

## 1. Executive Summary

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Cañada College KAD department provides our community with a education centered environment that promotes lifetime learning. Our department works to ensure that all students, and especially those from diverse backgrounds, have the opportunity to achieve their educational goals. As a department we are primarily focused on serving students, improving our facilities and course offerings, and finally working to ensure a positive and student centered direction for our department.

We serve all students campus wide with a variety of offerings for all skills and abilities. These offerings for many of our students are their first experiences with physical activity environments, and reinforce the importance of life long participation and well being. These opportunities develop long term relationships between Cañada College and the community by promoting health and well-being. The Kinesiology degree continues to be one of the more popular degrees for both educational and workforce environments.

Athletics in particular adds to the liberal arts education with opportunity to involve students in a number of ways. Traditionally, the disproportionately impacted students, particularly men of color, succeed at higher rates due to athletics and its wrap around coverage. In addition to this, our student athlete population has historically higher transfer rates than the general population.

The new Cañada Building 1 provides the opportunity for outstanding student interaction and instruction. This project can be a tremendous asset the KAD department as it serves as the hub for student educational opportunities and access surrounding Kinesiology, Dance, and Athletics. This state-of-the-art Physical Activity Instructional center will serve our students as a part of our educational environment.

With impending displacement of facilities, course offerings, and instructors, we seek integral participation in the planning of Building 1 build and swing space organization. As the department that utilizes the space on a daily basis, our input provides critical information for efficient use of limited swing space, appropriate placement of displaced staff and classroom locations, and the optimal development of a building that serves both the community and our students. Such elements maintain continuity of service to the students during a period of change and disruption.

With the exciting changes coming to our department the future direction becomes very important. We would like to continue to raise our level of service to our campus community and students. As a department we have recognized a need to offer and commit to adding course offerings that are designed for the general student population, not just our student athletes. Moreover to continue to progress and develop our athletic department it is important that we meet industry standards in athletic operations and support. Things like appropriate number of athletic trainers on site, the addition of an equipment manager, and the addition of a Sports information director will keep our department up to date. With the addition of theses specific support personnel/services we will be able to support our programs and students effectively and inline with our college's mission.

## 2. Program Context

1. Mission: How does your program align with the college's mission? If your program has a mission statement, include it here

### 1. Mission

The Cañada College Department of Kinesiology, Athletics and Dance is dedicated to promoting physical activity as an essential component in achieving educational goals, lifelong learning and self-development. The department strives to provide a variety of courses in fitness, dance, individual and team sports that will develop fitness components, a sense of body awareness, positive attitudes, and pride in individual and team achievement. In addition, the department is dedicated to developing future educators and professionals in the field of kinesiology, athletics, dance and fitness via our certificate and degrees. The faculty and staff aim to inspire our students to believe in themselves and strive for excellence in personal growth, health and wellness.

#### Cañada College Athletics Mission Statement

The Cañada Athletics Department promotes excellence in athletics and prepares leaders for tomorrow by providing an excellent environment to enable student-athletes to achieve their highest academic, athletic, and personal aspirations.

Cañada College competes as a member of the Coast Conference in baseball, women's soccer, men's soccer, women's volleyball, and basketball, and in the Central Valley Conference in women's golf. A wide variety of activity courses are offered that are designed for lifetime enhancement of fitness, recreation and leisure time.

The KAD department offers career technical, transfer, and lifelong learning courses.

Career Technical: Dance, Kinesiology

Transfer: Kinesiology

Lifelong Learning: Dance, Kinesiology, Fitness, Team, Varsity, Individual

2. **Articulation:** Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

There have been no recent changes in curriculum and degree requirements at high schools and 4-year institutions that would impact our program's articulation.

3. Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group? recommendations for your program.

Our last advisory group meeting was in Spring 2015. Due to the labor market, student demand for the fitness professional degree or certificate has decreased below current enrollment requirements. If and when the demand returns to acceptable levels, we will reintroduce the degree and certificate program. At that time the recommendations were to review curriculum and propose recommendation for further restructuring.

### **3. Looking Back**

4. **Curricular Changes:** List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.
  - We implemented a web assisted component to each of our fitness center sections to improve instruction and increase the academic educational value.
  - We have leveled all our Physical Education Credit courses to reflect Title V changes.
  - We are following the curriculum schedule to make sure our courses are up to date. In spring 2015, all of the dance and the team classes were updated.

