



# GAVILAN COLLEGE

*Research, Planning, and  
Institutional Effectiveness*

## Program Integrated Planning and Review

### Instruction

Program Name:	Kinesiology/ Athletics
Academic Year:	2019-20

# Purpose, Standards and Resources

## Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [BP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three-year planning grid at the end of the document.

## Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

## Program Plan and Review Timeline

When	Description	Participation
2019 Aug	Program Lead training, including website 'tour', GavDATA and other data site overview.	PIPR Chair All Program Leads in Review Cycle
Sept	Program Lead provides budget codes to PIPR for submission to Business Office (Sept 20).	Program Lead
Sept - Nov	Program Lead seeks assistance from support team, department faculty, Dean, others to gather information for report (on-going, as needed). Write Program Report draft (Sept 2 – Nov 15).	Program Lead
Nov	Initial draft due (Nov 15). Peers review report, make suggestions, and identify areas of improvement. Sign off on last page of report (No later than Nov. 22). First Draft revision begins (Nov. 19).	Program Lead Peer Review Team
Dec	2nd draft due to Dean to review, request additions/ clarifications (Finals Week).	Program Lead Supervising Admin
2020 Feb	Dean-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Dean signs and forwards completed report to PIPR (Jan 27-31). If report needs revision, Dean returns to Program Lead.	Program Lead PIPR Supervising Admin
Feb - March	<b>If needed</b> , Program Lead makes edits as needed to report (Feb 3-28). Final report sent to Dean for approval and signature (March 2-6). Dean forwards approved document to PIPR (March 13).	Program Lead Supervising Admin
Feb - May	PIPR reviews final documents. Approves final report (Feb 3 – May 22).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June-Aug	Final reports submitted to President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

## A. Executive Summary

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The department looked at the data and was concerned about the success rates and persistence rates of not only our student-athletes but our majors as well. We have never set goals for our program and this was a good opportunity to evaluate the data and see where we are. Our goals now are to increase our persistence rates to 80% which may be lofty, but this will also help increase our completion rates, which is another goal of ours. We felt that if we increase our communication with our major's we can help facilitate this, not only by creating the sense of community like our student-athletes have, but by providing resources for our students who may not necessarily get them from us based on the way we are structured. (The AA-T is set up so as students will only take one lecture course, a few activity courses and potentially one or two other lecture electives for GE in the discipline). Students could be in our major without us really developing any sort of relationship with them or possibly even knowing who they are. We're not comfortable with this practice. Along these lines, we have discussed marketing materials for our department. We need to develop a one-page flyer to help with recruitment of students much like what we do for our student-athletes. Our part time sports media relations staff has helped create this for personal training and individual sports programs. The next step is to now invest in this on a more permanent basis.

We also have identified some of the needs our student-athletes have and how we can fulfill those. Over the last 3 or so years we have been discussing and trying to coordinate a writing in the endzone course with our English faculty. There is a model San Mateo (CSM) has used and our faculty have been in contact with a few of their faculty about their program. The Deans/Athletic Directors have been in communication regarding this as well. Since the initial discussions took place CSM is now implementing (this spring with English 1B) for their female athletes. They have the data and have shown the success for their disproportionately impacted student athletes and being that we have a specific cohort our department feels this would be a great program to help our student athletes become more successful in English and overall help us meet some of the institutional goals we have set.

We have developed the partnership with Non-Credit Allied Health to offer the life skills course for student-athletes and are continuing to coordinate for spring. We are hearing that student-athletes need time set aside for studying. The department is trying to explore ways to do this. We have found that our student-athletes have been more successful now that we have brought our academic counselor on board fulltime. She helps coordinate unit reports, ed plans, grade checks and student-athlete meetings regularly. She has also been instrumental in providing other counseling services including the organization of workshops focused on sexual assault and healthy relationships for our student-athletes. The department could discuss ways to share that information with one another in order to see where our gaps are and with who and identify strategies to better assist student-athletes overall.

