

**Peralta Community College
District**

**College of Alameda
Kinesiology Department**



**Instructional
Program Review
Handbook**

Fall 2015

Table of Contents

Purpose and Goals	1.
Components in the Process	2.
The Comprehensive Instructional Program Review Team	3.
Core Data Elements	4.
Definitions	6.
The Comprehensive Instructional Program Review Narrative Report	7.
Appendices	17.
• <i>Appendix A. Program Review Resource Requests Template</i>	18.
• <i>Appendix B. Integrated Goal Setting Template</i>	19.
• <i>Appendix C. Validation Template</i>	20.

Purpose and Goals

The information gathered during the program review process provides the basis for informed decision-making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The Comprehensive Instructional Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Comprehensive Program Review process include:

- The Comprehensive Instructional Program Review Team
- Core data elements
- Completion of a Comprehensive Instructional Program Review Narrative Report every three years
- Validation of the Comprehensive Instructional Program Review Report
- Completion of three reporting templates (found in the appendix). They are:
 - The *Comprehensive Instructional Program Review Resource Requests Template* in which to summarize key resource needs.
 - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
 - The *Validation Process Form* in which to document the validity of the program review.

-
- Annual Program Updates (APUs), which review progress in meeting goals identified in the Comprehensive Instructional Program Review, are completed in the alternate years within the Comprehensive Program Review three year- cycle.
-

Thus, the recommendations and priorities from the Comprehensive Instructional Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Comprehensive Instructional Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.
- Division Dean
- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.
- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

The Comprehensive Instructional Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the Comprehensive Instructional Program Review Narrative Report.

Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the Comprehensive Instructional Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.
 - Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.
 - FTES per FTEF (productivity) by course and discipline, department or program for the last three years.
 - College productivity rate for the last three years.
 - Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.
 - Total degrees and certificates awarded by the college, per year, for the last three years.
 - Retention rates by course and discipline, department or program for the last three years.
 - Overall college retention rate.
 - Course completion (student success) rates, by course and discipline, department or program for the last three years.
 - College course completion rates for the last three years
 - Faculty Demographics: Full-time/part-time, age, gender, ethnicity
-

Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
 - A list of degrees and certificates
-

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.
-

C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent.

FTES (Full Time Equivalent Student): This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

To approximate the FTES generated by a 17.5 week semester class use the formula:

$$\text{WSCH (Weekly Student Contact Hours from the census)} / 525 \times 17.5 = \text{FTES}$$

The WSCH of “contact hour” is the basic unit of attendance for computing FTES. It is a period of not less than 50 minutes of scheduled instruction.

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH. To figure the FTES for the class, the formula yields:

$$120 / 525 \times 17.5 = 4.0 \text{ FTES}$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors.

Retention: After the first census, the percent of students earning any grade but a “W” in a course or series of courses. To figure retention for a class, subtract the “W”s from the total enrollment and divide the number by the total enrollment.

Student Success: Course completion rate with a grade “C” or better.

The Comprehensive Instructional Program Review Report

1. College: *College of Alameda*

Discipline, Department or Program: *Kinesiology-Athletics Department*

Date: *November 14, 2015*

Members of the Comprehensive Instructional Program Review Team: *Robert Bishop, MA*

Members of the Validation Team: *TBD*

2. Narrative Description of the Discipline, Department or Program:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

The mission of the College of Alameda Kinesiology-Athletics department is to educate the whole person by teaching the benefits of life-long physical activity, community health, wellness, and personal development. We serve a diverse population of students of all ages, ethnicity, and skill levels and offer sport and fitness skill development classes to our student population. We also provide opportunities for our students to participate in two intercollegiate teams (Women's volleyball and Men's basketball). Our intercollegiate sports are supported through a wide range of theory, conditioning and training courses. The main focus of the courses offered in the Kinesiology-Athletics department are fitness and skill development, life, team and social skill building, recreation, stress relief and healthy lifestyle education.

In alignment with the College of Alameda's mission of community engagement, many of the courses offered are appropriate to meet the needs of youth, seniors and special needs populations.

The viability of the Kinesiology-Athletics department is dependent upon meeting the California Community Colleges Board of Governors mandate that each college offer AA-T and AS-T degrees in each major. Currently, there are no degree or certificate offerings in the Kinesiology-Athletics department primarily due to its lack of full-time faculty and reorganization from Physical Education to the Kinesiology-Athletics department in 2013. Once full-time faculty are hired in the department, there is an urgent plan to offer Transfer Model Curriculum in all degrees developed in the future in alignment with other California Community Colleges and 4 year institutions.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

The Kinesiology-Athletics department conducted a preliminary curriculum review in 2013 when the department changed from PE and updated all course outlines in 2014-2015. See active courses for the Kinesiology-Athletics department below.

Crse No.	Course Name	Status	CC Approval Date
KIN 033	Aerobics	Active	2/5/2013
KIN 034	Step Aerobics	Active	2/5/2013
KIN 036	Aerobic Circuits	Active	2/5/2013
KIN 051A	Yoga I - Fundamentals	Active	2/5/2013
KIN 051B	Yoga II - Beginning	Active	2/5/2013
KIN 054A	Cross Fitness I - Fundamentals	Active	2/5/2013
KIN 054B	Cross Fitness II - Beginning	Active	2/5/2013
KIN 054C	Cross Fitness III - Intermediate	Active	2/5/2013
KIN 054D	Cross Fitness IV - Experienced	Active	2/5/2013
KIN 058A	Fitness Center Strength Training I-Fundamentals	Active	2/5/2013
KIN 058B	Fitness Center Strength Training II-Beginning	Active	2/5/2013
KIN 058C	Fitness Center Strength Training III - Intermediate	Active	2/5/2013
KIN 058D	Fitness Center Strength Training IV - Experienced	Active	2/5/2013
KIN 060 C	Circuit Training for Strength III - Intermediate	Active	2/5/2013
KIN 060 D	Circuit Training for Strength IV - Experienced	Active	2/5/2013
KIN 067A	Sports Training I-Fundamentals	Active	2/5/2013
KIN 074A	Badminton I - Fundamentals	Active	2/5/2013
KIN 074B	Badminton II - Beginning	Active	2/5/2013
KIN 074C	Badminton III - Intermediate	Active	2/5/2013
KIN 074D	Badminton IV - Competitive	Active	2/5/2013
KIN 080A	Basketball I - Fundamentals	Active	2/5/2013
KIN 080B	Basketball II - Beginning	Active	3/4/2014
KIN 080C	Basketball III - Intermediate	Active	2/19/2013
KIN 080D	Basketball IV - Competitive	Active	2/19/2013
KIN 084A	Bowling I - Fundamentals	Active	2/19/2013
KIN 084B	Bowling II - Beginning	Active	2/19/2013
KIN 084C	Bowling III - Intermediate	Active	2/19/2013
KIN 084D	Bowling IV - Competitive	Active	2/19/2013
KIN 103A	Soccer 1-Fundamentals	Active	2/5/2013
KIN 103B	Soccer II-Beginning	Active	2/5/2013
KIN 107A	Tennis I Fundamentals	Active	2/5/2013
Crse No.	Course Name	Status	CC Approval