- We consolidated the two degrees, Fitness Professional and Kinesiology, and now we offer one Kinesiology AA degree and one Kinesiology Transfer degree.
- Team 184 was created for out of season Varsity student-athlete men's and women's soccer, which means Team 141 can now be utilized as a soccer activity course for the general student population.

5. (A) Progress Report-IPC Feedback: Provide your responses to all recommendations received in your last program review cycle.

No recommendations were made in the last program review cycle

(B) Progress Report-Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

#### Facilities:

- Improvements to facilities:
  - Renovated soccer and baseball facilities
  - Baseball/ Women's Soccer Field House
  - Extended the netting on the south end of the soccer field and the "batters eye" behind the baseball field
- Building 1:
 

The department has received renderings and blue prints for building 1 as October 22, 2015. The KAD department met to discuss plans with architects (10/22/15), but there has been no additional dialogue as of 2/5/2016. Concerns with the current renderings of building 1 include:

  - Relationship between basketball court and fitness floor
  - Appropriate number of year round team rooms for each varsity sport
  - Instructor shower/restrooms
  - Instructor and support staff access to team rooms.
  - Spinning and Fitness Floor access and definition of "shared" space with the private gym.
  - Equitable square footage for academic and enterprise
  - Discussion regarding square footage, access, and location of team and office spaces

During Building 1 construction there has been limited dialogue regarding "swing space". It was discussed that both basketball and volleyball would be relocated off campus to CSM, leaving the following issues unresolved:

- Displacement of staff and faculty offices
- Training room relocation
- Fitness center relocation
- Dance and fitness class relocation
- Locker Rooms, shower and bathroom facilities for instructors, fitness, dance, and varsity teams
- Displacement of Varsity Team Rooms: Men's Soccer, Women's Soccer, Men's Baseball, Men's Basketball, Women's Volleyball, Women's Tennis and Women's Golf.
- Equipment storage for teams and instructors
- Meeting area for teams and classes ( Current 1-101)
- Laundry Area for Varsity teams and Fitness Classes

E-Portfolio:

The KAD department continues to collaborate and discuss whether this is the direction we plan to move.

Hiring Faculty and Classified Staff:

- Hired new dean and new division assistant
- Hired new full time women's soccer coach

Expanding Curriculum Offerings:

As of 2/5/2016 the following courses and modifications to courses have been added or are in the curriculum process:

- Web-assisted element to the fitness center classes, FITN 112,117,118,119
  - New Fitness Classes:
    - Addition of FITN 304: Online walking
    - Leveling of DANC 150.1-4 (Hip-Hop)
    - Leveling of Team 148 .1-4 (Indoor Soccer)
    - Team 132.1-2 (Flag Football)
    - FITN 227.1 -4 (TRX)
  - New Lecture courses:
    - KIN 110 (Lifetime Fitness and Nutrition)
    - KIN 105 ( Stress Management)
    - KIN 137 ( Student Athlete Skill for Success)
  - Classes still pending submission:
    - FITN 301 (Spinning)
    - FITN -- ( Survey of Sport)
    - AQUA 127, 133,
    - Sport Psychology
    - Sports Management
    - First Aid/CPR
    - Hiking/Backpacking/Trail Running
    - Swing/Tap-Dance/Argentine Tango/Zumba
    - INDV 126 (Badminton)
    - Weight Training/Body Conditioning
  - Updated Kinesiology AA/AAT degrees to current Cañada course offerings
  - Implemented Colts' Learning Community, which utilized cross campus collaboration with the English, Math, Communications Department and Student Counseling
  - Promoted department-wide student-athlete participation in Colts Academy
  - Reduced the Hall of Fame frequency to every two years in order to make it more sustainable and meaningful
  - Implemented a Student Athlete of the Year Honor
  - Increased year-round access for Varsity Athletes to Athletic Trainer.
6. (A) Impact of Resources Allocation: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write not applicable.
- Total athlete participation has increased from 106 to 161

- Renovated soccer and baseball fields have dramatically improved soccer and baseball recruiting, and increased revenue from community rentals, raised our athletic department's profile in the community
- Technology resources purchased in 2015 greatly benefited both the kinesiology and the athletics department. Athletes gained the ability to watch game film at home and the software increases ability to recruit and create highlight films for current teams.
  - Krossover (men's basketball and women's volleyball film software)
  - Hudl (men's and women's soccer film software)