The funding sources for our academic counselor is split. She not only serves our student-athletes but serves those in our major as well. As mentioned previously we have found majors who we don't have a great connection with by the time they graduate. Most of the time they have seen other counselors on campus, so it makes it more difficult to identify them. We do provide an end of the year reception for our majors and student-athletes that are graduating. We believe it would be better for our students if we can engage with them earlier. We would like to encourage our academic counselor to be here full-time as well as encourage all majors going into the discipline to see her. This is very similar to what we are trying to achieve with guided pathways across campus.

## B. Program Mission and Accomplishments

### Gavilan College Mission Statement

*Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Kinesiology and Athletics Department serves a broad range of students from all disciplines across campus. Our student population within the department is diverse representing the larger student population overall. Although our activity courses focus on the physical dimension of the students' health, there is a direct correlation between their academic progress, social development, and overall wellbeing. As a result, our students are better equipped to reach their full academic and social potential. The programs within the discipline prepare our students to reach their full economic potential by equipping them with knowledge, experience and exposure to professional opportunities. As an example, the department has established working relationships with members of the local fitness industry who seek out our students who have completed the personal training certificate. Because of this ongoing relationship, Kinesiology students are sought after for employment opportunities in these businesses upon completion of the certificate. The athletics component of our department directly fulfills our mission from the very onset of recruitment. Some student-athletes attend because they want to participate and fulfill their desire to play, and in doing so, must be enrolled in a minimum of 12 units and be on track to graduate or transfer based on CCCAA/NCAA guidelines. Study hall, academic advising, mentoring, life skills and healthy relationships all factor into a student-athlete reaching their academic, social and eventually their economic potential, whereas had they not been a part of athletics, some of these students would not be attending Gavilan College or enrolled at any college for that matter.

### Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
- Each goal since the last program plan and review and
  - PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
Initiate discussions regarding BIO course availability and facility scheduling.	The department has initiated conversations with STEM, the VPAA office, Deans, and within department chairs. Ongoing dialogue around scheduling needs to continue between departments.
Development of recruitment plan & materials for KIN & Athletic programs.	Using our Sports Media Relations (SMR) staff member (PT), the department has created a preliminary flyer for the personal training certificate program. It also created a KIN brochure defining the discipline, highlighting our major and career opportunities. With two of our emphases becoming CE programs, we are now eligible for additional funding that will be utilized to improve these valuable resources in the future. The SMR staff has also created a recruiting guide for two of our sports programs along with continuous updates to our webpages and some social media accounts. There is a need to create a tri-fold for recruitment and all sports recruiting guide-funding is needed.
Seek funding for much needed updates in facilities. Work with foundation to re-energize outside funding streams to potentially supplement state funding plan to advance facility updates.	The District funded renovation projects of the pool, gym, baseball and softball complex, and beach volleyball facilities. The department used fund raised money in addition to other District funding sources to renovate and modernize the fitness center. Other facilities still need attention which makes this an ongoing effort. We have created an advisory committee for our Personal training certificate and are currently developing one for our Sports Medicine program. This will help us tap into the VTEA grant and other CE funding

	sources. At this point, we're still unsure of how Measure X will contribute if anything.
Develop curriculum including personal trainer program, dance, combatives.	The department has developed and is offering the PT certificate. We have met with an advisory committee to discuss current trends, course offerings and the needs of the workforce. We will need to discuss this as a department to see if we need to update the curriculum for this program. We have developed and updated courses in dance and combatives. Because of our degree needs, we currently rotate, Karate and self-defense every semester as well as rotate our offerings for dance.
Secure additional hours for departmental assistant and counselor as funding becomes available.	We have a division assistant and a counselor within the department fulltime now. These positions serve critical roles supporting faculty, staff, and students. As the athletic department grows, needs for additional support services like counseling will also be required.

