

# The Comprehensive Instructional Program Review Report

## 1. College: Laney College

**Discipline, Department or Program: Athletics, Health Education, Kinesiology, and Sports Fitness**

**Date:**

**Members of the Comprehensive Instructional Program Review Team:**

**Members of the Validation Team: Josh Ramos, Dustin Cheyne, John Beam, Francisco Zapata, Kim Bretz, Heather Sisneros, Jeff Haagenson**

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

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

The primary goal of the Laney College Kinesiology & Athletic Department is to serve and meet the needs of a diverse community population, by providing physical training and skill development and health education and awareness. We offer classes to a population that includes a wide range of ages, skill levels, interest in recreation and life development skills or participation in athletics. We also provide classes that are oriented to the needs of special populations, like seniors and students with learning and physical disabilities. We also have many students at Laney who are trying to move on to a four year university, who take Kinesiology classes to complete their academic programs, or simply to have a break in their academic day. We are also now offering courses for those students looking to transfer as a Kinesiology major. Our classes also provide a social setting and gathering place for students and families who wish to expand their communities. Finally, a large part of the students who we offer classes to are the athletes in our athletic programs, taking classes in theory and learning skills in one of our seven intercollegiate sports programs.

Our athletic program offers seven sports for our community to continue to pursue their athletic development. Over 90% of our student-athletes have graduated or transferred after their eligibility at Laney College. For some of our student-athletes, Laney was the first time they were able to participate and take part in athletics.

Our objective is to offer a varied and stimulating Kinesiology program that includes classes at many different times throughout the day, to appeal to the particular needs of each of our sub-populations. This includes early morning class times, lunch hours, day and evening classes. We offer Kinesiology classes in a variety of venues: the pool, tennis courts, gymnasium, classrooms, the estuary, fields and in our fitness center.

Unique degrees and certificates that are currently being offered are: first aid, CPR, introduction to athletic training, and online health. We are in the process of starting a Personal Trainer Certificate Program and finalizing our Kinesiology Transfer Degree Program. We also have a holistic health program that focuses on

diet, stress management, and healthy living. We feel our Personal Trainer certificate program will complement our Fitness Center, with the state of the art cardiovascular machines, and a circuit of free weights and machines. The Fitness Center has become our most popular class, with well over 600 students enrolled each semester. The fitness center is open from 6 am to 2 pm and 4 pm to 8 pm, Monday through Thursday, and is open on Fridays and Saturdays as well. Our fitness center allows students the flexibility to come in any time during the day or week. Some students come in multiple times in a day. The fitness center is staffed by a variety of instructors who have different and unique training backgrounds and areas of expertise. Students are able to pick the instructor that best meets his or her needs, and try different training methods. Our transfer degree will give students who want to major in Kinesiology an opportunity to complete their preparation for prerequisites for a 4-year degree program in Kinesiology. Kinesiology is one of the top 10 majors in the State, and we will be able to expand our current courses to include an AA- Transfer Degree to prepare students for this popular major.

Currently, we have six full-time faculty members, but we need to add two additional to replace all retirements. Additionally we have a large contingent of adjunct part time faculty with unique skills to enhance our offerings to seniors and for specific areas of focus, such as yoga, aerobics, tennis, etc. Our faculty also utilizes different training backgrounds and techniques that they bring to the fitness center and other activity courses. Our faculty is quite diverse in age, ethnicity, and culturally reflect the diversity in the community we serve. We are a mirror of our community.

Laney College is one of the few community colleges where Kinesiology is not mandatory. The CSU system does require Physical Education/Kinesiology as part of their undergraduate degree, and in order for our department to accommodate their requirements, it would be better for us to have mandatory Kinesiology as a requirement for graduation. We have passed a resolution through the Academic Senate to require one unit of Kinesiology, Health or Dance as a graduation requirement. We have been waiting for implementation of this resolution District wide for several years. With the increasing rate of obesity and associated health concerns and diseases affecting our society, it seems important to develop ways to insure physical activity and health through our offering of classes. By making it a graduation requirement we believe it will positively affect all students in helping them to live a longer and healthier life.

### **Changes and needs that we foresee in the next three years are as follows:**

We need to change and improve our physical facilities. This includes updating the locker room and showers, for both, students and faculty. At this time the district has approved a \$2.2 Million locker room improvement to bring our women's locker room in compliance with Title IX. This will include team rooms, meeting rooms, and a study area. Our gym needs to be updated with new bleachers and a new floor. We would like to create and dedicate an area to yoga and Pilates. This would be a short term fix until a new health and wellness center could be built, which is described in the new college master plan. Our proposal for a new physical education wellness center would be a multi-story building built on the current student parking lot. This facility would house all Kinesiology classes, a basketball and volleyball arena, as well as an Olympic sized swimming pool. The roof of this facility would also have our outdoor tennis courts. We envision this facility to be both for our students, staff and faculty at Laney College, but also for our community to pay to use. We have provided an outline for facility upgrades in the Laney College Facility master plan.

Recent renovations of the baseball field and the building of a field house have allowed us to have more teaching stations, and to provide a safer and healthier environment for our students and student athletes. We now have a dedicated classroom that is used for Kinesiology and Athletics. We need to have a dedicated revenue system to help maintain and repair these additional facilities. This will allow us to expand our curriculum and to teach classes at all hours of the day.

We have six full-time physical education instructors and twenty-three part time instructors. We have a staff assistant to the athletic director who is also available to help with Kinesiology. We have two physical education locker room attendants which is a reduction of 50% of what we had prior to the budget cuts, and we were never authorized a locker room attendant for our Field House. We no longer have full coverage during all of our class offerings. This creates safety issues in our locker room and limits the hours that the locker room is available for our students, and creates a challenge to our students who can no longer change and shower after Kinesiology and Athletic classes. We also have six part time lifeguards working five days per week in our

aquatics program. We have one person who is paid fifty percent as an athletic trainer and fifty per cent as an equipment manager. The OCR has identified that we need to hire an additional athletic trainer to meet the needs of all of our student-athletes. He also serves as an adjunct faculty member. We also have one instructional aid (IA) who works in the fitness center to help maintain continuity throughout the day, and to maintain equipment and provide information to students as needed. At the present we have been authorized for eight fulltime instructors, so we are in the prioritization process for two additional fulltime instructors to fill retirements and instructor resignations, who would also be able to work in our Kinesiology and Athletic department and help with curriculum development. With the building of our new athletic field house, which will allow for additional physical education classes to be taught, we need to hire one additional Kinesiology attendant to help monitor and set up classes in the new facility. We also need to separate the kinesiology and athletics secretary into two separate positions, one staying in the main campus, and one housed in the new building, to meet all the student, faculty and staff needs. We also need one more instructional assistant for athletics.

One consistent problem our Kinesiology department has been plagued with is that, there has been an inadequate number of custodial crew available to do a complete job in each facility. There is only one custodian for the whole kinesiology department, and it is impossible for one person to sufficiently clean every aspect of all our classrooms, offices, and Kinesiology and Athletic facilities. The lack of cleaning, due to understaffed custodial services, has compromised the equipment due to the accumulating grit and grime everywhere. Students and faculty are also very concerned with the possible spread of MRSA and H1N1 in our Kin facilities due to how unsanitary they seem. To prevent the spread of MRSA our facility should be disinfected weekly at a minimum. This would include the locker room, showers, fitness room, training room, yoga and aerobic mats. Another one of the major complaints from students is the dirty, dated, uninviting locker rooms and shower areas. Students complain about the cold, damp and noxious smells in the showers and locker rooms, as do the faculty regarding the faculty showers and locker rooms. These conditions are unsanitary and unhealthy for students and must be addressed immediately. The locker rooms are also now involved in an Office of Civil Rights (OCR) investigation and are not meeting Title IX requirements for our female student athletes. These issues need to be resolved with a full locker room renovation to comply with legal requirements and bring them up to current ADA standards as well.

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### **3. Curriculum:**

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

*Attach the Curriculum Review Report or Answer these Questions:*

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.
- Yes they have. The dates for updated are noted. See Course Sheet.
- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)? Kinesiology and Athletics.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate? Kinesiology A.A. degree and Personal Training certificate, No, There is not 50% of the courses online.

#### 4. Assessment:

Laney’s Program Review Resources & Information webpage (<http://www.laney.edu/wp/instruction/program-review/>) has several files you will need to complete this section. Please look at the files available and follow the instructions below. If you have questions, contact the Laney Assessment Coordinators, Heather Sisneros and Rebecca Bailey ([hsisneros@peralta.edu](mailto:hsisneros@peralta.edu), [rbailey@peralta.edu](mailto:rbailey@peralta.edu)).

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

The Kinesiology/Athletics/Sports Fitness/Health Education department ensures that students are aware of student learning outcomes of courses through class syllabi. All instructors have been directed to include Student Learning Outcomes on their syllabi. At this time, we do not have a program, and therefore, there is no need for publishing Program Learning Outcomes. As we finalize our program, it is our vision to establish an up-to-date department website with our Program Learning Outcomes published on that site.

- Insert evidence of the approval status for all SLOs for every course offered in your department. Note that if the course has been updated through CurricUNET in 2007 or later, SLOs have been approved. Course approval dates can be found in the CurricUNET Report August 2015 file. Use the toggles at the column headings to choose your cluster or department, select the boxes for your area, and copy/paste below. The second tab shows the key to cluster abbreviations.