			Date
KIN 107B	Tennis II Beginning	Active	2/5/2013
KIN 120A	Volleyball I-Fundamentals	Active	2/5/2013
KIN 120B	Volleyball II-Beginning	Active	2/5/2013
KIN 134	Care and Prevention of Athletic Injuries	Active	2/5/2013
KIN 150	Introduction to Kinesiology	Active	2/18/2014
KIN 60A	Circuit Training for Strength I-Fundamentals	Active	pending
KIN 60B	Circuit Training for Strength II-Beginning	Active	pending

- What are the disciplines, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

The department of Kinesiology-Athletics plans to improve its curriculum by proposing AA-T and AS-T degree programs in alignment with the Transfer Model Curriculum mandated by the State. Further curriculum improvements include offering on-line courses and during the Summer, Intersession and Winter sessions and to increase the number of courses offered on Saturdays and evenings.

Our department could also plans to design distance-learning and hybrid course offerings and degrees, as well as offering additional classes which could be scheduled on Saturdays and during the winter and summer sessions.

One area of need not yet met involves 2 unique cohorts of our students. One cohort of students are those who wish to play sports but not on a collegiate athletic team. The other cohort of students is basketball player who unsuccessfully tries out for the team and contemplates leaving college. For these students, intramural sports team course offerings would fulfill their need for competitive athletic participation and increased skill development while simultaneously increasing retention rates within the Kinesiology-Athletics Department.

Proposed degree programs include: Kinesiology, Recreation, Recreation and Hospitality, Sports Broadcasting, Sports Psychology, Physical Education, Athletic Trainer

Proposed certificate programs include: Officiating Sports, Coaching Sports Teams, Adaptive Physical Education, Athletic Trainer, and Sports Psychology

Proposed classes include: Kinesiology Fundamentals, Energy Kinesiology, Coordination and Control, First Aid and Safety, Care of Athletic Injuries, Exercise and Movement, Exercise Physiology, Therapeutic Exercise and Rehabilitation, Movement Disorders, Movement in Children, Movement in Older Adults, Aerobics, Yoga, Tennis, Badminton, Soccer, Intramural Team Sports

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? *N/A* Which degree or certificate? *N/A*

4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

The Kinesiology-Athletics department ensures students are aware of SLOs are incorporated in the course outlines, Curricunet and syllabi for all courses currently taught. In addition, instructors are directed to review the syllabus with students the first day of class to ensure understanding of the course requirements and expected student learning outcomes.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1. Program Reorganization- *The elimination of the Physical Education (PE) department and courses in 2013.*

Improvement 2. Courses offered-*The reorganization of the PE department into the Kinesiology-Athletics department in 2013 and the addition of Kinesiology course offerings.*

Improvement 3. Course Format-*The development of the Fitness Center and related courses in 2014. As a result of offering students the opportunity to work out on campus early mornings and throughout the day, student enrollment and retention has increased.*

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

Plan 1. *The proposal of AA-T/AA-S degree and certificate programs.*

Plan 2. *Participate in the Early Alert and Response System in Spring 2016.*

Plan 3. *Continue to assess and refine rubrics used for assessment of all courses to monitor progress on SLOs in all Kinesiology courses.*

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

Not applicable, no Distance Education courses are offered in the Kinesiology-Athletics department.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

Assessment data within TaskStream for each course that has multiple sections is not aggregated by section. In the future, data per section will be entered for analysis in order to determine if there are similar results in each section offered of the same class.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

Kinesiology faculty reviews the ILOs and then aligns the SLOs with the ILOs.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.

Course Level Student Learning Outcomes:

The Department continues to meet to refine course level SLO’s (See Attached Goal Alignment Summary) which align directly with the Institutional Learning Outcomes below:

College of Alameda Institutional Learning Outcomes

Through their experiences at College of Alameda, student will bring into the community the following set of knowledge, skills and abilities:

1. *Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.*
2. *Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.*
3. *Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.*
4. *Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.*
5. *Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.*

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

*The Kinesiology-Athletics Department at College of Alameda (COA) has involved students in the learning process and continues to improve student learning through innovative strategies and effective use of some technology. **Innovative strategies** include student engagement in live class discussions and demonstrations, use of video footage, on campus scavenger hunts, portfolios, tests and team building exercises.*

- How has new technology been used by the discipline, department or program to improve student learning?

No new technologies have been used by the Kinesiology-Athletics departments. As outlined in the 2015 APU, student involvement could increase with the ability to use interactive technologies once we obtain requested well-equipped computers loaded with popular programs and access to -- websites, emails, newsgroups, blogs, wikis, instant messaging, online performance assessments and video playback. We hope to obtain the requested technology equipment so that we can better facilitate teacher-led instructions and thereby improve student learning in the gym as well as the classroom.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

The Kinesiology-Athletics Department maintains integrity and consistency of academic standards within its only method of delivery (face-to-face) by coordinating its efforts with other staff in the department, discussions during department meetings and constant review of teaching effectiveness data.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

Not applicable, no Distance Education classes are offered in the Kinesiology-Athletics department at this time.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

- Overall enrollment trends in the past three years:

KIN	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	169	235	119	207	231

Since development of the Kinesiology-Athletics Department in F13, student enrollment trends have steady increased. A major decline occurred in S14 after the loss of the only FTE in the department.

