

Instructional Program Review Report

Sierra College, 2016-17

Department/Program Name: **Athletics; Kinesiology; Health Education and Recreation Management**

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Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your ePAR Report when sending in your Program Review.

1) Relevancy: This section assesses the program's significance to its students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your program.

Specifically Kinesiology and Athletics:

The Kinesiology and Athletics (Kin/A) Division is Relevant for our students because we provide the following:

- **Providing students with a challenging and supportive learning environment with diverse goals, abilities and needs.**
- **Provides an instructional based approach in wellness taught by educators committed to student success rather than a revenue driven alternative.**
- **Providing students with knowledge to pursue Healthy Living and Physical Wellness.**
- **Providing faculty, programs and services that encourage students to identify and to expand their potential.**
- **Providing students with the ability to develop the knowledge, skills and abilities to become engaged and contributing members of the community.**
- **We have taken the first step to improving our facilities, but we are still in need of additional classroom space and updated athletic facilities.**
- **Providing safe and updated facilities.**

1b) How does your program support the district mission, as quoted below. Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

Specifically Kinesiology and Athletics:

The Department Mission Statement for the KINA program is in strong alignment with the Districts Mission, including:

- **Offers two AA degree options, Kinesiology and Recreation Management; a certificate program, Fitness Trainer; and supporting the transfer success of the students.**
- **Future direction includes a certificate program in Yoga and Coaching.**
- **There are over 100 classes designed to meet different needs; skills; challenges and new experiences.**
- **Inclusion of Adaptive classes to help those with physical and mental challenges.**
- **Facilities that encourage students to expand their potential are still a Division necessity.**
- **Athletic programs to meet the need of the skilled athlete with successful transfer to a four - year school.**
- **The KINA program promotes inclusion of a diverse student demographic.**
- **Emphasis in lifelong skills to serve the health and wellness of the students in providing a good and healthy citizen.**
- **Athletics embodies challenging the human body physically, psychologically, socially and intellectually. The Big Eight Conference is one of the top conferences in the state of California and provides the athletic program with a balanced competitive schedule.**
- **The Athletic program meets the needs of the skilled athlete with successful transfer opportunities to a four-year school**
- **Students who participate in our athletic programs become active as coaches and officials in community youth sports.**
- **Athletics develops skills such as leadership, time management, team work, discipline, goal setting, altruism, problem solving and mental toughness**

“Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college’s programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate’s and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment.”

1c) Program offerings align with which of the following mission categories (check all that apply):

xTransfer xCareer Technical Education
xBasic Skills Personal Development/Enrichment xLifelong Learning

1d) Please analyze your department’s role and its success in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis. If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:

- The alignment of these awards with the district’s mission and/or strategic goals. (See the district “Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program’s awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

ATHLETICS

Retention rates of Athletes vs. Non-athletes (See attached document)

- Fall 2013-4.3% higher for athletes
- Spring 2014-10% higher for athletes
- Fall 2014-9.2% higher for athletes
- Spring 2015-8.6% higher for athletes
- Fall 2015-6% higher for athletes
- Spring 2016-8.4% higher for athletes
- Fall 2016-7.3% higher for athletes
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Success of Athletes vs. Non-athletes (See attached document)

Spring 2014 - 84% to 72%

Fall 2014 - 95% to 85%

Spring 2015 - 86% to 72%

Fall 2015 – 77% - 72%

Spring 2016 – 86% - 72%

Fall 2016 – 79% - 72%

Degree and Certificates we have award

Associate in Art for Transfer A.A.T Kinesiology 127000	ANNUAL 2014-2015 3	ANNUAL 2015-2016 4
Associate in Science Physical Education 083500	ANNUAL 2014-2015 13	ANNUAL 2015-2016 3
Associate in Science Recreation Management	ANNUAL 2014-2015 9	ANNUAL 2015-2016 6
Associate of Arts Physical Education 0835000	ANNUAL 2014-2015 1	ANNUAL 2015-2016 0
Associate in Arts Recreation Management	ANNUAL 2014-2015 4	ANNUAL 2015-2016 4
Certificates requiring 18 – 30 units Fitness Trainer 083520	ANNUAL 2014-2015 20	ANNUAL 2015-2016 20
Certificates requiring 18 – 30 units Recreation Assistant	ANNUAL 2014-2015 2	ANNUAL 2015-2016 2

- 1e) Optional Additional Data: Comment on any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

KIN/ATHL/HED/RECM

***The leading causes of death in the country are directly related to lifestyle choices such as diet and activity level. Within the program students are provided not only with the education, tools, and skills to make wiser preventative choices but also an environment conducive to the implementation.**

***Nationally ranked athletic program spotlights the college and draws a large number of students from various areas that may have otherwise chosen other colleges or universities.**

***Supports the community needs by providing camps, clinics, and venues to perform for many youth participants.**

***Offer courses that promote the safety and well-being of the community members such as Lifeguard Training, CPR/First Aid, and Self Defense.**

2) Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process for evaluating and revising curriculum, including the use of SLOs.

