

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: Kinesiology, Robert Bishop, Chair

Date: October 19, 2016

Program Type: Instructional Student Services Administrative Unit

(circle the answer)

College or District Mission Statement:

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Program Mission:

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.

Date of Last Comprehensive Program Review: November 14, 2015

Date of Comprehensive Program Review Validation: unknown

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	Which institutional goals will be advanced upon completion? (circle all that apply)	Progress on goal or AUO attainment (choose one)	Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)
Assessment Continue to assess SLOs and to refine and develop rubrics in order to better align the SLOs with the ILOs	1. PCCD Strategic Goals (list the specific goal here Mission, Vision, ILS #1). 2. College Goals: (list the specific goal here A1, A2, A3, A4).	Completed: _____ (date) Revised: _____ (date) Ongoing: __10/24/16_____ (date)	
Curriculum (if applicable) Development of new Kinesiology transfer degree program (online and face to face, hybrid).	1. PCCD Strategic Goals (list the specific goal here Mission, Vision, ILS #1). 2. College Goals: (list the specific goal here A1, A2, A3, A4).	Completed: _____ (date) Revised: _____ (date) Ongoing: __10/24/16_____ (date)	Lack of FT faculty hinders completion of curriculum development for the department. Lack of faculty training in the area of online teaching platforms impedes the ability to develop, teach or offer on-line courses that would better meet the technological needs of COA students.

<p>Instruction (if applicable)</p> <p>Provide innovative instruction through the use of technology, group projects and service learning opportunities.</p>	<p>1. PCCD Strategic Goals (list the specific goal here Mission,Vision, ILS #1).</p> <p>2. College Goals: (list the specific goal here A1, A2, A3, A4).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>Instruction Goal revised to include the universal use of rubrics appropriately measure student learning outcomes by all faculty in the department.</p>
<p>Student Success and Student Equity</p> <p>Increase the retention of students who do not make the basketball or volleyball teams by offering additional academic counseling, late start courses and additional sections of intermural team sports courses.</p>	<p>1. PCCD Strategic Goals (list the specific goal here ILOs 1,2,5).</p> <p>2. College Goals: (list the specific goal here A2,A3,C2).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>Student Success and Student Equity Goal modified to include the retention of students who do make the Volleyball team by offering additional academic counseling, late start courses and additional sections of intermural team sports courses.</p>
<p>Professional Development, Institutional and Professional Engagement, and Partnerships</p> <p><i>Kinesiology department participation in the Early Alert Pilot program in order to proactively identify students who are most at risk of failing.</i></p>	<p>1. PCCD Strategic Goals (list the specific goal here ILOs 1,2,3).</p> <p>2. College Goals: (list the specific goal here C1, C2, D1, D2).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>Professional Development Goal revised to include Training in Moodle or Canvas in order to develop hybrid and on-line courses, degrees and certificated programs.</p> <p>Faculty to become more involved in professional associations and</p>

			<p>professional development related to Kinesiology and Athletics fields.</p> <p>Help create a pipeline of students from Oakland Unified School District to the Kinesiology-Athletics Departments.</p> <p>Increase community partnerships by helping to create a pipeline of students from Oakland Unified School District to the Kinesiology-Athletics Departments.</p>
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p> <p><i>Hire</i> full-time and part-time faculty with a focus on program development</p>	<p>1. PCCD Strategic Goals (list the specific goal here ILOs 1,2,3).</p> <p>2. College Goals: (list the specific goal here C1, C2, D1, D2).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p>	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>NOT APPLICABLE</p>

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:**

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. The Kinesiology Department completed an Annual Program Review in 2015 and there have been no student demographic changes since the last comprehensive program review.

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

The Kinesiology Department courses continue to primarily appeal to students in the 19-24 year old range. This may be a result of recruitment and participation in the department’s two intercollegiate team sports: basketball and volleyball.

KIN Headcount Age	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
16-18	18	1	3	12	1
19-24	94	119	68	104	115
25-29	18	34	12	23	39
30-34	12	18	7	18	22
35-54	20	44	24	31	34
55-64	5	14	5	14	15
65 & Above	2	5		5	5
Grand Total	169	235	119	207	231

In the last three years, there has been a significant increase in the number of Asian students taking Kinesiology classes from 23 in 2013 to 75 in 2015. Inversely, African American and Hispanic enrollment has somewhat decreased during the same timeframe.