- An explanation of student demand (or lack thereof) for specific courses:

CENSUS_TOTAL Course by Time of Day	Term				
	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
KIN 120A - VOLLEYBALL I - FUNDAMENTALS			7		13
DAY			7		13
KIN 120B - VOLLEYBALL II - BEGINNING			13		10
DAY			13		10
KIN 54A - CROSS FITNESS I					28
DAY					28
KIN 58A - FITNESS/STRENGTH TRAINING I	98	63	37	69	27
DAY	98	63	37	69	27
KIN 58B - FITNESS/STRENGTH TRAINING II		49	19	44	14
DAY		49	19	44	14
KIN 58C - FITNESS/STRENGTH TRAINING III			9	21	14
DAY			9	21	14
KIN 58D - FITNESS/STRENGTH TRAINING IV				9	18
DAY				9	18
KIN 60C - CIRCUIT TRAINING III					4
DAY					4
KIN 67A - SPORTS TRAINING I	57	37		8	18
DAY	57	37		8	18
KIN 80A - BASKETBALL I - FUNDAMNTLS	40	11	15	17	9
DAY	40	11	15	17	9
KIN 80B - BASKETBALL II - BEGINNING					7
DAY					7
KIN 80C - BASKETBALL III - INTERMEDIATE			8	11	0
DAY			8	11	0
KIN 80D - BASKETBALL IV - COMPETITIVE				8	4
DAY				8	4
KIN 84A - BOWLING I - FUNDAMENTALS	23	17		11	11
DAY	23	17		11	11
KIN 84B - BOWLING II - BEGINNING		10		8	10
DAY		10		8	10
KIN 84C - BOWLING III – INTERMEDIATE				8	11
DAY				8	11
KIN 84D - BOWLING IV – COMPETITIVE					5
DAY					5
Grand Total	218	187	108	214	203

- Productivity for the discipline, department, or program compared to the college productivity rate.

COLLEGE OF ALAMEDA PRODUCTIVITY (CLASS SIZE)

COLLEGE	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	17.46	16.68	14.63	16.52	16.28

KINESIOLOGY-ATHLETICS PROGRAM (COA) PRODUCTIVITY (CLASS SIZE)

KIN PROGRAM	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	9.17	10.03	6.44	9.89	8.72

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

The Productivity trends for the College of Alameda have exceeded those of the Kinesiology-Athletics program since its inception in 2013. A salient factor that positively affects enrollment and productivity trends include the high demand for fitness center classes. Conversely, the lack of FTEs in the department limits the amount course offerings, days/times offered, student enrollment (especially in fitness classes due to room capacity constraints) and availability of faculty to students.

- Are courses scheduled in a manner that meets student needs and demands? How do you know? *Yes, courses are scheduled during the day, late afternoon and evenings. Based on retention rates and success data per course, we are able to determine which courses best meet student needs as reflected in the data below.*

CENSUS PER SUBJECT OFFERED AT ALL TIMES

CENSUS_TOTAL Course	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
ATHL 6 - MEN'S BASKETBALL					20	12		23	16	
ATHL 71 - WOMEN'S VOLLEYBALL								10		
KIN 120A - VOLLEYBALL I - FUNDAMENTALS					14	28	7		13	
KIN 120B - VOLLEYBALL II - BEGINNING						19	13		10	
KIN 150 - INTRO TO KINESIOLOGY									21	
KIN 54A - CROSS FITNESS I									28	
KIN 58A - FITNESS/STRENGTH TRAINING I					98	63	37	69	27	
KIN 58B - FITNESS/STRENGTH TRAINING II						49	19	44	14	
KIN 58C - FITNESS/STRENGTH TRAINING III							9	21	14	

KIN 58D - FITNESS/STRENGTH TRAINING IV								9	18
KIN 60C - CIRCUIT TRAINING III									4
KIN 67A - SPORTS TRAINING I				57	37			8	18
KIN 74A - BADMINTON I - FUNDAMENTALS						28	10	6	11
KIN 74B - BADMINTON II - BEGINNING							4	11	6
KIN 74C - BADMINTON III - INTERMEDIATE								8	10
KIN 74D - BADMINTON IV - COMPETITIVE									6
KIN 80A - BASKETBALL I - FUNDAMNTLS				40	11		15	17	9
KIN 80B - BASKETBALL II - BEGINNING									7
KIN 80C - BASKETBALL III - INTERMEDIATE							8	11	0
KIN 80D - BASKETBALL IV - COMPETITIVE								8	4
KIN 84A - BOWLING I - FUNDAMENTALS				23	17			11	11
KIN 84B - BOWLING II - BEGINNING						10		8	10
KIN 84C - BOWLING III – INTERMEDIATE								8	11
KIN 84D - BOWLING IV – COMPETITIVE									5
PE 10 - BOWLING		72	88						
PE 101 - VOLLEYBALL - WOMEN		18							
PE 14 - GENERAL EXERCISE	8	27	36	6					
PE 2 - AEROBICS	20		48	9					
PE 21 - LIVE LONGER FITNESS	8			3					
PE 38 - VOLLEYBALL	28	40	34	14					
PE 39 - WEIGHT TRAINING	19	33	46	11					
PE 44 - AEROBIC WEIGHT LFTG	10			11					
PE 5 - BADMINTON	44	35	36	27					
PE 58 - BASKETBALL - THEORY	21								
PE 7 - BASKETBALL	19	25	11	21					
PE 8 - BODY BUILDING	11	31	45	10					
PE 9 - BODY CONDITIONING	7	12	34	5					
PE 91 - BASKETBALL - MEN		29	12						
Grand Total	195	322	390	117	252	274	122	272	273

CENSUS PER SUBJECT-EVENING COURSES

CENSUS_TOTAL Course	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
KIN 120A - VOLLEYBALL I - FUNDAMENTALS					14	28			
KIN 120B - VOLLEYBALL II - BEGINNING						19			
KIN 150 - INTRO TO KINESIOLOGY									21
KIN 74A - BADMINTON I - FUNDAMENTALS						28	10	6	11
KIN 74B - BADMINTON II - BEGINNING							4	11	6
KIN 74C - BADMINTON III - INTERMEDIATE								8	10
KIN 74D - BADMINTON IV - COMPETITIVE									6
PE 2 - AEROBICS	20			9					
PE 21 - LIVE LONGER FITNESS	8			3					