Please note: the below information does not include updates occurring during the Fall 2015 semester. We are in our year of review in the Curriculum Review/Update cycle, therefore, actual dates for updates may be different than shown below as we progress through the Fall 2015 semester. Additionally, any P.E. courses still “active” in CurricUNET and subsequent data analysis, should not be included in evidence for SLO assessment as these courses have been identified to be deleted. We have not offered any P.E. courses since Summer 2013.

KASH	ATHL	1	Intercollegiate Women's Basketball	2/15/2013
KASH	ATHL	2	Basketball Foundations	2/15/2013
KASH	ATHL	11	Intercollegiate Baseball	2/15/2013
KASH	ATHL	12	Baseball Foundations	2/15/2013
KASH	ATHL	17	Intercollegiate Football	2/15/2013
KASH	ATHL	18	Football Physiological and Team Development	2/15/2013
KASH	ATHL	41	Intercollegiate Women's Swimming & Diving Team	2/15/2013
KASH	ATHL	43	Intercollegiate Swimming & Diving Team Pre-season Conditioning	2/15/2013
KASH	ATHL	51	Intercollegiate Women's Water Polo Team	2/15/2013
KASH	ATHL	53	Intercollegiate Water Polo Team Pre-Season Preparation	2/15/2013
KASH	ATHL	59	Intercollegiate Track and Field	2/15/2013
KASH	ATHL	60	Track and Field Foundations	2/15/2013
KASH	ATHL	66	Intercollegiate Cross Country	9/5/2014
KASH	ATHL	71	Intercollegiate Women's Volleyball	2/15/2013

KASH	ATHL	73	Volleyball Team Pre-season Preparation	2/15/2013
KASH	ATHL	91	Football Officiating I	2/23/2014
KASH	ATHL	92	Football Officiating II	2/23/2014
KASH	HLTED	9	First Aid and Safety	1/1/1996
KASH	HLTED	14	First Aid and CPR	1/23/2012
KASH	HLTED	20	Health and Wellness: Personal Change	11/21/2008
KASH	KIN	001A	Swimming I - Fundamentals	2/15/2013
KASH	KIN	001B	Swimming II - Beginning	2/15/2013
KASH	KIN	001C	Swimming III - Intermediate	2/15/2013
KASH	KIN	001D	Swimming IV - Competitive	2/15/2013
KASH	KIN	2	Lap Swimming	2/15/2013
KASH	KIN	3	Long Distance Swimming	2/15/2013
KASH	KIN	4	Swimming for Fitness	2/15/2013
KASH	KIN	5	Swim Training For Competition	2/15/2013
KASH	KIN	014B	Water Polo II - Beginning	2/15/2013
KASH	KIN	014C	Water Polo III - Intermediate	2/15/2013
KASH	KIN	019A	Aquatic Exercise I - Fundamentals	2/21/2014
KASH	KIN	019B	Aquatic Exercise II - Beginning	2/21/2014
KASH	KIN	34	Step Aerobics	2/15/2013
KASH	KIN	35	Bootcamp	2/15/2013
KASH	KIN	36	Aerobic Circuits	2/15/2013
KASH	KIN	047A	Stationary Cycling for Fitness I - Fundamentals	2/15/2013
KASH	KIN	047B	Stationary Cycling for Fitness II - Beginning	2/15/2013
KASH	KIN	047C	Stationary Cycling for Fitness III - Intermediate	2/15/2013
KASH	KIN	051A	Yoga I - Fundamentals	2/15/2013
KASH	KIN	051B	Yoga II - Beginning	2/15/2013
KASH	KIN	054A	Cross Fitness I - Fundamentals	2/15/2013
KASH	KIN	054B	Cross Fitness II - Beginning	2/15/2013
KASH	KIN	054C	Cross Fitness III - Intermediate	2/15/2013
KASH	KIN	054D	Cross Fitness IV - Experienced	2/15/2013
KASH	KIN	058A	Fitness Center Strength Training I - Fundamentals	2/15/2013
KASH	KIN	058B	Fitness Center Strength Training II - Beginning	2/15/2013
KASH	KIN	058C	Fitness Center Strength Training III - Intermediate	2/15/2013
KASH	KIN	058D	Fitness Center Strength Training IV - Experienced	2/15/2013
KASH	KIN	059A	Strength Training for Sports I - Fundamentals	2/15/2013
KASH	KIN	059B	Strength Training for Sports II - Beginning	2/15/2013
KASH	KIN	059C	Strength Training for Sports III - Intermediate	2/15/2013
KASH	KIN	059D	Strength Training for Sports IV - Competition	2/15/2013
KASH	KIN	067A	Sports Training I - Fundamentals	2/15/2013
KASH	KIN	067B	Sports Training II - Beginning	2/15/2013
KASH	KIN	067C	Sports Training III - Intermediate	2/15/2013
KASH	KIN	067D	Sport Training IV - Experienced	2/15/2013
KASH	KIN	070A	Speed Training I - Fundamentals	9/5/2014
KASH	KIN	074A	Badminton I - Fundamentals	2/15/2013
KASH	KIN	074B	Badminton II - Beginning	2/15/2013
KASH	KIN	074C	Badminton III - Intermediate	2/15/2013
KASH	KIN	074D	Badminton IV - Competitive	2/15/2013
KASH	KIN	076A	Baseball I - Fundamentals	2/15/2013

KASH	KIN	076B	Baseball II - Beginning	2/15/2013
KASH	KIN	080A	Basketball I - Fundamentals	2/15/2013
KASH	KIN	080B	Basketball II - Beginning	2/15/2013
KASH	KIN	080C	Basketball III - Intermediate	2/15/2013
KASH	KIN	080D	Basketball IV - Competitive	2/15/2013
KASH	KIN	086A	Flag Football I - Fundamentals	2/15/2013
KASH	KIN	086B	Flag Football II - Beginning	2/15/2013
KASH	KIN	086C	Flag Football III - Intermediate	2/15/2013
KASH	KIN	086D	Flag Football IV - Competitive	2/15/2013
KASH	KIN	089A	Football - Offensive I - Fundamentals	2/15/2013
KASH	KIN	089B	Football - Offensive II - Beginning	2/15/2013
KASH	KIN	090A	Football - Defensive I - Fundamentals	2/15/2013
KASH	KIN	090B	Football - Defensive II - Beginning	2/15/2013
KASH	KIN	91	Football Officiating I	2/15/2013
KASH	KIN	92	Football Officiating II	2/15/2013
KASH	KIN	93	Football Fundamentals I	2/15/2013
KASH	KIN	94	Football Fundamentals II	2/15/2013
KASH	KIN	95	Football Theory and Practice I	2/15/2013
KASH	KIN	96	Football Theory and Practice II	2/15/2013
KASH	KIN	103A	Soccer I - Fundamentals	2/15/2013
KASH	KIN	103B	Soccer II - Beginning	2/15/2013
KASH	KIN	107A	Tennis I - Fundamentals	2/15/2013
KASH	KIN	107B	Tennis II - Beginning	2/15/2013
KASH	KIN	110A	Track and Field I - Fundamentals	2/15/2013
KASH	KIN	110B	Track and Field II - Beginning	2/15/2013
KASH	KIN	111A	Aerobics of Jogging I - Fundamentals	2/15/2013
KASH	KIN	111B	Aerobics of Jogging II - Beginning	2/15/2013
KASH	KIN	111C	Aerobics of Jogging III - Intermediate	9/5/2014
KASH	KIN	111D	Aerobics of Jogging IV - Experienced	9/5/2014
KASH	KIN	120A	Volleyball I - Fundamentals	2/15/2013
KASH	KIN	120B	Volleyball II - Beginning	2/15/2013
KASH	KIN	134	Care and Prevention of Athletic Injuries	2/15/2013
KASH	KIN	150	Introduction to Kinesiology	2/15/2013
KASH	PE	2	Aerobics	
KASH	PE	6	Baseball	
KASH	PE	9	Body Conditioning	10/3/2008
KASH	PE	60	Football Fundamentals	
KASH	PE	69	Swimming Fundamentals	
KASH	PE	501	Aquatic Exercise For Senior Citizens	
KASH	PE	800	Masters Swimming	4/8/2008
KASH	PE	802	Aqua Aerobics	3/18/2011
KASH	PE	803	Aquatic Exercise for Seniors	3/18/2011
KASH	PE	805	Recreational Badminton	11/4/2011
KASH	PE	820	Recreational Aerobics	10/5/2012
KASH	PE	840	Hatha and Acu-Yoga	5/13/2011
KASH	SPFT	33	Aerobics	3/10/2014
KASH	SPFT	34	Step Aerobics	2/23/2014
KASH	SPFT	35	Bootcamp	2/23/2014

KASH	SPFT	36	Aerobic Circuits	2/23/2014
KASH	SPFT	054A	Cross Fitness I - Fundamentals	2/23/2014
KASH	SPFT	054B	Cross Fitness II - Beginning	2/23/2014
KASH	SPFT	054C	Cross Fitness III - Intermediate	2/23/2014
KASH	SPFT	054D	Cross Fitness IV - Experienced	2/23/2014
KASH	SPFT	059A	Strength Training for Sports I - Fundamentals	10/4/2013
KASH	SPFT	059B	Strength Training for Sports II - Beginning	2/23/2014
KASH	SPFT	059C	Strength Training for Sports III - Intermediate	2/23/2014
KASH	SPFT	059D	Strength Training for Sports IV - Competition	2/23/2014
KASH	SPFT	086A	Flag Football I - Fundamentals	2/23/2014
KASH	SPFT	086B	Flag Football II - Beginning	2/23/2014
KASH	SPFT	086C	Flag Football III - Intermediate	2/23/2014
KASH	SPFT	086D	Flag Football IV - Competitive	2/23/2014

To answer the following questions, please review either your “At-a -Glance” report generated from TaskStream, or your Laney Assessment Spreadsheet. Answer the questions below, and attach the report (save it with your area’s information and include it when you turn in your Program Review).