(B) Impact of Staff Changing: Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable"

Addition of:

Dean of Athletics, Library, and Learning Center

This new position has helped address the following program needs:

- Regular meetings to plan, assess, and support Athletics, Kinesiology, Dance, and Fitness programs
- Discussions around current facility use, plan for swing space, and for the new building
- Class schedules to meet student and community needs
- Support around curricular needs
- Structured academic support for student athletes through COLTS Learning Community and embedded tutors
- Personnel needs like hiring faculty, coaches, and support staff
- Communicating program needs to the college community
- Organizing program related events like the dance show and baseball's Colt's Classic
- Supporting professional development needs, like collaboration with instructional designer to train for web-assisted courses
- Title IX and CCCAA compliance in collaboration with the Athletic Director, Division Assistant, Coaches, and Assistant Coaches

Division Assistant, Full-time Classified

The addition of a Division Assistant to the department of ALL has increased office organization including workflow, compliance, and procedures, streamlining communication and increasing efficiencies within the departments and to the greater college campus. With a Division Assistant in place, the department has gained performance in the following ways:

- Transparency of exchanged information with college staff and others regarding division of ALL services, as well as being able to have interpretation of operating policies and procedures
- A formal liaison between division staff and other college offices and district departments for a variety of procedures and/or issues
- Coordinator of unit budget maintenance, including assisting and providing coordination of budget development, processing budget transfers and expenditure journals, and serving as a resource in providing budget coding assistance
- Preparer of purchase requisitions and electronic supply orders through the use of a database and a variety of spreadsheet and other computer software to set up, track and maintain a wide variety of data and files, including educational and faculty schedules, class schedules, budget and financial records, confidential student demographic data, and other information

- User of complex software applications to prepare correspondence, reports, surveys, presentations, brochures, special projects, grant applications, contracts, and agendas and meeting minutes
- Trains and leads the work of other division support staff , volunteers, and student assistants
- Researches, compiles, and maintains data for reports, class schedules, brochures, grant applications, contracts, special projects, correspondence, surveys, presentations, and division programs and services, including tracking faculty schedules and workload changes
- Performs administrative unit budget maintenance, including assisting and providing coordination with budget development, processing budget transfers and expenditure journals, and serving as a resource in providing budget coding assistance
- Prepares purchase requisitions and completes electronic supply orders

Women's Tennis Team

The Women's Varsity Tennis team was reinstated in the fall of 2015. The reinstatement helped the athletic program maintain title IX compliance, and their success has helped broaden the programs visibility in the community.

Women's Soccer Head Coach, Full-time Faculty

With the addition of the women's soccer head coach the women's soccer team was successfully removed from hiatus and reinstated for the fall 2016 season. The fall and summer varsity women's class had over 24 students enrolled. The women's team finished 10-9-0 for the season, and ranked in the top 25 in Northern California.

Funding request for Varsity Sport Assistant Coaches

Men's Soccer - (3 positions); Women's Soccer - (3 positions); Men's Basketball - (5 positions); Women's Golf- (2 positions); Women's Volleyball - (2 positions) and Men's Baseball (5 positions); Women's Tennis - (2 positions)

Total positions request: 20

The Increase in funding for Varsity sport assistant coaches has led to hiring and retention of higher quality and more experienced assistant coaches to work with student athletes which results in better student instruction and better recruiting results due to assistant coaches' better recruiting contacts. The increase in funding has helped raised the level of instruction and also increased student/instructor contact for each sport.

**4. Current State of the Program**

7. (A) Connection & Entry-Observation: Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

<b>Productivity by Year</b>									
	<b>Census Headcount</b>	<b>End of Term Headcount</b>	<b>FTEF</b>	<b>FTES</b>	<b>WSCH</b>	<b>Load</b>	<b>Sections</b>	<b>Max Enroll</b>	<b>Fill Rates</b>
2010/11	3,725	3,216	15.19	429.36	12,881	848	170	5,015	74.3%
2011/12	3,664	3,240	15.17	401.00	12,030	793	185	5,602	65.4%
2012/13	3,499	3,111	15.80	376.83	11,305	715	197	6,337	55.2%
2013/14	3,128	2,721	16.36	347.45	10,423	637	218	5,954	52.5%
2014/15	2,695	2,309	15.45	300.87	9,026	584	204	5,485	49.1%

Course Enrollment has decreased from 2,721 in 2013-14 to 2,309 in 2014-15. This may be due to the reduction in sections from 218 to 204 respectively. The number of full time equivalent students (FTES) has decreased from 347.45 in 2013-14 to 300.87 in 2014-15. This aligns with college wide statistics which show decreased enrollment for the campus. The Load has also decreased from 637 in 2013/14 to 584 in year 2014/2015. However, the load is still slightly higher compared to the college wide load which is 488 in 2014/15. The Fill Rates have decreased from 52.5% in 2013-14 to 49.1% in 2014-15. We believe the fill rate percentages need to be reevaluated to realistically reflect appropriate course maximum numbers (some fitness classes have a maximum set at 100 students).