PE 38 - VOLLEYBALL	28	40	34	14					
PE 44 - AEROBIC WEIGHT LIFTG	10			11					
PE 5 - BADMINTON	44	35	36	27					
Grand Total	110	75	70	64	14	75	14	25	54

CENSUS PER SUBJECT-DAY COURSES

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ATHL 6 - MEN'S BASKETBALL					20	12		23	16
ATHL 71 - WOMEN'S VOLLEYBALL								10	
KIN 120A - VOLLEYBALL I - FUNDAMENTALS							7		13
KIN 120B - VOLLEYBALL II - BEGINNING							13		10
KIN 54A - CROSS FITNESS I									28
KIN 58A - FITNESS/STRENGTH TRAINING I					98	63	37	69	27
KIN 58B - FITNESS/STRENGTH TRAINING II						49	19	44	14
KIN 58C - FITNESS/STRENGTH TRAINING III							9	21	14
KIN 58D - FITNESS/STRENGTH TRAINING IV								9	18
KIN 60C - CIRCUIT TRAINING III									4
KIN 67A - SPORTS TRAINING I					57	37		8	18
KIN 80A - BASKETBALL I - FUNDAMNTLS					40	11	15	17	9
KIN 80B - BASKETBALL II - BEGINNING									7
KIN 80C - BASKETBALL III - INTERMEDIATE							8	11	0
KIN 80D - BASKETBALL IV - COMPETITIVE								8	4
KIN 84A - BOWLING I - FUNDAMENTALS					23	17		11	11
KIN 84B - BOWLING II - BEGINNING						10		8	10
KIN 84C - BOWLING III – INTERMEDIATE								8	11
KIN 84D - BOWLING IV – COMPETITIVE									5
PE 10 - BOWLING		72	88						
PE 101 - VOLLEYBALL - WOMEN		18							
PE 14 - GENERAL EXERCISE	8	27	36	6					
PE 2 - AEROBICS			48						
PE 39 - WEIGHT TRAINING	19	33	46	11					
PE 58 - BASKETBALL - THEORY	21								
PE 7 - BASKETBALL	19	25	11	21					
PE 8 - BODY BUILDING	11	31	45	10					
PE 9 - BODY CONDITIONING	7	12	34	5					
PE 91 - BASKETBALL - MEN		29	12						
Grand Total	85	247	320	53	238	199	108	247	219

- Recommendations and priorities.
In order to keep up with the technological demands of our students, on line and hybrid programs must be developed once FT faculty are hired. Staff development in distance learning technology and methodology are needed by faculty in order to effectively deliver relevant course and program materials.

6. Student Success:

- Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

Success rates KIN program

	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	62.10%	64.03%	75.55%	61.30%	65.24%

Success rates per KIN course

Course	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
KIN 120A - VOLLEYBALL I - FUNDAMENTALS	71.43%	82.14%	85.71%	NA	76.92%
KIN 120B - VOLLEYBALL II - BEGINNING	NA	89.47%	100.00%	NA	100.00%
KIN 150 - INTRO TO KINESIOLOGY	NA	NA	NA	NA	47.62%
KIN 54A - CROSS FITNESS I	NA	NA	NA	NA	32.14%
KIN 58A - FITNESS/STRENGTH TRAINING I	57.89%	52.38%	66.67%	40.58%	48.15%
KIN 58B - FITNESS/STRENGTH TRAINING II	NA	75.00%	60.00%	45.45%	71.43%
KIN 58C - FITNESS/STRENGTH TRAINING III	NA	NA	100.00%	47.62%	71.43%
KIN 58D - FITNESS/STRENGTH TRAINING IV	NA	NA	NA	66.67%	88.89%
KIN 60C - CIRCUIT TRAINING III	NA	NA	NA	NA	25.00%
KIN 67A - SPORTS TRAINING I	66.07%	81.08%	NA	0.00%	83.33%
KIN 74A - BADMINTON I - FUNDAMENTALS	NA	71.43%	100.00%	100.00%	81.82%
KIN 74B - BADMINTON II - BEGINNING	NA	NA	75.00%	100.00%	100.00%
KIN 74C - BADMINTON III - INTERMEDIATE	NA	NA	NA	100.00%	70.00%
KIN 74D - BADMINTON IV - COMPETITIVE	NA	NA	NA	NA	100.00%
KIN 80A - BASKETBALL I - FUNDAMNTLS	100.00%	81.82%	61.54%	93.33%	88.89%
KIN 80B - BASKETBALL II - BEGINNING	NA	NA	NA	NA	85.71%
KIN 80C - BASKETBALL III - INTERMEDIATE	NA	NA	100.00%	81.82%	NA
KIN 80D - BASKETBALL IV - COMPETITIVE	NA	NA	NA	100.00%	75.00%
KIN 84A - BOWLING I - FUNDAMENTALS	56.52%	88.24%	NA	81.82%	90.91%
KIN 84B - BOWLING II - BEGINNING	NA	90.00%	NA	100.00%	90.00%
KIN 84C - BOWLING III - INTERMEDIATE	NA	NA	NA	75.00%	90.91%
KIN 84D - BOWLING IV - COMPETITIVE	NA	NA	NA	NA	100.00%
Grand Total	67.41%	73.56%	77.31%	61.90%	71.21%

Discussion:

The success rates of the Kinesiology-Athletics department have fluctuated since its inception in 2013 but are currently on an upward trend. The success rates of KIN courses have exceeded those of the college despite the lack of FT faculty. This may be due the addition of the highly anticipated fitness center and drastic increases in enrollment the past two years.

ALAMEDA	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	17.46	16.68	14.63	16.52	16.28

KIN subjects	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Sum of Productivity	9.17	10.03	6.44	9.89	8.72

The Ratio of Full-Time Equivalent Students to Full-Time Equivalent Faculty (FTES/FTEF) is a measure of productivity. Since its inception in 2013, the KIN-ATL department has been comprised of 4 part time adjunct faculty. Compared to the productivity of all programs in COA, KIN is half as productive due to its loss of both students and FT faculty since 2006. (see chart: KIN FTES/FTEF ratio)

- Describe course completion rates in the department for **Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department’s Distance Education course completion rates compare to the college course completion standard?