3. Have the services of your program changed over the past three years? Please explain (300 words or less).

- Overall, our discipline has remained the same over the past three years, but athletics has changed. KIN majors have access to our FT counselor and can utilize her services, but are not required to see her. As a result, when they see general counseling, we are challenged to capture and identify our KIN majors. To earn a KIN AA-T degree, a student completes only 15 units within the discipline; CSU GE Pattern-up to 3 units from KIN; and nothing required for the UC.
- Over the last three years, we have brought onboard, a PT staff member to handle sports media/information. This individual is helping the department create much needed materials for recruitment for all programs. With the limited hours he works, he also updates our athletics webpage and social mediums. Individual pages are left up to each program.
- We have partnered with Non-Credit to offer four sections of AH 793 for our student-athletes.
- We have partnered with Community Solutions to offer workshops each semester focused on topics such as healthy relationships and sexual assault/harassment for student-athletes and staff.
- We have our academic counselor 80% of the time which is an integral part of our student-athletes' development and success. She provides critical services.

## C. Program Overview

1. List program degrees and certificates under this department according to the [college catalog](#).

*To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.*

Kinesiology: Personal Fitness Training CA
ADT: Kinesiology AA-T CSU Transfer
Kinesiology AA

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

- This year we created a Personal Training advisory committee composed of a community member, three members from the local industry, two faculty (one teaching in the program and one as the department chair), a former student and the Dean of the department. The committee met for the first time in October 2019. We are in the process of developing an advisory committee for the Sports Medicine program.
- We have partnered with Community Solutions to offer healthy relationship and sexual assault/harassment workshops.
- We have partnered with NC and the LC to offer workshops for student-athletes during the year.

## D. Student and Program Outcomes

### College Goal for Student Achievement

#### *Increase Scorecard Completion Rate for Degree and Transfer*

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [\[view\]](#) by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCC Scorecard by 2022.

### Success

The following questions refer to data regarding student achievement.

**Path:** [GavDATA](#) Program Review/ Equity D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall-success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

- Compared to the college average the department success rates are higher. Our overall success rates have been relatively flat over the last three years, but we average 75% success overall. In terms of the breakdown by age or ethnicities, we don't see any noticeable gaps, but it is noteworthy that the success rates for African Americans have increased by 20% over the last year.
- Considering data from our student-athletes, we have a 98% success rate in their athletic programs. This is not surprising to us within the department. This shows that student-athletes are committed to competing at Gavilan College and are determined to be successful in doing so.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

**Path:** [GavDATA](#) Program Review/ Equity D2. One Year Persistence Rate

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

The Kinesiology Department's persistence rate over the last three years on average is 47%. This is about the same as the overall college average for persistence. This is not surprising. There are many factors that contribute to this. One issue was scheduling. We had many students who have had trouble getting courses that work within their schedules. Timing of those courses offered created challenges. We have worked over the last few years to make adjustments in this area. It is an ongoing issue. We need to further examine what barriers students have and address them.

For student-athletes, the persistence rates on average for the last three years is 49%. Although slightly higher than the college average, this is lower than expected but with reason. In the last couple of years, there has been a turnover in coaching staff for a few of our teams. Typically, student-athletes have a higher persistence rate (there were three years where the rate was at 50% or higher). This does suggest that student-athletes are here to compete and will do what is necessary to be able to participate. Additionally, this indicates that the support services provided to student-athletes is necessary for persistence and student success.

3. What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

**Path:** [GavDATA](#) Program Review/ EquityD3. Course Rates by Unit



Our course success rate by unit has been relatively the same for the last two years at 75%. For individual courses such as KIN 2 (which is the major course our students need), the success rate is 71% which has been that way for the last two years. For our disproportionately impacted students, there was a 3% drop in 18-19 to 68%. A reasonable goal for this class would be to achieve a 75% success rate for all students including our disproportionately impacted students. The department would not only like to increase our success rates by course to 80% but would also like to increase our persistence rates to 80%. We have identified a need for study hall for our student-athletes and a need to increase communication within the major. We would like to develop a list serve of KIN majors in order to improve communication.



