

# Golden West College

## INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

**Program Name:** Health, Kinesiology & Athletics

**Division Name:** Health, Kinesiology & Athletics

**Program Contact Information:**

<i>Division Manager</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
<b>Albert Gasparian</b>	<b>58334</b>	<b>Rec Ed 110</b>	<b>agasparian@gwc.cccd.edu</b>

<i>Division Coordinator</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
<b>Noreen Yoshida-Peer</b>	<b>58334</b>	<b>Rec Ed 110</b>	<b>nyoshida@gwc.cccd.edu</b>

<i>Department Chair</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
<b>Enter text here</b>			

<i>Full-Time Faculty</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
<b>Enter text here</b>			

<i>Part-Time Faculty</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
<b>Enter text here</b>			

<i>Staff</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
<b>Enter text here</b>			

## INSTRUCTIONAL PROGRAM REVIEW PROMPT

### PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals](#). **This description will likely be used on your department's website.**

The division includes the subject areas Health and Kinesiology as well as intercollegiate athletics. Offerings include health education courses, Kinesiology major courses, and a variety of physical education activity courses. All courses are transferable and have been articulated with the California State University and nearly all have been articulated with the UC system.

The Golden West College Athletic Department currently offers 16 intercollegiate athletic teams serving over 350 full time student-athletes. Each student-athlete is required by rule to take a minimum of 12 units per semester with at least 9 of the units being remedial, vocational, or transferable. The primary goal of each of the student-athletes involved with the program is to transfer to a four-year institution within a two-year time frame.

Golden West Intercollegiate Athletics directs its activities to encourage positive attitudes in student-athletes and motivate them to be the best they can be in athletic achievement, academic development and moral character. Golden West Athletics Department considers intercollegiate athletics an integral part of the educational and developmental progress of the complete student-athlete.

Golden West Athletics contributes to the College mission by creating a new and enhanced "school spirit" by working with faculty, administrators, student organizations, student leaders and alumni to rally our constituents around a drive for Rustler excellence. A strong, successful, respected and visible athletics program greatly benefits the college by generating alumni pride and support, energizing school spirit on campus, and developing strong bonds within the community.

### College's mission (check all that apply)

- Basic Skills
- Career Technical Education
- Transfer
- Offer Degrees/Certificates

### College goals(check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services

- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

**Program Contributions:** Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

- As the sixth most popular major in the Cal State System the AAT-Kinesiology provides an opportunity for students to complete lower division general education major requirements prior to transfer. The number of these degrees award on campus doubled from 7 in 2013-14 to 14 in 2015-16 and should continue to grow.
- Golden West's student-athletes have consistency achieved a higher overall GPA, course retention rate, and course success rate than the College's general student population as evidenced in the Cal Pass Plus Student-Athlete Scorecard. We will continue to work to enhance and improve these athletics graduation rates and academic progress rate.
- Student-Athletes are the most diverse cohort on campus and include a large percentage of the full time Black or African American and Native Hawaiian/Pacific Islander students on campus. The academic requirements for participation greatly motivates these students to succeed academically which reduces the disproportionate impact of these students in areas of success, retention, and completion.
- In order to be eligible each student-athlete must be enrolled in a minimum of 12 units and have a complete educational plan on file their first semester of competition. This contributes to the enrollment in general education and major classes for all areas on campus.
- Golden West Athletics contributes to the College mission by creating a new and enhanced "school spirit" by working with faculty, administrators, student organizations, student leaders and alumni to rally our constituents around a drive for Rustler excellence. A strong, successful, respected and visible athletics

program greatly benefits the college by generating alumni pride and support, energizing school spirit on campus, and developing strong bonds within the community.