College course completion standard _____ **NOT APPLICABLE**

Please insert the data chart here or complete the section below. NOT APPLICABLE

Department/discipline Distance Education (100% online) course completion rates:
NOT APPLICABLE

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?

NOT APPLICABLE

- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

ALAMEDA retention rates:

	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
	81.55%	80.75%	86.11%	82.03%	81.54%

KIN program retention rates:

	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	73.21%	86.59%	77.31%	89.61%	84.44%

Discussion: *The trends for retention rates for the KIN-ATLH department (84%) slightly exceed those of COA in F14 and SP15.*

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

Offering course at non-tradition times such as 6am Fitness Center courses has improved course completion and retention rates. The KIN-ATHL program has prioritized courses and degree programs consistent with industry and occupational outlook forecasts. On line and hybrid courses and certificate/AA-T, AA-S degree programs will be developed during the next 3 years. Course selections will be expanded to include Saturday, Winter session, Intersession and an expanded Summer session offerings.

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

Currently, there are no degree and certificates offered in the Kinesiology-Athletics discipline. We are currently in the degree development phase but are limited to giving this important endeavor the priority it deserves due to the lack of FTEFs.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount: 0

Part-time faculty headcount: 4

Total FTEF faculty for the discipline, department, or program: 0

Full-time/part-time faculty ratio 0/4

Classified staff headcount: 0

The Kinesiology department has experienced a retirement and promotion to administration of a full-time faculty leaving two vacant full time positions for the department. The immediate needs of the department are for two FTEs who can teach, recruit and increase enrollment in the department. The department is also in need of an instructional assistant for the department who could assist the instructor with daily registration of students, making sure they clock in and clock out, and could provide light maintenance on equipment and light cleaning. Two student team managers (one for women, one for men) are needed. There also needs to be a separate budget to provide for maintenance, repair and modernization of all facilities (fitness center, gym, classrooms).

All requests for personnel, facilities, and equipment from the Kinesiology department are reasonable, justified and overdue. These requests have appeared in APUs, Yearly Assessments and Year End reports for over three years. As reflected in the student retention and success data, there has been a downward trend in the number of courses offered, the number of students enrolled and the student success rates in our department.

- Describe your current utilization of facilities and equipment.
The Kinesiology-Athletics program uses the gym, fitness center, weight room and outdoor track for the benefit of both students enrolled in classes and the requests by community members.
- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

See attached Staffing Request Form (Appendix A)

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

Computers and wireless printers

Smart classrooms

Audio visual equipment (DVD players, Projectors, Monitors)

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

Please refer to attached APU

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.
-

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

There are no full-time faculty in the department.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Our faculty/coaches have visited with four year institutions to look at model programs in order to develop AA-T and AA-S program that will ensure our students are prepared to meet the academic standards so they may transfer.

Community engagement by our faculty has included faculty/coaching staff has developed clinics for local junior high, high school and college athletes and coaches. In addition, our faculty provide facilities use by Alameda Vipers to continue their sports and fitness education with young people.

Faculty-coaches of our department meet to develop and organize efforts to maintain a presence in the community with our middle and high schools, local businesses, and community-based organizations. We strive to improve the college's image and name recognition. Faculty-coaches are also involved in student recruitment.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct and part-time faculty are invited to all departmental trainings, discussions and some decision making processes.

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

The primary professional development needs of the KIN-ATHL department are the use of classroom technology and on-line instructional methods.

10. Discipline, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum: Development of new Kinesiology transfer degree program (online and face to face).**

Activities and Rationale: Currently, we do not offer any degree or certificate programs in the Kinesiology department.

- **Goal 2. Assessment: Continue to assess SLOs and to refine and develop rubrics in order to better align the SLOs with the ILOs.**

Activities and Rationale: We have not completed the first phase of our assessments of our classes due to development of the program in 2013.

- **Goal 3. Instruction: Provide innovative instruction through the use of technology, group projects and service learning opportunities.**

Activities and Rationale: In order to improve student retention and success, we must be innovative in our use of technology and teaching methods.

- **Goal 4. Student Success: Increase the retention of students who do not make the basketball team by offering late start and additional sections of intermural sports teams.**

Activities and Rationale: Student-athletes who try out for the basketball team often and who did not make the team found themselves without a class. We had no way to retain them and thus they dropped out of college. The low retention rate experienced by this specific cohort of students is caused by the department's lack of faculty to offer additional sections of classes (perhaps intramural sports) in order to retain these ambitious student-athletes and to fulfill the mission, vision and values of the College of Alameda.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale: Our department will participate in the Early Alert Pilot program in order to identify students who are most at risk of failing.

- **Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.**

Appendix A

Comprehensive Instructional Program Review Prioritized Resource Requests Summary

College: College of Alameda

Discipline, Department or Program: KINESIOLOGY

Contact Person: Robert Bishop, M.S.

Date: 11/14/15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: (Faculty)	2 full-time instructors 2 part-time instructors 1-Full time Athletic trainer	1	2-FT=\$170,000 2-PT=\$80,000 Trainer=\$40,000		A1, A2 Mission, Vision, Values
Human Resources: (Classified)	2-Locker room attendants, (male, female)	1,2	\$40,000		A1 Mission, Vision, Values

Human Resources: (Student Workers)	4-Instructional aids Student (peer) tutors	3 2	TBD		A3
Technology	1. Lap top computers for faculty 2. Printers for faculty 3. Computer with program/fitness assessment capabilities 4. Smart boards in class rooms	4 4	\$4,500		A2
Equipment	1. Update fitness center 2. Digital score table	23	TBD		A1, A2, A3
Supplies	1. Fitness center 2. Bathroom 3. Office cleaning 4. Office supplies- paper, pens	2			A1, A2
Facilities	Fitness center mirrors New badminton system Showcase awards cabinet Bulletin boards Outdoor digital display billboard Remove old, broken equipment from gym	2	TBD		A1, A2
Professional Development	1. Conferences 2. Trainings	3,4	TBD		D1
Other (specify)	Funds to maintain and repair: 1. Fitness Center equipment 2. Gym restroom repair 3. Maintenance of gym floor 4. Replacement of basketball rims and nets 5. Replacement of rim hydraulic	1	TBD		A1, A2, A3

2014-2015 Kinesiology APU Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs. The Kinesiology Department has no full-time faculty. The department has lost 2 full-time faculty (2006, 2014) resulting in a negative impact on student enrollment and retention in our courses. With the expansion of the department and the anticipated growth in degree/certificate programs there will be a significant increase in student enrollment and retention. Taken together, these factors contribute to the need for more faculty to better serve and retain the students.