4 – 6: N/A

**Consider addressing success goals in your Three-Year Program Plan at the end of this document.**

## Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

**Path:** [GavDATA](#) Program Review/EquityD7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

These rates, as explained previously, have been fairly steady. Our African American population saw a significant increase of more than 20%. This could be due to a number of factors. The most important factor we can attribute this to would be our Academic advisor and the wrap around services we provide. She runs our orientation for student athletes course, sends out our grade checks 3 times a semester and meets with our student athletes regularly to create ed plans, register for classes and check in. We have also implemented the Allied health lifeskills course based on the need expressed by a former coach of men's basketball, which can contribute to this success. (We have now extended this to our entire student athlete population). We are told also a number of student athletes take advantage of other resources on campus due to the information provided through Darlene, the lifeskills course and their coaches.

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

In the past few years, we have hired several coaches. We have hired based on coaching needs and then Kinesiology curriculum/instructional needs. We have had a turnover in coaching staff in the last year and did not see the diversification in hiring pools we would have liked to. Because of the lack of diversified applicants, we have reached out to human resources to encourage advertising in different places such as WeCoachsports.org. (This was done, although the timing not ideal, for our department when posting for the most recent KIN/VB coaching/teaching position). In recent time, our part-time hires have become more diversified than in previous years with our hires. There is a shortage of female coaches within the department, something that we're also seeing systematically across the state. We need to continue to explore how to recruit diversity. We have diversified our PT staff by hiring a female Latina who works within a local high school, but more is needed in order to resemble more closely our student population.

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

**Path:** [GavDATA](#) Program Review/ EquityD9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Over the past three years, our lecture success rate in person tends to hover around 67%. Online rate is at 62%. It is important to note our Hispanic students seem to do better (in Fall 2016 success rates for online was 53 students compared to 67 in person, Fall 2017 58 compared to 73 students and Fall 18; 59 students online and 90 students in person). Our rates are getting better with online delivery.

10. N/A

## Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "[Majors by Program, 2008-2019](#)" for declared majors by year, unduplicated headcount.

**Path:** [GavDATA](#) Program Review and EquityD11. Count of Degrees and Certificates Awarded

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Year	Degree/ Certificate	Goal for Completion	Actual Degree Completion
18-19	AA-T		102
18-19	Personal Training CA		13
18-19	AA		4
17-18	AA-T		154
17-18	PT CA		20
17-18	AA		9
16-17	AA-T		148
16-17	PT CA		22
16-17	AA		22

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

Prior to this year, we hadn't set goals for degrees awarded. With the new funding formula taking shape, emphasis will be placed on reaching these types of set goals. This is something that needs to be addressed in department meetings and discussed further.

For athletics, we can set a goal of 80% of our students to transfer/achieve a degree or certificate. We need to make sure the tracking methods of our student-athletes is accurate. We do feel the overall completion rate may be low. It would be helpful for each program to have a system of tracking as well as the department to have this data as well.



**If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.**

## [curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [currQunet](#)?

**Yes:**      **No: X**

14. Are your SLOs and PLOs up to date in [currQunet](#) AND on the [reporting website](#) (requires your email log-on)?

Yes:  No:

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes:  No:

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes: No:

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance (200 words or less)?

The department is constantly updating SLO's. We just updated PLO's for the department and need to now align SLO's to PLO's to ILO's. We need to review SLO's to make sure they are still relevant and appropriate. This is the next step for this year.



