware/Software
	☐ Supplies	☐ Facility Improvement
	☐ Service/Contract	☐ Other

General Description	Est. Expense

Justification:

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #	

Department/Unit Name	Resource Type	
	☐ Conference/Meeting	☐ Materials/Supplies
	☐ Online Learning	☐ IT Hardware/Software
	☐ Other	

General Description	Est. Expense

Justification:	