- GWC Athletic Teams have continued to enjoy a great deal of competitive success led by Men's Swimming capturing the past three consecutive CCCAA Championships For 2015-16 Golden West College finished in 9th NATYCAA Cup, State Associations Division, placing higher than any other Orange County Community College. Rustler student-athletes have won numerous awards for not only athletic accomplishment but also academic excellence and community service.
- Often referred to as "the window to the college," intercollegiate athletics provides an avenue for GWC to increase awareness about all programs and services. GWC athletics is well known and respected throughout the state, nation, and beyond.
- Transferring student-athletes to four-year institutions on scholarship is a part of the core mission of the athletics program. Each year approximately 30-50 participants receive athletic scholarships to participation and more transfer without a scholarship. Currently former Rustlers are participating at Cal-Berkeley, USC, UCLA, Washington, and many other top institutions.
- To be eligible to continue participation at the NCAA level the student-athlete must have completed 40% of graduation requirements within 3 years and the student has five maximum years to compete four years of athletic eligibility. The result of this requirement is a high percentage of student-athletes complete and transfer in four semesters.
- The GWC Health, Kinesiology & Athletics Division is strongly committed to sustainability and conservation. The installation of artificial turf on the practice football field will save over 6,000,000 gallons of water per year. This project was awarded a rebate grant from the Metropolitan Water District of over \$200,000 and the college was presented with a conservation award from the Huntington Beach Chamber of Commerce. In addition to the football project the installation of a Neptune Benson Filter in the pool this past year will save an additional 1,100,000 gallons of water yearly and the variable speed drive will reduce energy consumption in the pool by 35% per year.

**External Requirements:** Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

Intercollegiate Athletics at Golden West are governed by the California Community College Athletics Association (CCCAA) as well as the Orange Empire Conference

(OEC.) The department works hard at remaining compliant with the rules of these agencies and has an excellent reputation throughout the state and nation.

In order to further their careers upon transfer the student-athlete must meet the requirements of the National Collegiate Athletics Association (NCAA.) Recent changes require the community college transfer to have a 2.5 gpa with a maximum of 2 physical education units counting in the computation. Given that once the student enrolls they have a maximum of five years to complete their four years of participation, this change has required more academic support for these students to complete on time.

The program works to maintain compliance with the requirements of federal law under Title IX and an annual Equality in Athletics Disclosure with the US Department of Education as well as a Gender Equity report with the state.

### **REVIEW OF LAST CYCLE PROGRAM REVIEW**

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

- The curriculum in the division was reviewed and modified over the past six years and as a result the Kinesiology Associate of Arts-Transferable degree was approved by the state chancellor's office in 2012. Kinesiology is currently the sixth most popular major in the California State University System and the number of Associate Arts-Kinesiology degrees given at the college doubled from 7 in 2013-14 to 14 in 2014-15.
- The Student-Athlete Academic Success Center, funding through the Student Equity Grant, opened in February 2016 and is currently serving over 100 students per week as a study hall and providing academic resources to increase success and completion.
- The development and strengthening of the Student-Athlete Advisory Committee (SAAC) has provided beneficial in providing a voice for student-athletes and is consistent with the mission of the NCAA Student-Athlete Advisory Committee program.
  - *The mission of the National Collegiate Athletic Association Student-Athlete Advisory Committee is to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare and fostering a positive student-athlete image."*

- Phase I of the Athletics Facility Plan was completed in August 2015 with the installation of artificial turf on the football practice field and replacement of Baseball safety netting in January 2016.
- The GWC Swim lesson program is an example of the department's strong ties to the community and ability to generate revenue through non-traditional sources. This past year nearly 5,000 local children received instruction and became water safe. Additional community partnerships include youth clinics for soccer and softball as well as strong ties to local high schools and sports clubs.

## FOR CTE PROGRAMS ONLY

**Labor Market Demand:** How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

NA

**VTEA Core Indicators:** When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

NA

**Advisory Council Input:** What type of inputs have your program received from your industry advisory council in the last three years? NA

## SWOT ANALYSIS

### Strengths:

- What does your program do well?  
The program excels in many areas which include:
  - Transfer and Scholarships- An average of 75-80% of GWC second year athletic participants transfer to a four-year institution the following year.
  - Student Engagement and Input-The Student Athlete Advisory Council (SAAC) provides a voice for student concerns and greater links students to the department. Other examples are support of ASGWC events and increased participation of GWC Student-athletes in the student government process, Fall and Spring Orientation/Workshops are performed which include Code of Conduct, Sexual Harassment and Academic Honesty training, as well as many other activities to develop leadership skills and a connection to the campus.