KIN Headcount x ETHNICITY	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	1	1		1	
Asian	23	61	29	45	75
Black/African American	67	69	50	72	56
Filipino	9	15	3	8	10
Hispanic	12	17	7	31	21
Multiple	24	25	13	17	22
Other Non white		1			
Pacific Islander					2
Unknown/Non Respondent	12	15	7	15	21
White Non Hispanic	21	31	10	18	24
Grand Total	169	235	119	207	231

The Kinesiology Department continues to attract significantly more men than women with a ratio of almost 2:1.

Gender	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	52	104	44	85	81
Male	114	128	71	119	148
Unknown	3	3	4	3	2
Grand Total	169	235	119	207	231

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

The Productivity trends for Kinesiology-Athletics program have struggled to meet its goal 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.

**Productivity
Kinesiology
Fall 2013 - 2016**

Discipline	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Total classes Offered	Productivity	Total classes Offered	Productivity	Total classes Offered	Productivity	Total classes Offered	Productivity
Kinesiology	9	9.17	6	9.88	6	12.41	8	6.31

C. Student Success (retention and completion rates, # of student contacts, etc.). **Comments about changes:**

There have been no significant changes in the Retention rates for the Kinesiology Department overall and by age, ethnicity, and gender since 2013.

**RETENTION
(Course Completion)**

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

RETENTION					
Age	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
16-18					
KIN	66.67%	87.50%	100.00%	90.91%	80.00%
19-24					
KIN	77.78%	87.94%	77.46%	89.34%	87.97%
25-29					
KIN	66.67%	96.55%	75.00%	96.30%	82.22%
30-34					
KIN	61.54%	78.95%	60.00%	94.74%	72.22%
35-54					
KIN	59.26%	80.00%	86.96%	88.24%	81.08%
55-64					
KIN	100.00%	85.71%	50.00%	84.62%	92.86%
65 & Above					
KIN	100.00%	80.00%	0%	60.00%	60.00%
Grand Total	73.21%	86.59%	77.31%	89.61%	84.44%

Ethnicity-RETENTION	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	100.00%	100.00%	0%	100.00%	0%
Asian	62.07%	83.08%	82.14%	97.92%	89.29%
Black/African American	72.28%	89.74%	77.55%	87.78%	82.54%
Filipino					

	88.89%	88.89%	100.00%	100.00%	90.91%
Hispanic					
	81.25%	94.44%	50.00%	82.86%	73.91%
Multiple					
	80.65%	87.10%	84.62%	94.12%	96.15%
Other Non white					
	0%	100.00%	0%	0%	0%
Pacific Islander					
	0%	0%	0%	0%	100.00%
Unknown/Non Respondent					
	78.57%	93.33%	100.00%	86.67%	80.95%
White Non Hispanic					
	65.22%	76.47%	50.00%	82.35%	69.23%
Grand Total	73.21%	86.59%	77.31%	89.61%	84.44%

Gender-RETENTION	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	74.58%	83.90%	74.47%	87.80%	85.06%
KIN	74.58%	83.90%	74.47%	87.80%	85.06%
Male	72.84%	89.29%	77.94%	90.41%	83.93%
KIN	72.84%	89.29%	77.94%	90.41%	83.93%
Unknown	66.67%	66.67%	100.00%	100.00%	#####
KIN	66.67%	66.67%	100.00%	100.00%	#####
Grand Total	73.21%	86.59%	77.31%	89.61%	84.44%

The retention 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.

Course-RETENTION	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	57.14%
KIN 54A - CROSS FITNESS I	NA	NA	NA	NA	82.14%
KIN 58A - FITNESS/STRENGTH TRAINING I	69.47%	85.71%	66.67%	85.51%	77.78%
KIN 58B - FITNESS/STRENGTH TRAINING II	NA	89.58%	60.00%	90.91%	100.00%
KIN 58C - FITNESS/STRENGTH TRAINING III	NA	NA	100.00%	95.24%	78.57%
KIN 58D - FITNESS/STRENGTH TRAINING IV	NA	NA	NA	100.00%	94.44%
KIN 60C - CIRCUIT TRAINING III	NA	NA	NA	NA	50.00%
KIN 67A - SPORTS TRAINING I	69.64%	91.89%	NA	0.00%	94.44%
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%	80.00%
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%	94.12%	NA	81.82%	90.91%
KIN 84B - BOWLING II - BEGINNING	NA	100.00%	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	73.21%	86.59%	77.31%	89.61%	84.44%

**D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:
NOT APPLICABLE**

E. Other program specific data or unplanned events that reflect significant change in the program.

NOT APPLICABLE

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

Despite the very favorable occupational outlook and high demand for degree programs in the Kinesiology fields, due to lack of FTEs 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 additional 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.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does **your program address or participate in the information and activities presented in these plans?** Are there **resources available in these plans that can be utilized by your program or the students accessing your program?**

Under the SSSP plan the Kinesiology Department Chair volunteered to participate in the Early Alert pilot program during In the 2015-2016 academic year. The Early Alert Pilot Project (EA) required participating instructors to actively collaborate with the Counseling Department to monitor students and identify those who may be struggling in a course. To date, the Kinesiology department has not been given a start date and instructions for pilot program participation.