(B) Connection & Entry-Evaluation: Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

- Adding new courses such as KINE 105 (Stress Management), KINE 110 (Lifetime Fitness & Health), CPR/First Aid, Athlete Academic Support, Survey of Sport, Sports Management, Sports Appreciation and Sports Psychology, which can be transferable and may fulfill CSU Transfer Area E, will attract a broader range of students to the department
- Department is seeking to add more online and evening courses to increase appeal to broader range of students and community members.
- In anticipation of a renovated Building 1, the Department is preparing to offer new courses such as Spinning, TRX, Zumba, badminton, functional training, body conditioning, and various Aquatics/Swimming courses, such as individual swimming stroke development, condition, water aerobics, and water polo.
- Adding new varsity sports, such as water polo, swimming, diving, women's basketball.
- Re-offering non-varsity sport activity courses such as evening volleyball (TEAM 171), noon basketball (TEAM 111), indoor soccer (TEAM 148).
- Updating the department website so that it is visually appealing and useful as a marketing tool is a key improvement needed. A visually appealing website is essential to successful competition in the recruiting of Varsity athletes to keep our programs viable. On campus activity programs also need a marketing outlet to attract students to the courses and events. Essential to this would be addition of a point person on staff that would coordinate department-wide uploading of events and content to the site so that it always contains current information and promotes team sports and department offerings on campus and in the community.
- Students tend to enroll in the fitness and dance classes when the courses begin. The trend goes upwards in enrollments (example: 180 students enrolled in the FITN 112/117/118/119 courses during the first two weeks of classes). When cancelling classes, trends of enrolment during the first weeks of classes should be considered. All KAD offerings should be given special consideration when determining cancellation of sections based on enrollment minimums. Because the KAD classes are outside of the academic offerings sections are often filled during the late add period.
- Student course maximums need to be re-evaluated in each course to reflect changes in pedagogy. In addition, some of the dance classes require more space and equipment (ballet bars). We also need to consider safety when teaching the class. The nature of the fitness or dance setting requires more one on one supervision and hands on instruction.

8. (A) Progress & Completion-Observation: Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

[Student Characteristics 2010/11 through 2014/15 Kinesiology, Athletics, and Dance](#)  
[Success and Retention 2010/11 through 2014/15 Athletics, Kinesiology and Dance](#)  
[Productivity 2010/11 through 2014/15 Kinesiology, Athletics, and Dance](#)

Trends from 2012 to Present:

- Ethnicity: Success and retention rates have remained consistent within the last 3 years across all ethnicities. The largest percentage increase in success and retention by ethnicity occurred between 2012/13 and 2014/15.
- Gender: Male Success/Retention Rate remained higher than the female; but both percentages remained fairly stable
- Age: For the largest age group 18-22, the retention was has remained at approximately 90% since 2012, with no real trend showing. Average retention and success for all age groups has been in a slight declining trend. Two age groups showed a declining trend since 2013, Under 18 and 23-28 and 29-39, which was offset by an increase in the 40-49 group retention and success rate
- Enrollment Status: Enrollment status has decreased slightly, with the most significant decrease at approximately 4% for the K-12 student (from 96% to 92%). The significance lies in the decrease in headcount between 2013/14 (2215 students) and 2014/15 (1857 students). The success rate of first-time transfer students improved from 64% in 2013/14 to 72% in 2014/15. The returning student success rate decreased from 69% to 60% in the same comparison years. This same group of returning students also suffered a decrease in retention rates during the same years, from 91% to 80%.
- Day/Evening: No data was provided for day vs. evening retention and success.