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

## Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

### Student Learning Outcomes (SLO)

**Path:** Gavilan College Intranet [curriQunet](#)

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be? Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

The department has chosen an 80% success rate as its target for our outcomes and our courses. For KIN 2, we have specifically discussed ways of improving this. Based on our last assessment of that course and the success rates of our students, we found that it is important to find ways to deliver the content differently. At that time, the course had been offered online. The instructor took an online training course to develop online materials and delivery for this class. We have also offered a section in person but will not have those results for assessment until after the semester is complete. As for other courses, it is important for us to continually assess. The department will need to review our student learning outcomes and make sure these are still relevant for our students.

**Is this success rate for LOs or for classes?**

### SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

Our success rates across the courses in the department are similar for lecture courses. Our activity courses have a high success rate. For athletic courses, again, our success rates are high. See above – this sounds like course success rates – not Los (IF our students are meeting their learning outcomes at an 80% success rate they should also be successful in the course). Not sure what else to add to that?

## Program Learning Outcomes (PLO)

**Path:** [Gavilan HYPERLINK "https://my.gavilan.edu/web/home-community/intranet" College Intranet](https://my.gavilan.edu/web/home-community/intranet) Program Planning Student Learning Outcomes Assessment Reporting Program Level SLO (Far left) Instructional Select program

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

The department would like to see an 80% success rate for our programs. We had not set goals previously so we are hopeful the activities such as study hall for student-athletes and increasing communication with our majors within KIN will help us reach our target.

## Institutional Learning Outcomes (ILO)

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

We have not completed this as of yet. This is something the department has discussed. We have updated our program learning outcomes (a year ago) and we need to align our SLO's to the new program learning outcomes and align the PLO's to the ILOs.

22. N/A



**Consider addressing LOs in your Three-Year Program Plan at the end of this document.**

## E. Curriculum and Course Offerings Analysis

### Curriculum Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

The department is in constant discussion regarding curriculum. We are developing an advisory committee for our Sports Medicine program. Ongoing discussions have taken place for several years about expanding our certificate offerings. One idea being discussed includes a certificate in coaching.

We are constantly reviewing trends in the field and looking at what we offer. We are looking to develop other activity courses for our students. Our personal training advisory committee has made recommendations to strengthen that program and we will need to further discuss this as a department.

The athletic department is in the process of creating curriculum for water polo. We did discuss potentially offering some type of certificate for student-athletes who have participated and are moving on but may not have any other degree or certificate. This needs to be further explored.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

The department needs to inactivate a number of courses and are in the process of doing so. We have also re-structured our local degree and need to offer two of our courses which have not been offered in a few years (KIN5 and KIN 6). Because of the way the degree was structured, students did not need these courses. We are also discussing if the students need these courses any longer. One of the courses is a lecture lab course and we may need to re-think that.

### Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

**Path:** Gavilan IntranetArgosGavilan ScheduleSchedule by Division and DepartmentSelect term, division and your department then press 'run dashboard'.

**To Create a PDF of your results above:** After obtaining results, go to the top of the screen: ReportsSchedule Reports by Division and Dept svcRun

#### Location/Times/Delivery Method Trend Analysis:

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

For the first time in a few years, the department offered a face to face KIN 2 course in the fall semester. We have had discussions on student success and felt it was important to offer students this option in the fall. We have tried to structure our courses where they would not conflict with Bio and Anatomy labs as well. Our KIN 2 course is only offered in person on campus in the fall. Other lab courses are offered on a variety of days, times and locations. The other courses needed for the major are dependent upon another departments' scheduling and classroom availability (BIO for example). We continue to fight for classroom space.

Our athletics courses typically have specific times that they are offered. This is either due to competition times set by their associations, head coaches' daytime (part-timers' daytime jobs) schedules, or availability of space. Most programs try to schedule in the best hours for the students. Typically, academic courses are in the morning hours so athletics is offered in the afternoons or evenings.



**Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.**

## F. Program and Resource Analysis

### Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

\* **Path:** [GavDATA](#) Program Review/ Equity F1. Faculty workload (FTEF) by Full-time/ Part-time Find Program

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 8.1 or 45.7% PT: 8.6 or 48.6%	8.63
2018-19	5	15	FT: 8.1 or 45.7% PT: 8.6 or 48.7% Mix .5.6%	17.6
2017-18	4	15	FT: 7.2 or 39.9% PT: 10.4 or 57.6% Mix. 2.5%	18.1

How have and will faculty with reassigned time, grant commitments and activity, projected faculty retirements and sabbaticals affected personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

One FT faculty within the department is on a 40% release time. This has obviously pulled this person out of the classroom which allows for other instructors to teach courses. This has also created a need for PT faculty to teach. Losing another FT faculty unexpectedly caused the department to bring on other PT faculty to assist in different areas. It is difficult for some of our faculty to participate in other governance work due to time constraints. The department needs to look at overall load value of courses and potentially assess those values for future negotiation. Although staff is young within our FT ranks, burnout in coaching is a reality in our area that should be taken seriously. We should consider what will happen when the FT faculty currently on release time comes back to the department to teach fulltime and how that will impact the department and loads. We also need to be mindful of FTER's that request to no longer coach at some point and the impacts that has on load.

We should be aware that PT faculty help drive the department when it comes to our coaching staff. We need to do a better job of supporting our PT faculty through other teaching opportunities, better stipends for the work they do or an increase in the pay.

### Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

\* **Path:** [GavDATA](#) Program Review/ Equity F2. Enrollment Variables and Trends Find Program

#### Kinesiology Information Only

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
18-19	KIN 7.0	KIN 126	KIN 303	KIN \$839,985.08	KIN \$962,990
17-18	KIN 7.7	KIN 121	KIN 262	KIN \$742,689.00	KIN \$825,654
16-17	KIN 7.8	KIN 142	KIN 320	KIN \$682,705.00	KIN \$776,480

#### Athletics Information Only

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
18-19	ATH 10.7	ATH 137	ATH 214	ATH \$999,755	ATH \$975,191

17-18	ATH 10.4	ATH 97	ATH 156	ATH \$1,030,506	ATH \$1,022,110
16-17	ATH 8.3	ATH 162	ATH 341	ATH \$890,906	ATH \$898,451

### Combined KIN & ATH

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
18-19	17.6	263	249	KIN \$839,985 ATH \$999,755	KIN \$962,990 ATH \$975,191
17-18	18.1	218	201	KIN \$742,689 ATH \$1,030,506	KIN \$825,654 ATH \$1,022,110
16-17	16.0	303	331	KIN \$682,705 ATH \$890,906	KIN \$776,480 ATH \$898,451

Your Program Cost per FTES average is: **KIN Avg.:** \$3,337.20, **ATH Avg.:** \$7,733.80, **Combined Avg.:** \$7,124.44

College-wide Cost per FTES average is: **\$7,2203.44**

Statewide Funding per FTES: **\$3,727.00**

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

The above grid was separated out into KIN only; ATH only; and then combining both areas together. Based on the data, the KIN portion of the department operates fairly efficiently based on allocation per FTES from the state. Athletics on the other hand is an expensive program and operates well above the FTES allocation from the state. This is not a surprise to the department. If we combine the two programs you can see that we operate under the College wide cost per FTES slightly. The department depends primarily on funding from college; however, teams will generate additional funding through fundraised efforts. Teams will generate roughly anywhere from \$1,000 to \$30,000 annually. These funds help offset expenses the college is not able to cover (basic maintenance items, equipment, travel and uniforms). The department also generates revenue through charging admission to home contests for some events which is minimal. These funds help offset expenses. With the addition of new sports coming online, the athletic average will continue to climb; however, because our student-athletes are enrolled full-time in courses offered outside of our department, those disciplines' FTES will continue to increase even more. There are very few student-athletes that declare KIN as their major. Our student-athletes enroll in many more units outside of KIN and/or ATH. This has benefitted other disciplines substantially. Over the past three years, student-athletes have enrolled in an average of 15 units per athlete per semester and have successfully completed on average 12 units during that same period. Our academic counselor keeps an annual summary report of units attempted, passes and GPA's for all student-athletes.