Therefore, we are requesting:

Faculty:

- a. 2 full-time faculty
- b. 2 part-time faculty
- c. Sports Psychologist

Classified:

- d. 1 Administrative Assistant
- e. Part-time IT personnel
- f. Part-time Statistician
- g. 2 Locker Room Attendants-male, female
- h. 2 Athletic Trainers

Student assistant:

- a. 2 Student Assistant

Please describe and prioritize any **equipment, material and supply** needs. The Kinesiology Department is in need of the following:

Equipment:

1. Outdoor repair case repairs (anything attached to the gym)
2. Audio system replaced or repaired
3. 3-desk top computers
4. 3-printers with copying/scanning/faxing capabilities
5. Book cases
6. File cabinets
7. Stop watch/Timers
8. Ball inflator
9. Fridge/freezer
10. Treadmills
11. Exercise bikes (regular and spinning)
12. Medicine balls
13. Jump ropes
14. Ice machine
15. Resistance bands

16. Smart boards for Kinesiology classrooms

Materials:

1. Exercise Mats
2. Disinfectant wipes

Supplies:

1. Whistles
2. Sports clip boards
3. Dry erase boards
4. Dry erase markers
5. Towels
6. Pencils
7. Ice Packs
8. 10 cases of paper
9. Heavy duty mop broom
10. Shower soap

D1

Division:		Department/Program: Kinesiology-Athletics			Contact: Robert Bishop, MA	
Item Identified in Program Review (justification)	Human Resources (Staffing)	Physical Resources (Facilities)	Technology and/or Equipment	Supplies Budget	Curriculum	
All listed in program review	2 Full-Time Kinesiology-Athletic Instructors	New Football Field	Purchase new computers for all faculty	Kinesiology Budget of 3,000 dollars		
	2 Full-Time Physical Education Attendants	New Track	2 new computers in fitness center	Fitness Center budget of 4,000 dollars for equipment repair and maintenance		
	1 Instructional Assistant for Fitness Center	Resurface Gym Floor	2 New computers in office for adjunct faculty			
	1 Full-Time Trainer	Replace Gym Basket, Board and Motor	New sound system (PA) in gym			
	2 Full-Time Equipment Managers	Repair Gym Bleachers	New sound system in stadium			

FACULTY STAFFING REQUEST

Fall 2015

Directions: Please complete a separate request for each proposed position. Request forms must be completed and signed by the originating department chair, reviewed and signed by the dean, and submitted to the Office of Instruction. Additional sheets may be attached as necessary.

GENERAL INFORMATION

POSITION TITLE:

2 Full-Time, Tenured Kinesiology Faculty

DEPARTMENT/Program:

Kinesiology-Athletics

SUBMITTED BY:

Robert Bishop, MA

DATE:

11/15/15

Check all that apply:

- XX New position (100% or 1.0 FTEF) and;
2 new Adjunct Faculty If less than 100%, indicate % requested: **50% each**
- XX Retirement/resignation/REPLACE within the program:
 1. **Replacement of 1 FTEF for Dean Jordan (now Dean of Student Success)**
 2. **Replacement of 1 FTEF for Sam Haggerty (lost to retirement)**
- XX Consolidation of adjunct assignments— **Four current adjunct faculty positions can be consolidated into two new FTEF positions (KIN faculty)**
- Split assignment (indicate split by %: _____)*
*explanation of % and/or split should be included in position description, below

In sum, we are requesting the replacement of 2 FTEFs, the consolidation of 4 adjunct positions into 2 FTEFs and 2 new adjunct positions.

DESCRIPTION OF THE POSITION

Briefly describe the assignments, and proportions of workload devoted to different kinds of assignments, including any non-instructional duties. After the description of key duties, indicate minimum qualifications for the position and any hiring criteria beyond the minimum that clearly relate to position duties. You may attach a previous job announcement if applicable.

RATIONALE FOR THE POSITION

Consider all of the following criteria, but only include explanations for those that apply to the position requested. This information will be critical in assisting the college to determine whether to recommend filling the position, and its priority relative to other staffing needs. (Note: there is no necessary correlation between the number of criteria supported and the forthcoming recommendation. In some cases, a single factor may present a sufficiently compelling rationale.)

1. Needs expressed in the departmental program review, with an indication of the length of time the need has been documented, whether the need is critical, and why.

XXXX Applicable __not applicable

In 1975, PE had 7 FTEFs and 4 athletic teams. In 1978, the District reorganized and made budget cuts. In the mid-1990s, our department's FTEFs were reduced to 2 and 2 were lost to Laney and Merritt. Of the two FTEFs that remained, one retired in 2006 and the last FTEF received a promotion in 2014. In 2013, the PE department was consolidated into Kinesiology-Athletics. Presently, the Kinesiology-Athletics Department has no full-time faculty. The department also does not offer any certificate or degree programs due to the lack of full time faculty.

The loss 2 full-time faculty (2006, 2014) resulted in a negative impact on student enrollment, decreased student outcomes (persistence, completion, retention) in our courses as well as a 50% drop in our productivity. With the proposed department expansion and anticipated growth in degree/certificate programs offered there will be a significant increase in student enrollment. Taken together, these factors as identified in the APU, contribute to the critical need for more full-time faculty to better serve the students, increase retention, increase student success, develop innovative courses/programs/degree offerings and to increase enrollment. Our department has unsuccessfully requested FTEFs in every APU and Program Review Report since 2006.