(B) Progress & Completion Online-Observation: Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

[Success and Retention 2010/11 through 2014/15 Athletics, Kinesiology and Dance \(page 7\)](#)

For year 2014/2015, the retention rate for DE vs Non DE classes was 78% vs 86% in our division. The DE classes offered by the KAD division for year 2014/2015 demonstrates slightly higher retention rate compared to the college wide rate of 76%. For year 2014/2015, the success rate for DE vs Non DE classes was 64% vs 76%. in our division The DE classes offered by the KAD division the college wide data for year 2014/2015 slightly higher success rate compared to the college wide rate of 59.3%.

The students who are taking the online classes are from the College of Working Adults program and those who are pursuing a fully online degree.

(C) Progress & Completion-Evaluation: Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

- Increasing availability of online courses in the department will attract a broader range of students

- Increasing variety of course offerings, both activity and theory classes, that can fulfill graduation requirements (PE units, Area E, etc.) and increase community participation.
  - The limited capacity and resources of current Bldg. 1, including spaces with appropriate square footage for team and class instruction severely limit our ability to offer the optimal range of classes to attract matriculating students and community continuing education students
  - Current Title IX inequities in facilities for women's sports teams inhibit success in recruiting female athletes and current female student athletes' instruction and development
  - Field lighting would increase field availability hours and permit addition of night-time conditioning and instruction courses, which would also allow us to provide course opportunities for evening continuing education students
  - Opening the fitness instructor pool to identify qualified instructors to teach increased curriculum offerings.
  - Opening the dance instructor pool to identify qualified instructors to teach increased curriculum offerings.
9. (A) SLO Assessment-Compliance: Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time

All course SLOs were systemically assessed over the course of the last 4 years (with the exception of classes that were not offered during the last four years). SLO assessment is coordinated across sections through faculty collaboration and updated on a semester by semester basis. The courses in TracDat do not reflect the current courses in curriculum due to many changes that were made over the course of the last two years. We are in need of a coordinator who would be able to update the TracDat Data because the KAD faculty is not able to do so. Currently, for classes that do not have SLOs updated on TracDat, faculty members are encouraged to keep hard copy documentation of SLO assessment data.

(B) SLO Assessment-Impact: Summarize the dialogue that has resulted from these course SLO assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples

Because of issues with the TracDat system, instructors in the KAD department are managing SLO progression individually by tracking and assessing their own sections. The fitness center classes (FITN 112, 117, 118 and 119) implemented an online component of teaching and assessment. The assessment (assignments and quizzes) addressed our fitness center course SLOs. With the help of the fitness center instructors, students are able to complete the assessment online. The online results from Webaccess can be extrapolated to Tracdat and serve as course assessment results data. The FITN 304.1 and 304.2 Walking Fitness classes implement an online assessment as well. Each semester the instructor evaluates the results and makes changes and recommendations accordingly.

10. (A) PLO Assessment-Plan: Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

There have been a number of changes regarding our Program Learning Outcomes Assessment plan. Our last Instructional program review cited that we planned to use ePortfolios in a capstone format for our department majors, but as a program we have pivoted and would like to move towards exit interviews. We are currently working on the transition, and plan to implement in Spring of 2017.

We are using indirect measurement of assessment (assessment through our courses which link to our PLOs).

Our PLOs are:

- Recognize and evaluate the importance of physical activity in leading a healthy, functional lifestyle and in creating or increasing a sense of well-being.  
Assessment: written test, student log.
- Exhibit interpersonal communication, cooperative relationships and social interaction within diverse and dynamic environments.  
Assessment: Observation, group projects.
- Analyze and understand the discipline of kinesiology to apply appropriate scientific and quantitative conclusions to physical activity.  
Assessment: written exam, portfolio, case studies.
- Demonstrate and improve fitness components along with alignment, body positioning, special awareness, or rhythm while performing exercise movements.  
Assessment: Pre and post testing, observation with rubric
- Demonstrate professional and ethical decision-making and civic responsibility when applying knowledge of kinesiology.  
Assessment: Written exam, role playing/observation, case studies.

(B) PLO Assessment-Impact: Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

As a department we currently do not have direct assessment findings as it relates to our PLO's. The tremendous amount of turnover and staffing changes since the summer of 2015 have affected our program in a number of ways. These changes in personnel have altered the way in which we want to address our PLO's and their assessment. Our latest discussion lead to "Exit Interview" implementation as a form of direct assessment, our plan is to have this form of direct assessment in place by the Spring 17 term.

## 5. Looking Ahead

11. Program Improvement Initiatives:

N/A