## Evaluation of Resource Allocations

4. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
50% of the Salary comes from SEA and the other from athletics	SEA & Athletics Budget		FT Academic Advisor 50/50	Inc. in number of units attempted and number of units completed. Avg GPA for all student-athletes has increased. Successful completion on avg more than 12 units for the department. The number of student-athlete graduates has increased by 30%. We are now consistently graduating 30-35 student-athletes each year. Prior to Darlene's FT status, this number was around 20 graduates a year.
Approx. \$10,000	General fund	18/19	This is used for instructional supplies and maintenance. Because of our discipline and the many lab classes we offer we have the ongoing need to update and maintain equipment.	

## Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

We are working with Non-Credit and the Learning Commons to provide AH life skills courses for our student-athletes. We saw the need to help them develop certain skills sets (note taking, writing, improving study skills, etc). We have also discussed modifying the course to accommodate study hall time. Another area the department is interested in collaborating on and has discussed over the last few years is a program such as writing in the endzone. College of San Mateo is now offering this for their female student-athlete (SP 2020) due to its success with their disproportionately impacted male student-athlete population. This would take coordination with the English department, possible Writing Center and Learning Commons. This could be part of guided pathways as it will help our disproportionately impacted students (a large number of them are male student-athletes). This would require funding/additional resources from guided pathways and/or possibly grant funding if it is available.



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

## Other Opportunities and Threats

6. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the [Educational Master Plan](#), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

Opportunities: program development such as water polo, soccer or other intercollegiate athletic programs. Certificate development in coaching, program development in other health related areas. (This needs to be explored). Collaboration with English or guided pathways workgroups to coordinate completion strategies for student-athletes. Threats: funding, college cultural issues surrounding the need for athletics (could be an opportunity).



**Consider addressing this in your Three-Year Program Plan at the end of this document.**



## G. Career Education Questions

### External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

The Athletic Department is governed by the California Community College Athletic Association and must adhere to its Constitution and Bylaws. We are also responsible for upholding all regulations as a member of the Coast Conference. Lastly, we are required to meet all regulations of Title IX and the federal law governing opportunities for our underrepresented population on campus (women). We will be exploring an advisory committee for Athletic Training. These folks must pass the Board Certification (BOC) Exam. In addition, students need to complete a Commission on Accreditation of Athletic Training Education accredited entry level Master's program in order to sit for the BOC. Once completed, students can then practice as an Athletic Trainer. The Department needs to discuss curriculum offerings to prepare students for a program such as this and/or certificate options to help students with career experience in this field (physical therapy aid or sports medicine).

### Employment

The following questions can be answered using the labor data from Cal-PASS Plus on [HYPERLINK "https://www.calpassplus.org/LaunchBoard/Home.aspx"](https://www.calpassplus.org/LaunchBoard/Home.aspx) Launchboard. **You will need to create an account before accessing Launchboard.**

**Path:** Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

**Path:** Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

The data here was inconclusive at this time. We do know through working with our new advisory committee (even though our instructor for the program has been working with one company for a few years now), that our students are desired by Anytime Fitness for jobs, even if they do not have a national certification. Anytime Fitness is located in all the areas we serve as well as continuing to expand beyond.

3. What percentage of students is attaining a living wage **(100 words or less)?**

**Path:** Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

This information is inconclusive at this time.

# Appendix

## Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less.**

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

Our faculty take it upon themselves to stay current with trends in their fields. For example, our athletic trainers have attended their convention and became certified instructors for first aide and CPR. Other coaches will attend their respective coaches' association conventions and trainings. It is being discussed to send one of us to CA Association for Health, Physical Education, Recreation and Dance, which the chair has attended in the past. We also have discussed at the CCCAA convention the reinvigoration of 3CPE. There is a link between physical education and athletics at the community college level and this will help the discipline move forward. The College has provided some training in banner and other programs for our division assistant.