The Kinesiology department's participation in the Equity plan includes the recognition that the College of Alameda plays a crucial role in making the completion of a higher education degree possible for our students. The Kinesiology department values diversity through our commitment to high quality educational programs and services for every student in our program.

According to the 2014-2015 COA Equity Plan, Males at COA are underrepresented at only 42.8%. Veterans in the COA service area total 7.4% but equal only 1.4% of COA students. Persons with disabilities in the COA service area total 9.20% but total only 3.9% of the COA population. The department of Kinesiology's goal is to do more outreach to persons with disabilities and veterans and to continue to advocate for intermural courses for students who do not want to compete at the collegiate level.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

Since the most recent program review, the Kinesiology department has instituted more rubrics to better and more consistently assess student learning outcomes (SLOs). The Kinesiology department has also made better use of the data in the BI Tool and in Taskstream to inform departmental decisions negatively affecting SLOs.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

Yes, the pedagogical changes made in the Kinesiology department were made due to assessment of SLOs.

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future. TASKSTREAM
- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue? *Formal and informal departmental meetings with faculty ensures consistency in shaping and addressing program level outcomes. The attached KIN Department Chair meeting agenda's and the DIV II meeting agendas are attached as evidence PLOs are regularly addressed.*
- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

VI. Additional Questions

A. For CTE: NOT APPLICABLE

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

B. For Counseling: NOT APPLICABLE

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?
- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

C. For Library Services: NOT APPLICABLE

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below.

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			

	This Academic Year	Previous Academic Years (s)	Explanation of Changes
Total Library Materials Expenditures			
Total Print Book Collection (titles)			
Total E-book Collection (titles)			
Total Database Subscriptions			
Total Media Collection (titles)			

Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions- Describe – (optional)			
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions			

D. For Student Services and/or Administrative Units: NOT APPLICABLE

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

- Briefly describe any changes that have impacted the work of your unit.

VII. New Resource Needs Not Covered by Current Budget

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
See narrative below						

TECHNOLOGY AND EQUIPMENT

How will the new technology or equipment contribute to student success?

With new technology and state of the art equipment in our fitness center and gymnasium, it will encourage our students' fitness that is a combination of physical, mental, intellectual, emotional and spiritual well-being in a healthy, safe, and positive environment.

Technology and Equipment Request(s)

The Department of Kinesiology must incorporate newer technology to benefit and boost the students' fitness opportunities.

Equipment needs: Virtual bikes, iPhone jacks on treadmills and ellipticals, smart televisions, and a Professional Body Composition Scale.

Program Goal

The Department of Kinesiology's program goals are to serve the needs of our students and to provide a safe and well-rounded program to ensure our students have a sound physical activity experience.

Contribution to Student Success

Each faculty assesses their own kinesiology course and contributes to each of their students' success through their courses. We do, however, routinely have formal and informal department meetings to align our curriculum to ensure student success.

Alignment with College Goal

"Build programs of distinction." Exhibit aesthetic reflection to promote, participate, and contribute to human development, expression, creativity and curiosity.

Alignment with PCCD Goal

Goals A and C

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
See narrative below						

FACILITIES

How has facilities maintenance and repair affected your program over the past year?

Please describe and prioritize any **facility** needs.

In Spring 2014, the Kinesiology Department lost its space to the Veterans Department. As of this date, faculty and coaches do not have the necessary equipment to meet with students or to conduct academic-related activities. In addition, the Kinesiology Department, the students and the College could benefit from an update of the facility both inside and out as well as updated equipment and the removal of the many obsolete and misplaced items possessing valuable space within our gym. Lastly, our facility lacks the appropriate visibility of signage and the ability to announce upcoming activities necessary for easy access and identification for students and visitors alike. Therefore, we are requesting the following items to better meet the needs of Kinesiology faculty, students, coaches and the Alameda College community:

1. Digital Scoreboard for Gymnasium, Soccer Field and Tennis Courts
2. Trophy case
3. Projector
4. Projector screen
5. Video camera
6. (2) Laptop computers
7. (3) Offices for coaches
8. (5) offices for faculty
9. Furniture for coaches offices (desk, chair)
10. Outdoor Marquee
11. (2) Wireless mics with amplifiers
12. Big screen TV
13. Basketball court resurfaced
14. Conference room meeting space
15. Furniture for conference room
16. AD office

- 17.Updated training room
- 18.Repair ice bath
- 19.Removal of non-athletic related items from the gym
- 20.Placement of Cougar Logo on all sides of gym for better visibility and easier identification of the gym
- 21.Updated painting inside gym (facelift of bleachers and walls)
- 22.Removal of obsolete equipment from gym
- 23.Better lighting at the entrance to the gym

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

The Kinesiology department is designated to the G-building but shares its location with music, dance, and the veteran's center. Currently we use G105 for basketball, volleyball, badminton, and aerobics activities classes and both volleyball and basketball athletic practices. G214 is our fitness center, a site for 6-10 of our class offerings. We also have access to a track and outdoor tennis courts which are also rented to numerous groups throughout the year. The gym, track, and dance room are also shared with Asti high school which operates on the campus of the College of Alameda.

We offer one off campus bowling class at AMF bowl in Alameda and 2 off campus Introduction to Kinesiology Classes at the Oakland Public High Schools. The women and men's locker rooms were open for use in the Spring of 2016 but have not been open in Fall 2016.

In the past year, January 2016, through October 2016, there has been no routine maintenance on fitness center equipment. It is necessary to secure adequate funds for fitness center equipment maintenance on a yearly basis to insure that students are guaranteed a safe facility.

The Kinesiology department is in dire need of storage. Over the last 2 years we have lost office space. Over the last 30 years we have lost the majority of our storage space to the creation of the music facility in the Kinesiology building. The gym is cluttered with stage tarps and chairs for college events.

The cables that raise the basketball baskets should be checked yearly.

Volleyball standards have not been checked and repaired.

The badminton system is in need of replacement.

The floors are usually resurfaced on a yearly basis. Lineage and regular maintenance is mandatory.

Bulletin boards outside of G105 and in G214 need to be replaced.

A small refrigerator with ice packs is needed in G105.

An outdated 5 station weight resistance tree needs to be removed from G 214.

G 214 needs new treadmills and elliptical machines.

G 214 needs four new fixed machines which will replace the outdated weight resistance tree.

How will the facilities request contribute to student success?

All facility requests are necessary for the safety and health of our students. First and foremost, we cannot successfully run our program without equipment that is maintained yearly and safe for our students.

Equipment that is old and damaged has no place in our Kinesiology facilities. G 105 must be clear of clutter that prevents instructors from conducting class drills, and presents an unsightly teaching space.

Students are entitled to locker room facilities that are open during the hours that our classes are in session. Numerous students have not enrolled in our fitness center classes because locker rooms are not available.

Replacement standards for badminton will allow students to participate with proper net height .

Volleyball standard maintenance will allow students safe equipment that provides easy operation.

Already requested in Recent Program Review

1. 3 resistance machines have been acquired since last program review.
2. Items 1-15 above are listed in last program review

Program Goal

The goal of the Kinesiology department is to provide a safe and well rounded program promoting the knowledge and experience of physical activity.

Connected to Assessment Results and Plans

In the Taskstream assessment and findings for 2015,2016: All Kinesiology courses require a safe facility and adequate equipment to successfully reach stated goals.

Contribution to Student Success

This point is discussed above: "How the facilities request contributes to student success."

Alignment with College Goal

"Build programs of distinction." Exhibit aesthetic reflection to promote, participate, and contribute to human development, expression, creativity and curiosity.

Alignment with PCCD Goal

Goals A and C

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or
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	Review?					E) (list the goal)
Training on Moodle and Canvass	No	Utilize new technologies to deliver state of the art courses	Yes	Yes		A,C,D
Participation in Early Alert Pilot Program						
Attendance at Kinesiology conferences in order to get professional development opportunities		Keep abreast of knowledge in the field of Kinesiology	Yes	Yes		

Approved by the District Academic Senate, May 20, 2016


Endorsed by the Planning and Budgeting Council, May 27, 2016

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION



The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES


We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

College of Alameda Institutional Learning Outcomes

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.

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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

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

<p>Strategic Goals</p>	
<p>A: Advance Student Access, Equity, and Success</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p>B: Engage and Leverage Partners</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12</p>

	institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>