2. Enrollment trends (comparative FTEF, retention, persistence or other data relevant to the need)

XXXX Applicable __not applicable

Despite the very favorable occupational outlook and high demand for degree programs in the Kinesiology fields, due to lack of FTEFs in the department, student enrollment since the first resignation in 2006 has dramatically declined 76 percent from 860 to 231 Spring 2015. The number of courses offered has also considerably declined. We have 37 approved courses but have only offered our students 9 courses for the past 2 academic years.

Most disturbing is the recent trend experienced by student-athletes who try out for the basketball team. In Fall 2015, 43 students tried out for the men's basketball team; only 15 students were accepted. Due to the lack of faculty available to open addition sections of late-start athletic courses, 28 young men who did not make the team found themselves without a class. We had no way to retain them and thus they dropped out of college. The low retention rate experienced by this specific cohort of students is caused by the department's lack of faculty to offer additional sections

of classes (perhaps intramural sports) in order to retain these ambitious student-athletes and to fulfill the mission, vision and values of the College of Alameda.

The Kinesiology Program has 4 part-time adjuncts and no full-time faculty although it fulfills a number of transfer requirements under both the IGETSE and CSU. Additionally, there is an enormous amount of work involved to maintain all curriculum, equipment maintenance, student engagement, advising, etc. with no fulltime faculty; therefore there is a request for two FTEF KIN faculty positions to meet overflowing programmatic needs and student demand for week-day, evening, and weekend programs. Currently, the large Fitness Center courses exceed the course capacity and demand more sections be offered. The KIN classes must be comprised of consistent, expert instruction which is difficult to provide through rotating adjunct faculty. The Kinesiology curriculum must be updated, degree and certificate programs developed and students recruited; however, there are no full-time faculty members to do so. Based on productivity, the current listing of sections reflects a productivity of 8.72 which is 50% below the College goal of 17.5. Prior to the departure of the 2FTEF in 2006 and 2014, the department's productivity exceeded the COA goals. We are confident the replacement of the 2FTEF the productivity would meet or exceed College goals. Therefore, the logical action for the KIN department is to replace the 2 lost full-time faculty in order to maintain and grow this highly sought after program.

See below for BI Tool productivity statistics from this year, fall 2015:

SUB	SECT	FTEFS			FTEFF CONT- FT		FTEFF			FTEFF TOTL	RATIO FT/PT
		FTEFS RESD	FTEFS NON	FTEFS TOTL	FTEFF EXSV	TEMP- PT	EXSV + TEMP	TEMP- PT			
NTHR	9	35.67	2.67	38.33	0.81	0	1	1	1.81	45/55 to 0/100	
RT	8	40.4	2.1	42.5	0.95	0	0.95	0.95	1.89	50/50	
US	16	42.07	4.17	46.24	2.17	0.63	0.89	1.52	3.69	62/48	
HEM	6	55.68	2.7	58.38	0.8	0	2.6	2.6	3.4	24/76	
COMM	13	52.3	2.9	55.2	0	0	2.6	2.6	2.6	38/62	
MECH	5	26.8	0	26.8	1.88	0.2	0	0.2	2.08	90/10 to 42/57	
ENGL	37	135.31	5.86	141.17	4.35	0.75	4.74	5.49	9.84	44/56	
SL	23	91.07	19.73	110.8	2.67	0.73	3.87	4.6	7.27	37/63	
KIN	9	16.64	0.85	17.49	0	0	2.01	2.01	2.01	0/100	
MATH	34	192.01	11.78	203.79	3.84	0.9	4.79	5.69	9.53	40/60	
PHIL	5	15.6	1.1	16.7	0	0.2	0.8	1	1	0/100	
OSCI	11	38.4	2.2	40.6	0.4	0.06	1.8	2.4	2.26	18/82	
PSYCH	22	80.58	3.2	83.78	1.46	0.34	2.6	2.94	4.4	33/67	
PHYS	3	18.33	3.87	22.2	0.69	0	0.43	0.43	1.12	62/48 to 0/100	

College Goal=17.5

3. Advisory committee recommendation(s)

Applicable XXX not applicable

4. Program-specific accreditation or licensure requirement(s)

Applicable ___ XXX not applicable

5. FT/PT comparative data

Applicable ___ XXX not applicable

6. New program development

XXX Applicable ___ not applicable

Currently, our department does not offer any certificate or degrees due to lack of full-time faculty. In order to meet the current demand and occupational outlook forecasts, we have pending new in-class, hybrid and online certificate and degree programs such as Kinesiology, Adaptive Physical Education, Athletic Trainer, Officiating, Sports Psychology, Sports Broadcasting, Recreation and Hospitality, Health and Nutrition to be offered days, evenings and weekends during each term and the summer.

7. Availability of adjunct faculty in the discipline, and in the region.

XXX Applicable ___ not applicable

The pending courses, degree and certificate programs require additional support and are consistent with the mission, vision and values COA and the Peralta Community College District to provide excellent instructional opportunities to the students we serve.

8. Direct relation to COA Mission Statement and ILO's (Institutional Learning Outcomes).

For us to stand idly by and allow a significant cohort of at-risk male students (primarily of African American ethnicity) to drop out of college due to the lack of faculty to offer additional course sections because they were not chosen for the basketball team is inconsistent with both the missions of COA and the Peralta Community College District. Instead of reducing the educational disparity (#of degrees granted, retention rate, success rate, persistent rate) among African Americans and other groups, we are actually contributing to it.

Therefore, the addition of two FTEs for our department will give us the ability to better align ourselves with COA's mission of providing excellent learning opportunities to our students through a commitment to student retention and

success. Having full-time faculty will increase mentoring opportunities and allow us to further develop innovative degree programs and integrated curriculum. Creating opportunities for student enrollment, success and applied learning within and outside of the classroom/gym will result in increased retention rates and positive learning outcomes for all students in our department but especially those identified as at-risk.

9. Other

To be signed prior to Department Chairs discussion (signature indicates review & support):

Department Chair: _____ **Date** _____

Division I/II Dean: _____ **Date** _____

To be signed after Department Chairs discussion (signature indicates review & support):



PERALTA COMMUNITY COLLEGE DISTRICT
333 EAST 8TH STREET * OAKLAND, CA 94606-2844
www.peralta.edu

B Berkeley City College - College of Alameda - Laney College - Merritt College

FACULTY EMPLOYMENT OPPORTUNITY

KINESIOLOGY-ATHLETICS INSTRUCTOR

FULL-TIME (1.0 FTEF)
PERMANENT TENURE TRACK POSITION

COLLEGE OF ALAMEDA
ALAMEDA, CALIFORNIA

The District is strongly committed to achieving staff diversity and the principles of equal employment opportunity. The District encourages a diverse pool of applicants and does not discriminate on the basis of race, color, national origin, ancestry, sex, age, religion, marital status, disability, or sexual orientation in any of its policies, procedures or practices.