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

We do need to expand study hall time for our student-athletes along with tutoring as mentioned previously in the report. The writing program would help not only meet the needs of our student-athletes, this would help the college in its efforts to increase success rates of completing English and Math in a year (and of course help graduation rates overall). This also meets the goal of improving equity being that many of our disproportionately impacted students are athletes.

Our sports information director is part-time. This individual is working with the department to develop marketing materials along with the responsibilities of athletics on a minimum schedule.

Our academic counselor splits her time with general counseling, which based on the number of majors and student-athletes we serve, we could justify her being here 100% of the time. Also, with the development of new athletic programs, our numbers of student-athletes completing and updating educational plans, meetings and grade checks will increase her workload.

The number of athletic trainers currently on staff for the number of student-athletes and the types of sports we offer indicate that there is a need for us to have more support staff on hand as noted by the National Association of Athletic Trainers. Prior to future expansion, these are the services that need to be considered now.

3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

The chair of the department has continuously encouraging the college to reach out to individuals outside of our immediate network. We also need to explore other options of where we post job offerings (one was taken into consideration this year). We need to be consistent with our diversity requirement for CA community college. We also need to stop rushing to hire if our pool of applicants is not large or reflecting what it is we are looking for. We have created a system of panic when it comes to hiring and we also put ourselves in a position of the timing not being appropriate for who we are trying to recruit.

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

## Review Process Feedback

1. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

## Three-Year Program Plan Goal Setting Worksheet

**\*\*Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

Kinesiology/ Athletics

<p style="text-align: center;">Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p>Connection of Goal to Mission Statement, <a href="#">Strategic Plan</a> and SAO Results.</p> <p>Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal**</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested.</p> <p style="text-align: center;">If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion</p> <p style="text-align: center;">Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">Two sentence limit.</p>
<p>Increase our success rates and completion rates for our student athletes to 80%.</p>	<p>Increase Achievement/improve equity</p>	<p>The department would like to explore how to offer study hall for our student-athletes.</p>	<p>Faculty/Dean/Academic advisor</p>	<p>This is unclear at the moment. We will potentially need to collaborate on this? Our budgets do not allow for pay during this time currently.</p>	<p>1 year</p>	<p>Assess success rates after the year. Look at current success rates and compare.</p>
<p>Increase our persistence rates to 80% for majors and student athletes.</p>	<p>Increase achievement/improve equity</p>	<p>Constant assessment of student outcomes, discussion on why students are being successful and increasing communication can help with this as well as individual program discussions around student needs (this happens but could be helpful to continue).</p>	<p>Faculty/Dean/Academic advisory</p>	<p>None</p>	<p>This is ongoing but we can assess after the year. Look at current success rates and compare.</p>	

Increase communication within our KIN major.	Increase achievement/improve employment, improve equity	Create a KIN department list serve to not only highlight what is happening in the discipline but as a resource for students.	Chair will work with Academic advisor	None unless we do a paper newsletter	1 year	We can ask students for feedback on this.
Increase success rates of student athletes in transfer level english	Increase achievement/improve equity	Collaborate with the English department on a program such as writing in the endzone	Dean/faculty	There could be costs associated with the development of the curriculum and depending how this is offered?	1-2 year	Take baselines of what students are doing now, after a year of implementation assess again and compare results.

Potential goal re: LO alignment/assessment?

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Signature Page

Program being reviewed: **Kin/ Athletics**

Date:

**How to use form:**

Sign off after final review and no later than:

Peer Reviewers: Nov. 27, 2019

Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Nikki Dequin		
Dean	Ron Hannon		
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Erin Crook		12-2-19
PIPR Support Team			