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and year of assessment for each example. Attach as evidence your Laney Assessment Spreadsheet or TaskStream “Status Report” for the courses in your examples.

**Improvement 1.** ATHL 41 – Intercollegiate Swimming and Diving Team. Assessed Spring 2014. All athletic teams require full attendance and participation throughout the season. When athletes miss practice, it can be a setback for the entire team in their development of skill sets, strategies, and team cohesiveness. Coach Sarah Stretch implemented a reward system for those who were consistent in the attendance. The findings are mixed as the incentive idea works with some athletes, but not all. The challenge in offering a reward system, is finding what “reward” works for each individual athlete. It can become hard to tailor a system that motivates all athletes and takes into consideration individual motivations. The main take away was to continue to work through alternative ideas/strategies to ensure full attendance.

**Improvement 2.** KIN 95 – Football Theory and Practice I - Assessed Spring 2013. During the off season of all sports, the development of individual technical skills is a primary focus. In this course, students are to develop and refine various offensive and defensive skill sets. Although 2 out of the 3 SLO success criteria were met, one SLO fell short of its goal-the success of skill sets in the special team’s curriculum. As the name implies, this is a highly specialized team and therefore, offensive and defensive players are not as versed in the skill set required. Upon reflection, the action plan for the next assessment cycle is to provide a video showing the full technique from start to finish. As students learn in a variety of ways, a video of correct form and technique is an additional method for teaching, and hopefully reaching more students to be successful.

**Improvement 3.** ATHL 71 – Intercollegiate Volleyball Team - Assessed Fall 2012. During the Fall 2012 volleyball season, one of the goals for the team was to have an overall hitting percent of .200 per match. End of season analysis of statistics showed the team hitting percentage, per match, was consistently below .200. The action plan put in place was to increase the amount of time spent on hitting in practice and to increase the pressure to be successful during the drill. This would hopefully equate to a higher hitting percentage for the following year. The results showed that adding more hitting drills and increasing the pressure to be successful did increase the team hitting percentage overall. But, this was only for a short amount of time as practice drill work shifted to passing and logistics of the game to accommodate less experienced players.

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

The Kinesiology Department has not discussed as a group our plans for discipline improvement based off of assessment findings. Our department has focused its attention on keeping up with industry standards and putting in place programs and/or certificates that will provide job opportunities in the rapidly growing industry of not only fitness, but wellness. Therefore, our department needs to begin discussions on identifying improvements in our coursework that will bring about thoughtful dialogue for program improvement/changes.

Plan 1.

Plan 2.

Plan 3.

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

At this time, our department offers one course online, HLTED 1 – Exploring Health Issues. The course has traditionally been taught as a face-to-face course though through the last 4 years, we have increased the number of online sections to meet demands for the course. In the past, we have not been asked to compare Distance Education assessment results with face-to-face courses. As the protocol is put in place, through Meta, to extract such data, we will be able to analyze said data and respond to this request in the future.

- Describe assessment results for courses with multiple sections. Are there similar results in each section? Courses with multiple sections that have been analyzed include, Badminton and Stationary Cycling For Fitness. The badminton course offers the same written test in all sections. All courses had similar results with students surpassing identified criteria for success. Stationary Cycling For Fitness has also been assessed in the two sections that it is offered. Both courses focused on increasing the level of fitness of the students, and both sections had an increase in overall fitness gain.

We offer several courses with multiple sections. A barrier our department ran into, was how to report data in TaskStream(TS). At one point, it was determined that results from all sections would be combined and then analyzed and reported in TS. This reporting structure did not analyze individual sections and therefore, instructors did not gain any knowledge about how to improve their own course. It was also discussed that each instructor would input data from their own section. This became cumbersome as each section of TS would end up with up to 5 instructors inputting data. The idea behind this strategy was to give each instructor the opportunity to analyze their own teaching and improve based on their data alone.

We have not discussed strategies with other departments in their process for inputting data for multiple sections, AND having the data results be an opportunity to both include data together, but also by instructor. Our next project in this area is to 1.) reach out to other departments and see how they are inputting their data. This also includes analyzing how they separate sections and promote growth for each individual instructor as well as improvement for the course, and 2.) discuss this situation with the Curriculum Committee and the Learning Assessment Committee to approach the matter in a way that is efficient, reliable, and meets any standards put out by the ACCJC.

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



This last spring 2015, the Learning Assessment Committee held a week long Writing Institute as professional development in the area of ILO #1. Heather Sisneros attended the Institute and had a wonderful and valuable experience. The Writing Institute focused on how to get students to write better. There were sessions every day that demonstrated a different way to teach and have students practice writing. Ms. Sisneros has shared her experience with several peers, not only in the Kinesiology Department, but peers in other departments as well. The Writing Institute is a useful tool for instructors to receive creative ways to teach and creative ways for students to learn. Our department should encourage more instructors to participate in these when they are offered.

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

Our department is in process of fully mapping our courses. In the past, we have not focused on mapping our courses to ILOs as our discussions focused on assessing courses through the full assessment cycle, ensuring full participation in faculty evaluations, and the finalizing of our AA-T degree. We have begun to move forward and look ahead to other tasks that are of equal importance to our department and the institution. As we move forward into the rest of Fall 2015 and Spring 2016, our goal is to have all of our SLOs mapped to ILOs by the end of the AY. We have an increasingly amount of instructors appreciating the importance of the assessment cycle, and therefore, we are quickly moving forward to 1.) input previous assessment cycle data into Taskstream and/or the Assessment Spreadsheet, and 2.) begin assessing and reporting at least one SLO in each of our courses on a more consistent level.

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## 5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.
  - Physical Education courses offer a great opportunity for instructors to utilize a variety of teaching strategies. In the Fitness Center, students are provided with work out log sheets to record their fitness progress throughout the semester. Heart rate monitors are another teaching tool, which are used to help students understand perceived effort in relation to their heart rate. Charts on the wall give students information on number of calories burned by different activity levels. Handouts are available to help students learn proper nutrition and smart dieting techniques. We are in the process of setting up a fitness center website, and an online moodle for our fitness center students to get information, view videos and take online tests. In many of our classes, including boot camp and swimming, handouts, tests and assessments are given regularly. Aerobic instructors are innovative in developing exercise sessions which incorporate various fitness equipment such as bands, steps, weights, and mats. Several of our courses such as swimming, cycling, and aerobics have now included online technology to offer information, video demonstrations, and tests to enhance learning.
- How has new technology been used by the discipline, department or program to improve student learning?
  - New technology, such as Dart fish has allowed the Kinesiology department to help students and improve technique through video analysis. In our activity classes, many of the classes use Moodle to provide online content to enhance learning by showing videos of skills, and online resources to improve student learning in skill development, health and fitness. We have also just

received a new pace clock for our swim program. Our Kinesiology department is under-funded for our yearly supply and equipment money. Our budget has been cut to \$1500, and there is no money set aside to pay for equipment or technology that has been broken, needs repairs or needs replacement in the fitness center. Our fitness center has been a huge benefit to our Kinesiology department, but did not come with additional money for maintenance and repairs, and cleaning supplies. Many instructors still need to use personal money to help purchase equipment and instructional aides.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?
  - We are improving the curriculum through the usage of new technology in the classroom, incorporating industry standards, and enhancing courses with new teaching styles. We have incorporated online mediums in some of our regular courses and we are expanding our online health courses. In the Fitness Center, students use a computer to log in and out to accumulate hours. We have a few Heart rate monitors to use as a teaching tool, which are used to help students understand perceived effort in relation to their heart rate. We would like to set up a fitness center website, and an online moodle for our fitness center students to get information, view videos and take online tests. Several of our courses such as swimming, cycling, and aerobics have now included online technology to offer information, video demonstrations, and tests to enhance learning. New technology, such as Dart fish has allowed the Physical Education department to help students and improve technique through video analysis. We have a swim score board and a wireless pace clock for our swim program. We have portable stereo equipment for our Aerobics courses as well as smaller systems for our Cycling and Water Exercise courses.
- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?
  - Our department has one class offered online. Health Education 1 is a class that is taught online and also in person each semester. Our instructors communicate at the beginning of each semester to insure that the face-to-face classes match the online classes. The online courseware of Moodle allows instructors to enhance the course by online content and videos that offer students more exposure to a variety of perspectives that may even exceed face to face class exposure. Instructors require forum posts, quizzes, and assignments to match the rigor of face to face classes, but the online class provides the student with more flexibility in their schedule to work on their own time and at their own pace.
- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
  - Overall enrollment trends in the past three years.