KIN/ATHL

In 2013 the department offered 94 sections of Kinesiology. The 3-year average is now at 120 sections in 2016 which according to the DSR is a 21.7% increase of offerings. This was due to the increase of classes in yoga, an expansion of the number of meditation courses, marketing and revamping of the Kinesiology 81 course and the increase demand of students who were interested in passing the American Council of Exercise exam which is required for the Fitness Trainer program. The Yoga course offerings are *only* limited by facilities. The course has close to 100% fill rate. Professional development has been encouraged in our division with professors getting training in yoga and meditation to meet the needs of the students.

HEALTH

The increase of online classes being offered in Health Education 2 shows growth in that department and is driven by student need. Health Ed 1 curriculum was rewritten to match with CSU Sacramento and to better serve the student's needs. Health Education Department courses have averaged 87% retention over the 3 years from 2013 to 2016. The Health Ed online success remains consistent over the 3 years at 72%. The Department is meeting the demands of the student's interest in online courses. And, a positive improvement of enrollment in online "Distance Learning" courses from 198 in 2013 to 284 in 2016 has increased by 30%.

RECM

Due to the demand in the recreation management field/profession, we have seen a similar increase in student interest, retention and success. In 2013 the department's retention rate was 88%. The 3-year average is now at 89%. In 2013 the department success rate was 75% and now the 3-year average is now at 78%. Online retention rate in 2013 was 73% and now the 3-year average stands at 81%. Online success rate in 2013 was 42% and the current 3-year average now stands at 67%, with a significant increase to 93% in our most recently reported data in spring 2016. Therefore, there has been an increase in both retention rate and success rate in the Recreation Management department.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

KIN/ATHL/HED/RECM

One of the main changes that we have made as a result of analyzing the Student Learning Outcomes is that we are re-writing the curriculum for our Fitness Nutrition Trainer CTE program. Through the use of the assessment process we discovered that the KIN 83 class did not completely prepare the students for the ACE exam. The new curriculum aligns the progressive learning of course to better prepare our students for the ACE exit exam.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

PLEASE SEE ATTACHED DOCUMENTS

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

KIN/ATHL/HED/RECM

Faculty consists of representatives of the R4S taskforce, three members of the Academic Senate and Executive Committees statewide in Athletics. Within the department meetings we collaborate on program review, curriculum and student learning outcomes. Many faculty members complete courses themselves to expand their knowledge, thus helping them improve teaching and coaching techniques. Our yoga and meditation courses have benefitted from this action. Faculty are also involved in campus activities like the Health Fair at the NC campus, Love Your Body Week and Run to Feed the Hungry.

2d) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

KIN/ATHL/HED/RECM

See the DRS attachment for the number of certificates awarded and degrees earned.

3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Identify and explain the three-year trends in your program's data contained in the DSR. Address separately the data for on ground and on-line course. Evaluate the significance of the trends, including any challenges experienced by the program and any relevant data/analysis from your course and program outcomes assessments. If applicable, please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance, please describe how you plan to achieve this goal. Please include the results of your outcomes assessments, as appropriate.

KIN/ATHL/HED/RECM

**Health Ed's retention dropped from 92% to 87% and success 79% to 74. At the same time Rec Management's retention 88%-90% success 75%-84%
Kin/Athl-Retention 87% and success 79% both stayed same last 3 years.**

All three areas are above the district retention rate of 85% and success of 72%. Health Ed had a slight decrease in both due to more online health classes offered and many students start but do not finish these online courses.

Comparison of on ground and online courses

Overall Kin/Athl

Retention stayed same at 86% and success dropped to 78-80%. Online retention was up 84-90% and success 64-76%

Overall HED Retention was 92-88% and Success 79-77%. And the Online retention was Down 93-85% with the being Success same 72%

Overall RECM

Retention was at 88-90% and success was 75-84%

Online retention was 72-93%

Overall includes online so it is hard to compare on ground to online data.

3b) Enrollment Trends: Identify and explain the three-year enrollment trends in your program's DSR data. Address separately the data for on ground and on-line, as well as the data at the various centers in which your program may operate. Evaluate the significance of the trends including any challenges experienced by the program. If applicable, please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

KIN/ATHL/HED/RECM

RECM online fall semesters grew from 33 to 70 students and spring classes remained the same.

***we added new courses**

***retention/success was very high**

Total department fall and spring classes averaged the same.

KIN/ATHL online steady increase 116 to 180 students

***added more online and hybrid classes**

Total department gradual decrease

***trickle down from non-repeatability**

Health online increased from 200-300 students

***added online health courses**

Total department stayed the same

3c) Productivity: Comment on how the program contributes to overall district productivity. Evaluate the significance of the trends including any challenges experienced by the program. If you believe the statistical trends need improvement, and can be affected by your actions, If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

KIN/ATHL/HED/RECM

Productivity remained in an upward direction having a positive influence on the district productivity. Our department has outperformed the district in almost every category. Please refer to the attached supporting documents that have been referenced in this document.