College of Alameda

College of Alameda's mission is to meet the educational needs of its multicultural and diverse community by providing excellent comprehensive and flexible programs including basic skills, transfer, and occupational, which will enable each student to achieve his/her own unique goals.

The College is California's only island-based community college and it offers both park-like tranquility and easy access to urban resources. Having served almost half a million day, evening and weekend students since its 1970 founding, College of Alameda enjoys a well-deserved reputation for excellence in its academic, vocational, and student support programs. The College of Alameda is proud of its strong ties to the City of Alameda and is recognized for its strong partnerships with the local business community.

EXAMPLES OF DUTIES

Teaching schedule may include evening and/or weekend hours as part of contract assignment.

Instructors are expected to use and keep abreast of advanced teaching methods, including the use of current and future technologies to support student learning and career objectives.

- Provide lecture and laboratory instruction in general Kinesiology-Athletics courses for men and women.
- Provide instruction based on thorough knowledge of theory and techniques in Kinesiology-Athletics with expertise in Kinesiology-Athletics and stressing athletics.

- Fully participates in planning, organizing, implementing and evaluation of the Kinesiology-Athletics curriculum.
- My be responsible for coaching an intercollegiate or intramural athletics team; scouting, recruiting and performing all other tasks required of a coach.
- Responsible for demonstrating knowledge of and teaching fundamentals and techniques of intercollegiate athletic teams.
- Set-up and run study hall for student-athletes and monitor academic progress.
- Advise, assist and mentor students.
- Responsible for teaching a regular classroom assignment consisting of a minimum of 15 equated teaching hours per week. Assess student learning, track student progress, and maintain and report student grade and attendance records in accordance with Peralta District policy. Use clear and explicit criteria for student evaluation, fairly and equitably applied, to ensure effective learning.
- Inform students via clearly written syllabus concerning course requirements, performance assessment procedures, and attendance requirements. Provide class instruction in accordance with established course outlines.
- Prepare and grade class assignments and examinations and promptly returns them to students in a timely manner.
- Attend division and department meetings, committee participation and curriculum development evaluation.
- Maintain necessary attendance, scholastic and personnel records, and submits them according to published deadlines.
- Post and maintain required office hours in accordance with the prevailing policy.
- Participate on departmental, divisional, and campus committees. Develop and revise courses in the discipline.
- Support the development of a high quality Kinesiology-Athletics degree program that enables the athletes to reach their full potential.
- Work with students, community-based organizations and external agencies (4-year colleges and universities, local Industries, etc.) to help them reach their professional goals.
- Identify equipment and supply needs for the program, help maintain supply inventory, and work with departmental support staff to ensure that equipment and supplies are ordered in a timely manner.
- Develop and/or update program curriculum, course outlines, class projects and instructional materials as needed in Kinesiology-Athletics.
- Develop student learning outcomes for programs and courses, develop and apply appropriate assessment methods, and engage in continuous quality improvement.
- Work with College and District representatives, external private and public agencies, high schools and community groups to develop and maintain a positive public image for the programs to market its availability to the community.

- Help plan the academic schedule for the Department.
- Help identify for hire and provide support to adjunct faculty of the Department.
- Participate in faculty discussions on curriculum, teaching-learning techniques and teaching materials.
- Work collaboratively with other college departments to develop and/or support interdisciplinary programs and certificates.

The Instructor is also responsible for providing a full professional service week that may include, but is not limited to:

- Teaching, teaching preparation, maintenance of office hours and student advising, and maintenance of student rosters, class records and grade completion in accordance with District policy and procedures;
- Performing departmental duties such as program and curriculum development, evaluation and revision, and selecting appropriate instructional materials, and working with administrators and other faculty to develop a comprehensive pre-collegiate program;
- Participation in professional activities such as departmental and campus committee work, faculty peer evaluations, staff meetings and participation in the governance structure of the College and District;
- Pursuing professional growth activities to remain current in discipline and teaching methodology;
- Performing professional outreach activities (e.g., working with administrators and other faculty, as part of course development and depending on need, by participating in an industry advisory committee for a program, working with inter-segmental education partners—such as high school, adult school and other colleges—and industry partners to design and implement effective basic skills curricula and career pathways in the discipline, etc.); and
- Performing other related duties as assigned by the College.

Appendix B

PCCD Program Review Alignment of Goals Template

College: College of Alameda

Discipline, Department or Program: Kinesiology

Contact Person: Robert Bishop, M.S.

Date: 11/14/15

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Kinesiology curriculum needs must meet student needs by providing innovative classes for the discipline which are offered at convenient times such as evenings, Saturdays, Winter and Summer sessions and on-line.	Mission, Vision, ILS #1	A1, A2, A3, A4
2. Establish AA degree programs in Kinesiology, Recreation and other innovative programs.	Mission, Vision, ILOs 1, 2,3,4,5	A1, A2, B1
3. Increase student enrollment, success and retention	ILOs 1,2,5	A2,A3,C2
4. Address community needs by expanding program outreach and accessibility	Mission, ILO #3	A1, A2
5. Hire full-time and part-time faculty with a focus on program development.	ILOs 1,2,3,	C1, C2, D1, D2
6. Address community needs through varied class times and classes	Mission, ILOs 3,4	A1, A2
7. Keep facilities & equipment repaired and sanitary	Mission, ILO #3	C2

--	--	--

Appendix C

Program Review Validation Form and Signature Page

College: College of Alameda

Discipline, Department or Program: Kinesiology

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<input type="checkbox"/> 1. The narrative information is complete and all elements of the program review are addressed.	
<input type="checkbox"/> 2. The analysis of data is thorough.	
<input type="checkbox"/> 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
<input type="checkbox"/> 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.	
<input type="checkbox"/> 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	