**ATHL/HLTED/KIN/SPFT Enrollment**

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	103	187	214	84	1,457	1,527	779	1,784	1,636

- An explanation of student demand (or lack thereof) for specific courses.
- Productivity for the discipline, department, or program compared to the college productivity rate.

#### ATHL/HLTED/KIN/SPFT Productivity Rate

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	26.82	25.35	21.26	21.51	16.16	16.41	14.96	14.82	13.79

#### Laney College Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.
- Are courses scheduled in a manner that meets student needs and demands? How do you know?
  - Activity courses have stayed in their traditional time slots throughout the semesters. The department has “tweaked” a few time frames to encourage increased enrollment in those classes. Opening up the fitness center at 6 am, Monday through Friday and the addition of Saturdays, has been a tremendous boost for our Kinesiology students and department. These new hours have provided students, faculty and staff numerous opportunities to attend classes in a flexible manner that works around their busy schedules.
  - The department tested the switching of some time frames for a small set of classes based on an informal surveying of students. This was successful in increasing enrollment numbers for volleyball, badminton and aerobics. We previously had a robust Saturday program over the years, but due to budget cuts, we had to cancel all Saturday programs in the last 2 years. This has been a great inconvenience to our students, and has caused many complaints. We brought back fitness center hours on Saturdays and we hope to bring back more classes in the near future.
- Recommendations and priorities.
  - Although there is a Kinesiology department annual budget, there are often needs for larger items that need to be either purchased or repaired and the department cannot afford to pay for it, and it doesn’t fall into instruction related expenses. For example, the fitness center equipment must be moved twice a year to clean the floors, yet there are no provisions to accommodate this type of need.
  - Additionally, the root problem of an unclean and therefore hazardous learning environment is the lack of enough custodial service members. Money spent on new equipment is pointless if the campus does not have the functionality to ensure that fundamental needs are met to keep

equipment and facilities working properly so students aren't disgruntled every time they show up to actively participate.

## 6. Student Success:

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

### ATHL/HLTED/KIN/SPFT Student Success

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	70.83%	64.20%	68.37%	83.12%	70.51%	67.96%	78.82%	71.12%	69.08%

### Laney College Completion Standard

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

### Department/discipline course completion rates

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ATHL 1 - WOMEN'S BASKETBALL	NA	NA	NA	NA	94.12%	100.00%	NA	100.00%	85.71%
ATHL 11 - INTERCOLLEGIATE BASEBALL	NA	NA	NA	NA	NA	NA	NA	NA	95.83%
ATHL 12 - BASEBALL FOUNDATIONS	NA	NA	NA	NA	85.71%	NA	NA	92.31%	NA
ATHL 17 - INTERCOLLEGIATE FOOTBALL	NA	NA	NA	NA	90.82%	NA	NA	87.27%	NA
ATHL 18 - FOOTBALL PHYSIOLOGICAL	NA	NA	NA	NA	NA	NA	92.08%	NA	NA
ATHL 43 - INTERCOLLEGIATE SWIMMING & DIV	NA	NA	NA	NA	NA	NA	NA	92.31%	NA
ATHL 51 - WOMEN'S WATER POLO TEAM	NA	NA	NA	NA	90.00%	NA	NA	100.00%	NA
ATHL 53 - INTERCOLLEGIATE WATER	NA	NA	NA	NA	NA	NA	88.89%	NA	84.62%
ATHL 59 - INTERCOLLEGIATE TRACK & FIELD	NA	NA	NA	NA	NA	90.00%	NA	NA	92.86%
ATHL 73 - VOLLEYBALL TEAM PRE-SEASON PRE	NA	NA	NA	NA	NA	NA	80.00%	NA	100.00%
ATHL 91 - FOOTBALL OFFICIATING I	NA	NA	NA	NA	NA	NA	NA	96.00%	NA
ATHL 92 - FOOTBALL OFFICIATING II	NA	NA	NA	NA	NA	NA	NA	95.74%	NA
HLTED 1 - EXPLORE HEALTH ISSUE	62.07%	67.32%	68.37%	84.62%	66.18%	51.53%	77.98%	62.23%	47.74%
HLTED 20 - HEALTH AND WELLNESS	NA	43.48%	NA	NA	68.18%	NA	NA	56.00%	NA
HLTED 9 - FIRST AID AND SAFETY	84.21%	NA	NA	81.58%	NA	NA	NA	NA	NA
KIN 103A - SOCCER I - FUNDAMENTALS	NA	NA	NA	NA	77.27%	NA	NA	89.47%	NA

KIN 107A - TENNIS I FUNDAMENTALS	NA	NA	NA	NA	NA	69.05%	NA	60.00%	70.97%
KIN 107B - TENNIS II - BEGINNING	NA	NA	NA	NA	NA	NA	NA	79.17%	NA
KIN 110A - TRACK AND FIELD I FUNDAMENTALS	NA	NA	NA	NA	NA	93.33%	NA	NA	NA
KIN 110B - TRACK AND FIELD II - BEGINNING	NA	NA	NA	NA	NA	100.00%	NA	NA	NA
KIN 111A - AEROBICS OF JOGGING I	NA	NA	NA	NA	94.12%	NA	NA	NA	NA
KIN 111B - AEROBICS OF JOGGING II	NA	NA	NA	NA	NA	92.86%	NA	NA	NA
KIN 120A - VOLLEYBALL I - FUNDAMENTALS	NA	NA	NA	NA	87.50%	NA	NA	NA	NA
KIN 120B - VOLLEYBALL II - BEGINNING	NA	NA	NA	NA	NA	66.67%	NA	NA	NA
KIN 134 - CARE AND PREVENTION	NA	NA	NA	NA	NA	NA	NA	NA	52.38%
KIN 150 - INTRO TO KINESIOLOGY	NA	NA	NA	NA	69.23%	64.10%	NA	68.42%	55.56%
KIN 19A - Aquatic Exercise I - Fundament	NA	NA	NA	NA	NA	NA	NA	NA	68.00%
KIN 1A - SWIMMING I - FUNDAMENTALS	NA	NA	NA	NA	61.97%	70.83%	74.14%	60.71%	52.63%
KIN 1B - SWIMMING II - BEGINNING	NA	NA	NA	NA	65.71%	73.68%	93.33%	60.98%	69.23%
KIN 1C - SWIMMING III - INTERMEDIATE	NA	NA	NA	NA	57.14%	68.57%	NA	61.54%	47.62%
KIN 1D - SWIMMING IV - COMPETITIVE	NA	NA	NA	NA	NA	46.15%	100.00%	60.00%	53.85%
KIN 2 - LAP SWIMMING	NA	NA	NA	NA	NA	NA	64.00%	NA	NA
KIN 3 - LONG DISTANCE SWIMMING	NA	NA	NA	NA	61.54%	75.86%	NA	NA	NA
KIN 33 - AEROBICS	NA	NA	NA	NA	64.44%	NA	61.90%	NA	NA
KIN 35 - BOOTCAMP	NA	NA	NA	NA	NA	51.85%	NA	NA	NA
KIN 4 - SWIMMING FOR FITNESS	NA	NA	NA	NA	NA	NA	NA	64.06%	NA
KIN 47A - STATIONARY CYCLING/FITNESS I	NA	NA	NA	NA	68.57%	NA	NA	55.17%	68.42%
KIN 47B - STATIONARY CYCLING	NA	NA	NA	NA	NA	58.82%	NA	NA	NA
KIN 5 - SWIM TRAINING/COMPETITION	NA	NA	NA	NA	NA	NA	NA	NA	61.54%
KIN 51A - YOGA I - FUNDAMENTALS	NA	NA	NA	NA	68.13%	68.70%	38.46%	64.08%	69.23%
KIN 51B - YOGA II - BEGINNING	NA	NA	NA	NA	NA	NA	75.00%	NA	66.23%
KIN 54A - CROSS FITNESS I	NA	NA	NA	NA	52.70%	NA	NA	NA	NA
KIN 54B - CROSS FITNESS II - BEGINNING	NA	NA	NA	NA	NA	67.57%	NA	NA	NA
KIN 54C - CROSS FITNESS III - INTERMEDIA	NA	NA	NA	NA	73.91%	57.39%	NA	NA	NA
KIN 54D - CROSS FITNESS IV - EXPERIENCED	NA	NA	NA	NA	NA	81.03%	NA	NA	NA
KIN 58A - FITNESS/STRENGTH TRAINING I	NA	NA	NA	NA	NA	51.31%	NA	NA	NA
KIN 59A - STRENGTH TRAINING/SPORTS I	NA	NA	NA	NA	83.72%	NA	NA	NA	NA
KIN 59B - STRENGTH TRAINING/SPORTS II	NA	NA	NA	NA	NA	85.05%	NA	NA	NA
KIN 59C - STRENGTH TRAINING/SPORTS II	NA	NA	NA	NA	80.95%	NA	NA	NA	NA
KIN 67A - SPORTS TRAINING I	NA	NA	NA	NA	89.58%	83.93%	60.00%	NA	NA
KIN 67B - SPORTS TRAINING II - BEGINNING	NA	NA	NA	NA	NA	84.62%	NA	79.17%	NA
KIN 67C - SPORTS TRAINING III	NA	NA	NA	NA	NA	81.13%	77.42%	96.30%	NA
KIN 74A - BADMINTON I - FUNDAMENTALS	NA	NA	NA	NA	77.01%	NA	90.00%	88.73%	NA
KIN 74B - BADMINTON II - BEGINNING	NA	NA	NA	NA	NA	82.18%	NA	NA	NA
KIN 74C - BADMINTON III - INTERMEDIATE	NA	NA	NA	NA	NA	NA	70.00%	87.80%	NA
KIN 74D - BADMINTON IV - COMPETITIVE	NA	NA	NA	NA	NA	NA	NA	NA	77.22%
KIN 76A - BASEBALL I – FUNDAMENTALS	NA	NA	NA	NA	NA	94.29%	NA	NA	NA
KIN 76B - BASEBALL II – BEGINNING	NA	NA	NA	NA	NA	NA	92.86%	NA	94.44%
KIN 80A - BASKETBALL I - FUNDAMNTLS	NA	NA	NA	NA	96.23%	NA	NA	86.11%	NA
KIN 80B - BASKETBALL II - BEGINNING	NA	NA	NA	NA	NA	NA	NA	NA	88.24%