3d) Analysis and Planning: Referring to your ePAR Report of Goals, Strategies, Actions, and outcomes assessment cycle and relevant assessments/evaluations, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals.

KIN/ATHL/HED/RECM

With the increase in CTE funds we have been able to update facilities and equipment. Our main issue still remains the lack of space for a performance lab, classrooms and a Track. This impacts our ability to accommodate all of our student needs.

3e) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

KIN/ATHL/HED/RECM

We have a great possibility for growth within the disciplines that we work with. The jobs prospect in Kinesiology, Health and Recreation Management continues to grow and we can capture student growth if we plan correctly and have an additional classroom for instruction.

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above. (Refer to the bottom row of your DSR in your response to this category. You may include budget information if you have it.)

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please incorporate analysis of any relevant outcome or other data in this description.

KIN/ATHL/HED/RECM

In the Fall 2016 the Physical Education department moved under the umbrella of Kinesiology in an effort to improve academic alignment with other Community Colleges and the 4 year institutions thereby making our program relevant for the matriculating and work force student and making the transition into career choices for today's pathways.

With these changes it opens the door for collaboration with other disciplines with similar career paths. As we look at the new Mapping and Re-engineering at Sierra College these changes open the possibilities for relevant inclusion of courses in Pathway's such as Allied Health; Human Development, etc...

Currently the program is expanding opportunities with new industry related Certificated programs. For example: Life Coaching; Yoga; Coaching Youth Sports.

Our program is constantly evaluating trends and modifying existing courses or creating new courses to meet these needs. These changes are not just to meet the needs of the Kinesiology student but for students in other areas that need our courses to meet a need in their program.

4b) Equipment and Technology: Comment on the adequacy of the program’s equipment and technology funding level for the District as well as for specific sites, including a projection of equipment and technology needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

KIN/ATHL/HED/RECM

Wi-Fi access needs improving in the area as the signals are intermittent and unreliable. This affects the academic access as well as Athletic depart obligations in the CCCAA. There is a lack of smart classrooms which limits the opportunities and types of courses and at relevant times for the schedule.

4c) Staffing: Comment on the adequacy of your program’s faculty, classified, and student help staffing levels for the overall District as well as specific sites, including a projection of staffing needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

KIN/ATHL/HED/RECM

We have not added any new faculty to our division since our last program review. In the near future we could possibly be having several faculty retire and replacement faculty will need to be considered. With the growth of our programs and new certificates we are looking to add, increasing full-time faculty will need to occur. With the Yoga certification, it is a specialty program and would need specially trained faculty to teach the classes.

4d) Facilities: Comment on the program’s fill rate and the adequacy of the facilities for the District as well as specific sites, including a projection of facility needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

KIN/ATHL/HED/RECM

Facility limitations continue to be the largest barrier to enrollment, productivity and growth in lecture and activity classes. It has become very difficult to develop a class schedule that fits the students’ needs due to lack of classroom and lab space. For the CTE class KIN 83 and 81 many times we have 20-25 on waitlist. One to two additional classrooms with a performance lab space is a critical need. A Track around the football field could add FTEs and allow us to grow a great deal.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
X	X	X	X	X			

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities, and challenges.

Strengths: All four of our departments are performing above the district average in terms of success and retention. Athletes perform better than all students on average and have a higher retention rate along with transfer rate. We are growing in Athletics and it does not seem to be slowing down. We added Women's Cross Country in the fall and this spring Women's track. Last spring we added Beach Volleyball. So, as you can see the growth is positive and we continue to add sports

Weaknesses: Space, we have outgrown our facilities and area on campus. For athletics, grass space is in great need. Without outdoor space it is difficult for all teams to practice within a normal time. That impacts the support staff a great deal and creates situations where over-time is needed to support the sports we are offering.

As mentioned previously, the lack of classroom space and performance labs limits our class offerings and impacts the students' educational experiences.

Opportunities: We have the opportunity to be the best Kinesiology school in the State. If we continue to add program and certificates it will draw more students to our campus because we will be offering programs that are not offered in this area of the State.

Challenges: Similar to weaknesses, space. Also, if we cannot grow due to lack of space and we have faculty retire, there is a greater chance those positions will not be filled. It would be a cycle that would be hard to get out of for several years. The ability to grow is going to be an important part of our future.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

I split the full time faculty into 4 groups of 3 and assigned each group a section of this Program Review. Many of them worked on it before flex week. During our spring 2017 planning and assessment day we meet in our groups, along with part time faculty and pieced this document together. We, as a group, looked over the DSR and decided on the findings in this document.