KIN 80C - BASKETBALL III - INTERMEDIATE	NA	NA	NA	NA	NA	91.11%	NA	88.89%	NA
KIN 80D - BASKETBALL IV - COMPETITIVE	NA	NA	NA	NA	NA	NA	93.33%	NA	NA
KIN 86A - FLAG FOOTBALL I	NA	NA	NA	NA	87.76%	NA	NA	NA	NA
KIN 86B - FLAG FOOTBALL II - BEGINNING	NA	NA	NA	NA	NA	91.49%	NA	NA	NA
KIN 86C - FLAG FOOTBALL III	NA	NA	NA	NA	91.89%	NA	NA	NA	NA
KIN 86D - FLAG FOOTBALL IV	NA	NA	NA	NA	NA	85.19%	NA	NA	NA
KIN 89A - FOOTBALL - OFFENSIVE I	NA	NA	NA	NA	NA	NA	92.50%	NA	NA
KIN 89B - FOOTBALL - OFFENSIVE II - BEGI	NA	NA	NA	NA	NA	NA	80.77%	NA	NA
KIN 90A - FOOTBALL - DEFENSIVE I	NA	NA	NA	NA	NA	NA	98.00%	NA	NA
KIN 90B - FOOTBALL - DEFENSIVE II - BEGI	NA	NA	NA	NA	NA	NA	86.36%	NA	NA
KIN 91 - FOOTBALL OFFICIATING I	NA	NA	NA	NA	83.02%	NA	NA	NA	NA
KIN 92 - FOOTBALL OFFICIATING II	NA	NA	NA	NA	94.74%	NA	NA	NA	NA
KIN 93 - FOOTBALL FUNDAMENTALS I	NA	NA	NA	NA	NA	84.00%	NA	NA	87.50%
KIN 94 - FOOTBALL FUNDAMENTALS II	NA	NA	NA	NA	NA	85.42%	NA	NA	86.79%
KIN 95 - FOOTBALL THEORY AND PRACTICE I	NA	NA	NA	NA	NA	79.78%	NA	NA	NA
KIN 96 - FOOTBALL THEORY	NA	NA	NA	NA	NA	NA	NA	NA	86.81%
SPFT 34 - STEP AEROBICS	NA	NA	NA	NA	NA	NA	NA	47.69%	NA
SPFT 35 - BOOTCAMP	NA	NA	NA	NA	NA	NA	68.29%	NA	NA
SPFT 36 - AEROBIC CIRCUITS	NA	NA	NA	NA	NA	NA	NA	NA	44.26%
SPFT 54A - CROSS FITNESS I	NA	NA	NA	NA	NA	NA	NA	96.43%	57.69%
SPFT 54B - CROSS FITNESS II - BEGINNING	NA	NA	NA	NA	NA	NA	NA	53.64%	80.85%
SPFT 54C - CROSS FITNESS III - INTERMEDIA	NA	NA	NA	NA	NA	NA	NA	97.73%	NA
SPFT 54D - CROSS FITNESS IV - EXPERIENCED	NA	NA	NA	NA	NA	NA	70.59%	NA	65.32%
SPFT 59A - STRENGTH TRAINING/SPORTS I	NA	NA	NA	NA	NA	NA	86.96%	61.24%	NA
SPFT 59B - STRENGTH TRAINING/SPORTS II	NA	NA	NA	NA	NA	NA	NA	NA	87.32%
SPFT 59C - STRENGTH TRAINING/SPORTS II	NA	NA	NA	NA	NA	NA	NA	94.12%	95.65%
SPFT 59D - STRENGTH TRAINING	NA	NA	NA	NA	NA	NA	NA	100.00%	58.99%
SPFT 67A - SPORTS TRAINING I	NA	NA	NA	NA	NA	NA	NA	NA	87.50%
SPFT 67C - SPORTS TRAINING III	NA	NA	NA	NA	NA	NA	NA	NA	84.44%
SPFT 67D - SPORT TRAINING IV	NA	NA	NA	NA	NA	NA	NA	NA	92.31%
SPFT 86A - FLAG FOOTBALL I	NA	NA	NA	NA	NA	NA	NA	91.84%	NA
SPFT 86B - FLAG FOOTBALL II - BEGINNING	NA	NA	NA	NA	NA	NA	NA	NA	90.00%
SPFT 86C - FLAG FOOTBALL III	NA	NA	NA	NA	NA	NA	NA	92.68%	NA
SPFT 86D - FLAG FOOTBALL IV	NA	NA	NA	NA	NA	NA	NA	NA	92.86%
<b>Grand Total</b>	<b>70.83%</b>	<b>64.20%</b>	<b>68.37%</b>	<b>83.12%</b>	<b>70.51%</b>	<b>67.96%</b>	<b>78.82%</b>	<b>71.12%</b>	<b>69.08%</b>

Discussion:

A. Discipline, department, program completion rates vs. College Standards: 7/9 semesters meets or exceeds college course completion standards

- a. 2012
  - i. Summer- below
  - ii. Fall- below
- b. 2013
  - i. Spring- above

- ii. Summer- above
- iii. Fall- above
- c. 2014
  - i. Spring- neutral
  - ii. Summer- above
  - iii. Fall- above
- d. 2015
  - i. Spring- neutral

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

B. Distance Education vs. College Standards: 2/3 semesters exceeds college course completion standards

- a. 2012
  - i. Summer- below
  - ii. Fall- above
- b. 2013
  - i. Spring- above
  - ii. Summer- above
  - iii. Fall- above
- c. 2014
  - i. Spring- below
  - ii. Summer- above
  - iii. Fall- above
- d. 2015
  - i. Spring- below

ATHL/HLTED/KIN/SPFT DE Student Success

100% DE	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
<b>HLTED</b>	<b>62.07%</b>	<b>61.11%</b>	<b>61.11%</b>	<b>84.62%</b>	<b>56.70%</b>	<b>45.22%</b>	<b>80.43%</b>	<b>56.16%</b>	<b>37.93%</b>
HLTED 1 - EXPLORE HEALTH ISSUE	62.07%	61.11%	61.11%	84.62%	56.70%	45.22%	80.43%	56.16%	37.93%
<b>Grand Total</b>	<b>62.07%</b>	<b>61.11%</b>	<b>61.11%</b>	<b>84.62%</b>	<b>56.70%</b>	<b>45.22%</b>	<b>80.43%</b>	<b>56.16%</b>	<b>37.93%</b>

Laney College DE Student Success

100% DE	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
<b>Grand Total</b>	<b>70.05%</b>	<b>57.60%</b>	<b>50.86%</b>	<b>57.64%</b>	<b>51.30%</b>	<b>54.86%</b>	<b>62.58%</b>	<b>54.77%</b>	<b>51.44%</b>

Discussion:

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department’s Hybrid course completion rates compare to the college course completion standard?
- C. Hybrid vs. College Standards: 3/3 exceeds college standards
- Spring 2013- above
  - Spring 2014- above
  - Spring 2015- above

**ATHL/HLTED/KIN/SPFT Hybrid Student Success**

Hybrid	2013 Spring	2014 Spring	2015 Spring
<b>HLTED</b>	<b>75.00%</b>	<b>62.07%</b>	<b>64.29%</b>
HLTED 1 - EXPLORE HEALTH ISSUE	75.00%	62.07%	64.29%
<b>Grand Total</b>	<b>75.00%</b>	<b>62.07%</b>	<b>64.29%</b>

**Laney College Hybrid Student Success**

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	60.54%	58.81%	68.39%	68.33%	58.44%	55.12%	68.27%	62.05%	61.76%	

Discussion:

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?
  - Differences is that many face to face classes have the opportunity to hold students more accountable for their course material and participation compared to hybrid/ distance education. Instructor feedback states that more information is delivered in the face to face interaction and feedback is provided immediately compared to distance education.
  - Distance Education/ hybrid course bring on more of a convenience and less hassle for students who are committed to other factors- other jobs, family, etc.. By having this option it increases enrollment for the nontraditional student to further education.
  - Students can be more successful with a mandatory Moodle instruction option before for hybrid and distance education. This option will benefit both instructor and student for retention and completion rating.
- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?



- D. Discipline, Department, Program Retention Rates vs. College Standards: 8/9 semester exceed college standards
- a. 2012
    - i. Summer- below
    - ii. Fall- above
  - b. 2013
    - i. Spring- above
    - ii. Summer- above
    - iii. Fall- above
  - c. 2014
    - i. Spring- above
    - ii. Summer- above
    - iii. Fall- above
  - d. 2015
    - i. Spring- above

#### ATHL/HLTED/KIN/SPFT Retention

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Retention%	83.33%	87.50%	84.19%	87.01%	85.23%	84.13%	87.85%	87.66%	85.30%	

#### Laney College Retention Standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
	Retention%	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%

#### Discussion:

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?
  - Department members are not dropping students in efficient time (students that are not participating, show up to class, or completing course requirements and expectations) causing a decrease in overall standards for completion.
  - Retention rates are above average for many of the department programs.
  - Action plan includes the increase in marketing of classes, offering additional sections for classes that have an increase of enrollment, including more hybrid option throughout the year. Different perspectives by offering rotation of instructors of different sections to keep the class having a fresh and new feel. Including certification and licensure programs to the department to prepare students for the immediate placement in the workforce or used as transferable units for further education
- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

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

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

Full-time faculty headcount   6  

Part-time faculty headcount  23 

Total FTEF faculty for the discipline, department, or program  15.37 

Full-time/part-time faculty ratio  6/23 = .26 FT/PT (50% FTEF Fulltime/part Time) 

Classified staff headcount   4  

- **Describe your current utilization of facilities and equipment.**

In the 2014-15 school year, the Kinesiology and Athletics department offered over **90 classes** and **served an enrollment of 3,763 students** in learning new sports skills, or bettering their health and fitness. A wide variety of venues are required to offer these classes and support the students enrolled.

The Kinesiology and Athletics Department has a large footprint of facilities on the Laney College Campus. We utilize the following areas as part of our indoor and outdoor classrooms:

- Fieldhouse (2 classrooms/ 1 conference room / offices/ team weight room/ team locker rooms/ athletic training room)
- Football Field/ Track
- Baseball Field
- Grass Soccer Playing Field
- Swimming Pool (8 lane competition pool and 3 lane shallow pool)
- Rm C100 – multipurpose space for indoor cycling/yoga/team activities
- Rm C102 – Fitness Center
- Women’s Locker room
- Men’s Locker room/ women’s training room/ team rooms
- Gymnasium
- Tennis Courts

The variety of teaching spaces allows us to have a robust offering of Kinesiology, Sport Fitness and Athletic classes such as swimming, water exercise, weight training, aerobics, indoor cycling, tennis, basketball, volleyball, badminton, yoga, and other fitness and sport skill classes. The Kinesiology and Athletic facilities also support 2 men’s sports (Football and Baseball) and 5 Women’s Sports (Water Polo, Swimming, Basketball, Volleyball and Track & Field).

Our Fieldhouse, is a modern space completed in 2013. It is home to the offices of the Athletic Director, 21 coaches, a kitchen for events, a conference room, and dividable classroom space that can be split into 2 classrooms or one large room. A men’s and women’s locker room and team rooms are also available. An athletic training room is also accessible to support student athletes and

address injuries. There is a large weight room geared to serve our athletics teams and some strength training classes and includes an outdoor workout/training space. The weight room contains a variety of strength training and cardio equipment as well as video/ screen technology to support team/ class training plans and learning.

The Football Field/ Track is home to the Laney College Football Team and Women's Track and Field Team. The football program brings in over 100 full time students each year to the college. The Women's Track and Field Team brings in about 15-20 full time students each year.

The Baseball Field is utilized by the Laney College Baseball team as well as several other teams who rent our field. The Laney Baseball team brings in 43-60 full time students annually and the field also serves another 60 players through rentals 5 days a week. The Baseball field includes dugouts, batting cages and bleachers that can seat 250 spectators.

The Grass Playing Soccer Field is also used for track field events.

The Swimming Pool area Serves 6-8 Laney aquatics classes per day as well as over 100 kids in the Oakland Undercurrents Swim Team rental program. The competition pool supports our Women's Water Polo and Women's Swimming and Diving Teams. Our small pool supports beginning swim and water exercise classes. The pool is also rented out for special events such as the Special Olympics and Oakland Games. The pool area includes a pool office, storage room, and bathroom.

The Kinesiology Department also manages rooms C100 and C102. C100 is a multipurpose space used for indoor cycling classes, yoga classes, team activities, and overflow activities from the fitness center. There are 2 equipment closets in C100 and there is also a plan for adding women's team training in that room as well. C200 is the Fitness Center that supports over 600 students each semester. It houses multiple treadmills, Elliptical, Stairclimbers, Bikes, Selectorized Strength Equipment, and Free Weights to serve our student population.

To support the Kinesiology and Athletics classes, our facilities also include Men's and Women's Locker room facilities. The women's locker room provides lockers, showers, bathrooms, an attendant room, team storage rooms and aerobic equipment storage room. The men's locker room provides lockers, showers, bathrooms, an attendant room, storage rooms, team rooms (previously used by football/ baseball) and a small athletic training room. Due to Title IX guidelines, we are working with the Department of General Services (DGS) to develop a construction plan to renovate the locker room spaces and to switch the men's and women's locker room sides so that the women's teams can have access to team rooms on the main campus.

The Laney College Gymnasium is home to our Women's Volleyball and Women's Basketball teams and supports aerobic classes, badminton, volleyball and basketball skills classes. It is also used for games, and college events. A new sound system was installed about 2 years ago to support the classes and events housed in the gymnasium.

The Tennis Courts are also one of the areas that our department supervises and offers tennis classes and rentals for the community. Unfortunately, we will be losing several of our courts due to the construction of the BEST center starting January 2016.

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

The Kinesiology and Athletic Department needs to have the following staff additions:

- 2 Full Time Faculty to replace a resignation and a retirement
- 3 Classified Locker room Attendants (1 women's / 1 men's attendant / 1 Field House)
- 1 Full Time 50% Athletic Trainer, 50% Equipment Manager
- 1 Athletic Department Support Staff (SSSP Money)

As of August 2015, our Women's track coach has retired. We also are still due a replacement faculty from Proverb Jacobs retirement as he was originally hired as a full time PE position. These positions needs to be replaced to be able to maintain a high level of quality in the Kinesiology and Athletics program as we are now down a full time coach and instructor, which impacts the time available to focus on their athletic team. Currently none of our 5 women's sports has a full-time coach, as they are all part time coaches. By contract, full-time kinesiology instructors are not required to coach and it puts a strain on our athletic department when they do not coach. Formerly, two of our full-time women's coaches have stepped down, and one retired. Because of contract language we cannot replace them as full-time instructors on campus.

Currently we have 1 men's and 1 women's locker room attendant to provide supervision/ safety to the locker room and to set up equipment for various classes. The locker room attendants currently work from 10:30am – 7:30pm, however, we offer classes from 6:00am – 9:00pm. This means that students who take classes before or after the locker room hours are unable to use the locker room to shower or change. Students often are changing in bathrooms and those from swim classes are wet and have to shower outside and create wet messes in the bathrooms. Previous to the massive budget cuts in the last 3-5 years, we had 4 locker room attendants (2 women's and 2 men's) to cover all the class hours. We need to restore those 2 positions and get back the second men's and women's locker room attendants. When the Athletic Field House was built, we were making budget cuts and we were unable to staff it with a locker room attendant.

We desperately need a Full Time Athletic Trainer. In Athletics, there are 2 Men's teams, Football and Baseball, which include about 130 men. There are 5 women's teams: Volleyball, Basketball, Water Polo, Swimming, and Track & Field; which include about 50 women. Currently there is only one staff that is ½ time athletic trainer and ½ time equipment manager. This is completely unrealistic to service the needs of at least 180 Athletes. Football is one of the highest risk sports and it is mandatory to have an athletic trainer on site to manage athletic taping and treat chronic injury conditions, as well as requiring them to travel with the team for away games for these services and concussion and emergency care. During this time, this leaves all other sports un-covered for athletic training care. The California Community College Athletic Association (CCCAA) requires that a trainer be on site for Athletic events. Title IX has indicated that we need to address this issue and provide more training staff hours at a minimum of 10 hours a week, but optimally we would like to hire one full-time.

We are in need of an Athletic Department Support Staff member who can assist athletic department faculty and athletic coaches with running and organizing their programs. This person should have the ability to organize on and off campus recruiting for all sports, organize study hall and provide academic support, be the liaison between the athletic department and other departments on campus (financial aid, EOPS, DSPS, etc.). They should be able to identify universities at which our student-athletes can transfer to and be successful.

- **What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**
  - 2 Smart Boards purchased and installed in the 2 classrooms in the Fieldhouse. Currently the classrooms are wired for VGA cables which are antiquated and do not allow for HDMI connections. The current connections are also not even wired to the front of the room for the instructor to use, but rather an instructor must drape a long cord over the heads of the students to the front of the room – creating a safety hazard. The classrooms in the Fieldhouse need to be brought up to the smart room standards that the department has set. These classrooms support Kinesiology classes, Over 100 athletes in study hall, team and coaching meetings, and college events. 2 docking cameras should also be installed.
  - An additional TV purchased and installed in the Fieldhouse weight room (including HDMI cabling). Currently there is one TV that the instructors post up class and team workouts from a computer. This is now problematic as there are often 2 classes in the weight room at the same time, and only one of the classes gets to use the overhead resource. These classes are a vital part of football, baseball, and track and field programs as well as serving the general student population in strength training classes.
  - 40 Ipads for Athletic study hall in the Fieldhouse. Many of the student athletes have online classes as well as standard classes that require the use of internet capable or word processing programs. As part of the athletic program, athletes are involved in a study hall period where they can complete schoolwork. Many of the athletes do not have access to a computer at home, nor are there any space for or access to computers in the Fieldhouse. Ipads would help serve the teams involved in study hall. There are so many students involved in study hall that they utilize 2 classrooms, a conference room, and even team locker rooms to complete their studies.
  - A sound system for the fitness center. Currently our fitness center serves over 600 students and there is only a small boom box to provide a motivating environment for students to work out in.
  - A fingerprint or card reader scanning system for the fitness center to check students in/out. Currently over 600 students use one computer to check in by entering their ID # to check in and out. They often have to wait in line as it takes time for students to enter their numbers. Visually impaired students struggle with transferring information from their ID cards to the computer. Student fraud can also occur if a non-enrolled student enters another students ID number, creating a liability and safety risk for the college. Having a personalized scanner/reader will reduce the chance that non-enrolled students are accessing the facility.
  - Video message boards installed on the outside of the Field House.
  
- **What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**

The following is a list of the current Facilities needs for Kinesiology & Athletics:

**LOCKER ROOMS:**

- Renovate the Men's and Women's Locker rooms to provide a better environment for our students and to provide Women's team rooms and to be in compliance with Title IX regulations for equivalent men's and women's athletic facilities. There has already been a lawsuit concerning the locker rooms and equality between men's and women's facilities. Currently our locker rooms are from the 1950's and many of the lockers are broken or rusted out. The facilities are not ADA compliant and the current Men's locker rooms have the team rooms and an athletic training room,

but they are not conducive for the women as they are located on the men's side as well as needing serious upgrades to be inhabitable for the women's teams. Currently the locker rooms serve all of our Kinesiology classes, and 4 of our women's athletic teams.

- Refurbish the Men's and Women's Faculty Locker rooms to provide a safer, more sanitary environment for our faculty members. Currently our faculty locker room floors are chipped and torn up in spots and still have damage from an overflow from the sewer. This puts us at risk for a tripping hazard and opens the school up for a lawsuit. The paint is chipped and marked up and has not been repainted possibly since it's original conception from 40 years or more. The locker rooms serve the Kinesiology and Athletics faculty and other faculty members who work out and need to change/ shower.

#### FITNESS CENTER:

- Renovate the C102 Fitness Center –Over 600 students use the fitness center from 6am - 8pm daily. The fitness center is about 10 years old and needs renovation to fix several issues. Despite all the leak remediation attempts, there is still water leaking when it rains. It often causes a hazard as water ends up by our electrical equipment and is also a slip and fall hazard. There is also a gaping hole in our equipment room that is a 2x3' hole directly outside. Our electrical circuits are not up to code to handle the load of our cardio equipment and often trip our circuits. Our fitness center fans are not all operational and at minimum we need new fans, but air conditioning is a high priority as students are working out and it is unsafe to have warm temperatures. Many of the windows are not operational, and are various colors and need to be replaced. The doors also need to be sealed and new paint is needed to cover scuff marks from weights and where a large section of mirrors were removed. A sound system is also important for creating an energetic environment to work out in... currently there is only a small boom box for the whole room. Despite a few new pieces of equipment, the fitness center is still plagued with broken equipment and torn padding on much of the strength equipment and needs replacement equipment and re-upholstery. There also needs to be funding established to support a preventative maintenance contract for our fitness equipment, as there has not been one for the last 2 years. Industry standards dictate monthly or at least quarterly maintenance contracts, and we creating a safety risk for our students by not maintaining our equipment, as well as severely decreasing the lifespan of our equipment by not maintaining it properly.

#### POOL AREA:

- Replace Pool Heating and Chlorine Systems – current systems are undersized and not compliant with Alameda County codes. Other Pool Inspection Items identified by the County Pool Inspector in July 2015 include: grates, grout, signage, and other required repairs.
- An ADA compliant handicap lift is required for the Competition Pool and we have not been compliant as of 4/2012. We need a removable/portable lift to allow for swim and water polo events to function.
- Regular Pool Deck power washing – not occurring at all or so infrequent that conditions are unsanitary with dirt, grime, bird poop and sodium deposits.
- Pool Office and bathroom flooring is peeling up and needs to be replaced to prevent trip hazards.
- The pool storage room needs bars/doors for the team equipment room to prevent theft and to stop students from entering into the room and risking something falling on them and hurting them.
- The pool area needs an expanded and more organized storage system implemented to properly store equipment and provide for a separate team storage area and general equipment area that will not leak and that could be made more secure against wildlife sleeping/ defecating in that area.
- The pool needs to have the deck resurfaced and re-grouted and new deck drain grates installed to prevent student injury and further deterioration.
- Pool bathroom need hooks/shelving to keep student belongings dry and off the floor in the bathroom.

- Built in or new Portable storage for aquatic supplies: kickboards/ fins/ pull buoys
- Diving boards need to be maintenance and possibly replaced as they are reaching the end of their usable lifespan. The tread and molding is deteriorating and the tension rollers need to be maintenance and lubricated.
- Remove current Lifeguard tower chair and install a new portable lifeguard tower chair. The current chair is rusting out at the bottom creating a safety hazard and we need a new one that is portable so that the referees for water polo games do not have to avoid the chair as a hazard in their way during refereeing games.

#### BASEBALL FIELD:

- Baseball Field Signage – Field Use Guidelines/ Rules of Field/ Safety/ Bathroom location, etc. There is no signage currently, and it is creating problems with improper field usage and management of facilities.
- Plan for Baseball field replacement in the next 2 years. Current lifespan is 15-20 years from 2010 -- if one team was using the field; but as 3 teams are using the field continuously, it reduces field lifespan to about 7 years.

#### GYMNASIUM

- Replace bleachers in the Gymnasium. The bleachers are a safety issue because there is no lock to hold the bleachers in and the breaks are gone on the locking mechanism. By installing new bleachers we will only require one custodian because they will be able to be put away by a push of a button. The current bleachers are also not ADA compliant.
- Replace floor in Gymnasium. The floor is 13 years old and has reached its usable life which is now creating a safety issue for student and student-athletes. Floor can no longer be sanded down and must be replaced.

#### FOOTBALL FIELD/TRACK AND FIELD:

- Video Scoreboard that can also be used at graduation and for games.
- Updated sound system.

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

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

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.
  - We have full-time faculty members co-chairing the Facilities Committee, as well as the Assessment Committee. Our Athletic Director serves on the Augmentation Administrative Leadership Council, Incident Command Committee, and Student Services Council. All of our full-time faculty have served on a hiring committee, and some on multiple hiring committees, over the last two years.
  
- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.
  - Our staff is actively involved in the recruitment of student athletes to Laney College. Our coaches visit schools, attend community events, we send literature and letters to prospective student athletes, we make home visits to share our information not only with student athletes, but with their parents as well; we offer clinics and workshops on campus to expose potential student athletes to coaching expertise and to experience the college atmosphere. We have formed partnerships with the Oakland Unified School District and held camps and clinics, and hosted their championship football and basketball games on our campus, acting as a resource for their coaches and administrators. We have partnered with the National Football League to bring outreach programs for our surrounding high school communities to Laney College. We have also worked directly with the Oakland Raiders, partnering with them to host a 7 on 7 tournament.
  - We have collaborated with the Undercurrents, a local non-profit swim program for inner-city kids. They use our pool, while our coaches and athletes provide instruction and supervision. We have partnered with the Academy of Art and Holy Names University for the use of our baseball facilities and to participate in joint scrimmages. We have a long running history of partnering with the East Oakland Youth Development Center and their track program. We hold weekly clinics and practices. We have outreach programs for both youth women's basketball and volleyball programs.
  - Over the last two years we have had the University of Washington on our campus to run a joint camp with our coaches, hosting prospective student-athletes. We are currently collaborating and assisting the Oakland Parks and Recreation department to help them upgrade their football and soccer facilities. We have worked hand in hand to help our local inner-city non-profit lacrosse program to help them bring lacrosse to inner-city youth, as well as work with Piedmont High School and their rugby program.
  - This year we started a new partnership with the first professional ultimate Frisbee team in the Bay Area, the San Francisco Flame Throwers, allowing them to use our facilities and broadcast their games using our equipment.



- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.
    - Our adjunct coaches have all been involved with CCCAA in-service training, as well as in-service training in regards to the Office of Civil Rights.
- 

## 9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.
  - The KIN department's professional development needs are to prepare instructors with professional skills, with an appropriate range of professional contacts, with a realistic view of the current state of education both within and outside of their discipline, encourage participation in scholarly activities including conference presentations, publications, professional networking and grant writing. Training is offered during professional days prior to the start of each semester. Professional day trainings include Keynote speeches on cultural issues and best practices, individual sessions ranging from technology use to online resources and instructional methodology. Conferences are made accessible by the college due to their reimbursement policy for travel, lodging and conference admittance. Publications can be found both on the website and in the library. Improvements can be made in the areas of training session accessibility, additional conference allocation, part time faculty mentoring and grant writing. Training sessions are offered during professional days but are often at times when coaches cannot attend due to practice times. Offering more sessions at varying times will allow coaches to attend pertinent sessions. Some sessions are only offered at one time and may conflict with other sessions which also deters faculty from receiving all the training needed. The college could improve professional development by increasing its allowance of 1 reimbursed conference per year. While full time employees have tenure review committees for mentoring, part time employees are given no faculty mentoring. Professional days should include sessions for grant writing to encourage staff to write grant proposals, to show effective ways to write grant proposals, give ideas on whom to send the proposals and encourage departments to work together on proposals. Classroom technology use training is and has been offered at professional days but the technology itself has not been made available to the KIN department. Smart boards and 3d overheads would be a great asset to coaches and instructors but have not been added to our classrooms.
- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?
  - Good distance learning courses result from institutions that provide quality course training and support to instructors. Training sessions, as mentioned above, are not always accessible for coaches if they are offered at all. Many instructors are given no formal training or support for distance education. This lack of faculty training on distance learning platforms and instructional designs results in a fragmentation of delivery systems and instructional

strategies and expectations deployed by the institution. Without a singular vision for distance learning we end up with our department developing disparate plans on how to effectively present distance education. Distance education must be seen as an extension of the classroom and without proper vision, training and planning we are not giving our students the same opportunity for learning as they are given in a regular classroom setting.

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## 10. **Discipline, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
  - Assess current courses and survey what we are currently offering
  - Assess the need for and develop a plan to creating more academic based courses (Possibility: Sports Nutrition, Sports Psychology, Weight Management, Personal Training Program, Introduction to IC Athletics and College, Biomechanics Assessment) Currently have Kin 150 Introduction to Kinesiology and Kin 134 Care and Prevention. New activity courses
  - Certifications – coaching sports K-12, life guard, group exercise
  - Partnering with OAL
  - Develop marketing strategy (email – admissions)
    - Rationale – be current with industry standards, increase student enrollment patterns, diversify our curriculum and to reach a wider demographic. Stay true with our college mission statement. Staying aligned with our ILOs. Continue moving kinesiology forward by providing curriculum that is in alignment with matriculation to four year institutions.
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Activities and Rationale: Assess the need for and develop a plan to creating more academic based courses (Possibility: Sports Nutrition, Sports Psychology, Weight Management, Personal Training Program, Introduction to IC Athletics and College, Biomechanics Assessment) Currently have Kin 150 Introduction to Kinesiology and Kin 134 Care and Prevention.

- **Goal 2. Assessment:**

Activities and Rationale: Assess at least 1 SLO within every course that we offer over the next 3 years

- **Goal 3. Instruction:**

Activities and Rationale: Instructors will continue to attend clinics and work on their craft. Stay up to date with current trends. Develop a plan to continue to utilize technology such as online courses.

- **Goal 4. Student Success:**

Activities and Rationale: Assess enrollment, retention, matriculation in Kinesiology and Athletic classes. Develop a plan to evaluate classes we offer and update declining courses. Develop a strategy to help students succeed in our existing classes and more access by developing classes that meet our changing demographics.

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

Activities and Rationale:

Continuing partnership and expanding with OUSD, Piedmont, Alameda, Berkeley, San Leandro, Albany and Emeryville school districts. Create a stronger relationship with Oakland Park and Recreation department and continues our partnership with the University of Holy Names, Academy of the Arts, Oakland Raiders and Golden State Warriors. Continue outreach programs and continue contact with local high schools. Utilize professional development money funds for instructor growth with conferences, workshops etc.

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

# Appendices

# Appendix A

## Comprehensive Instructional Program Review Prioritized Resource Requests Summary for Additional (New) Resources

College: Laney College \_\_\_\_\_

Discipline, Department or Program: Athletics \_\_\_\_\_

Contact Person: Josh Ramos/Dustin Cheyne \_\_\_\_\_

Date: 11/05/2015 \_\_\_\_\_

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
<b>Human Resources: Faculty</b>	Full-Time instructor who can coach two sports.	1		Page 18-23
	Full-Time instructor who can coach one sport.	2		
<b>Human Resources: Classified</b>	Athletic Trainer position.	1		Page 18-23
	Locker room Attendants for main campus.	2		
	Locker room Attendants for Athletic Field House.	3		
	Athletic Department Support Staff.	4		
<b>Human Resources: Student Workers</b>	15 student workers per semester.	1		Page 18-23
<b>Technology</b>	Smart Boards for Athletic Field House.	1		Page 18-23
	Exterior message boards for Athletic Field House.	2		
	Fingerprint scanner at Fitness Center.	3		
	Video Board for Track and Field, graduation, and Football.	4		
	iPads for study hall.	5		
<b>Equipment</b>	Upgraded Fitness Center.	1		Page 18-23
<b>Supplies</b>	Office supplies.	1		Page 18-23

<b>Facilities</b>	Women's athletic locker room and team rooms and training room on main campus. ADA compliant lift for the main pool. Make needed safety repairs at the Fitness Center. Replace the heating and chlorine system at the pool. Replace infield turf at the baseball field.	1 2 3 4 5		Page 18-23
<b>Professional Development</b>	Continual professional development funding for professional growth.	1		Page 18-23
<b>Other (specify)</b>				

## Appendix B

### PCCD Program Review Alignment of Goals Template

College:           Laney College          

Discipline, Department or Program:           Kinesiology & Athletics          

Contact Person:           Josh Ramos/Dustin Cheyne          

Date:           11/17/15          

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Assess the need for and develop a plan to creating more academic based courses (Possibility: Sports Nutrition, Sports Psychology, Weight Management, Personal Training)	Goal #1 Student Success	<i>Strategic Goal C: Build Programs of Distinction</i> <b>Institutional Objective: Complete College Educational Master Plans</b>

<p>Program, Introduction to IC Athletics and College, Biomechanics Assessment) Currently have Kin 150 Introduction to Kinesiology and Kin 134 Care and Prevention.</p>		
<p>2. Assess at least 1 SLO within every course that we offer over the next 3 years</p>	<p>Goal #3 Assessment</p>	<p><i>Strategic Goal A: Advance Student Access, Equity, and Success</i>  <b>Institutional Objective: Achieve Productive Student Enrollment Growth</b></p>
<p>3. Instructors will continue to attend clinics and work on their craft. Stay up to date with current trends. Develop a plan to continue to utilize technology such as online courses.</p>	<p>Goal #4 Resources</p>	<p><i>Strategic Goal C: Build Programs of Distinction</i>  <b>Institutional Objective: Complete College Educational Master Plans</b></p>
<p>4. Assess enrollment, retention, matriculation in Kinesiology and Athletic classes. Develop a plan to evaluate classes we offer and update declining courses. Develop a strategy to help students succeed in our existing classes and more access by developing classes that meet our changing demographics.</p>	<p>Goal #1 Student Success</p>	<p><i>Strategic Goal A: Advance Student Access, Equity, and Success</i>  <b>Institutional Objective: Achieve Productive Student Enrollment Growth</b></p>
<p>5. Continuing partnership and expanding with OUSD, Piedmont, Alameda, Berkeley, San Leandro, Albany and Emeryville school districts. Create a stronger relationship with Oakland Park and Recreation department and continues our partnership with the University of Holy Names, Academy of the Arts, Oakland Raiders and Golden State Warriors. Continue outreach programs and continue contact with local high schools. Utilize professional development money funds for instructor growth with conferences, workshops etc.</p>	<p>Goal #4 Resources</p>	<p><i>Strategic Goal B: Engage Community and Partner</i>  <b>Institutional Objective: Continue to Assess Effectiveness of Existing Community/Partner Engagements</b></p>

6.		
7.		
8.		

# Appendix C

## Program Review Validation Form and Signature Page

**College:**

**Discipline, Department or Program:**

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**Part I. Overall Assessment of the Program Review Report**

Review Criteria	Comments: Explanation if the box is not checked
<input type="checkbox"/> 1. The narrative information is complete and all elements of the program review are addressed.	
<input type="checkbox"/> 2. The analysis of data is thorough.	
<input type="checkbox"/> 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	



<p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	
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**Part II. Choose one of the Ratings Below and Follow the Instructions.**

Rating	Instructions
<p><input type="checkbox"/></p> <p>1. Accepted.</p>	<p>1. Complete the signatures below and submit to the Vice President of Instruction.</p>
<p><input type="checkbox"/></p> <p>2. Conditionally Accepted.</p>	<p>2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.</p>
<p><input type="checkbox"/></p> <p>3. Not Accepted.</p>	<p>3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.</p>

**Part III. Signatures**

**Validation Team Chair**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Discipline, Department or Program Chair**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Received by Vice President of Instruction**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