- Outstanding Staff-The success of the program is largely due to the outstanding faculty and staff in the department. They are dedicated, highly qualified, and caring group as evidenced by the awards and acclamations many have received and success of their programs.
- Generate Revenue through non-traditional sources- The department has increased the ability to generate revenue through non-traditional sources (e.g. fundraising endeavors, rental of facilities, donations, etc.) These efforts help partially offset the previously identified underfunding from traditional sources.
- Outreach and Marketing- The athletic staff is extremely involved in outreach to high school students through the recruitment efforts. The GWC Athletic website has been used as a model for other colleges and proves popular. The GWC Athletics page and other social media outlets, provide a connection within the campus community as well as around the world. Marketing and advertisement materials are updated and created within time and budget constraints.
- Collaboration with other areas on campus- The department routinely participates in collaboration with other areas on campus. Examples of this are joint events at athletic contests with ASGWC and International students including “Dig Pink” cancer research fundraising at Women’s Volleyball, International Student Awareness activities, Take Back the Night, and support of Denim Day. The department actively helps administer and participates in High School Preview Day, Chicano Latino Day, High School Counselors Breakfast and other activities.
- Community Engagement- The department is actively involved in community engagement; several thousand people attend the variety of athletic contests on campus each year. The summer swim programs works closely with El Vento and the Boys and Girls Club and teaches nearly 5,000 community children to swim each year. The men’s soccer and women’s softball programs put on multiple youth clinics throughout the year. These are just a few examples of engagement within the community.
- Operates Efficiently- Out of necessity the department runs its budgets efficiency. GWC is on the low end of funding in comparison to other community colleges in the areas of funding and staffing but is able to excel through being efficient and having a tremendous staff.
- Competitive Excellence-The GWC Athletic program maintains competitive excellence. Since 1966 the college has won more state championships than any CCC and consistently finishes higher in rankings than other larger and better-funded programs.

- Environmental Awareness and Sustainability- The department has been actively involved in environmental and sustainability efforts. The department has worked with members of the Sustainability Committee on campus for over two years to find ways to be more energy efficient highlighted by the installation of artificial turf on the football facility.
- Diversity- Student-Athletes at GWC are a much more diverse population than the general student population. This specifically relates to the African-American, Hispanic, and Pacific Islander student-athletes.

What do you believe your students, potential employers, or transfer institutions see as your program's strengths?-

We believe transfer institution see us as successfully training students to succeed in the classroom as well as in athletic competition. We are also known as being compliant with regulations, promoting student success, and developing leadership and life skills with the best interest of the student in mind.

Weaknesses:

In what areas does your program need to improve?

- There has been a lack of development of vocational certificates in the department that would provide workforce training in the rapidly growing fitness and health industries
- Adaptation of physical education curriculum to the changes in Title V regarding repeatability.
- With the more stringent requirements placed on two-year transfers to the NCAA there is an increased need for better coordination and relationships between coaches and the counseling department.

What are your program's immediate needs?

- The most immediate needs involve facilities. The track is unsafe and worn which hinders recruitment and places students health in jeopardy. There is a need for a dedicated softball facility which will help alleviate the risk of a Title IX finding against the college for this issue. Worn and deteriorating fences along McFadden and Gothard as well as poor maintenance of facilities are hindering efforts.

- As noted in the past several program reviews and program vitality report there is a need for a stabilized and realistic budget for the programs. There is an overreliance on fundraising and swim lessons to pay for expenses that are institutionalized at most community colleges.

What limitations or barriers is your program experiencing?

- Deteriorating and substandard facilities hinder recruitment efforts and at times endanger students.
- Decreased enrolments in physical education courses caused by change of Title 5 repeatability regulations.
- Changing regulations from external agencies and increased requirements limit innovation and development and cultivation of external partnerships.
- Reduction of space for projects for other departments without replacement facilities have caused overcrowding, loss of programs and decreased morale.

### Opportunities

What opportunities exist for your program?

- Room for additional Kinesiology majors and a new AA-T in Nutrition and Dietetics.
- Addition of one or more vocational certificates in Health and or Fitness.
- New intercollegiate athletic programs and increased enrollment in existing programs where available with all full-time students which will generate additional FTES throughout all areas on campus.

What trends are happening in the field or subject area that may allow your program to expand/improve on efficiency?

- Growth in the areas of fitness and health provide an opportunity for jobs for graduating students in these areas.
- Exponential growth at the high school level of the sport of Lacrosse provides potential opportunities for new full-time students at the college.
- Addition of levels to activity to courses.

What external funding opportunities are available for your program?

- These opportunities are currently highly leveraged, increased alumni donations and sponsorships are potential sources.

What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?

- Strong partnerships exist. Working statewide with bulk buying. Have partnerships with Athletic Training with Long Beach and Concordia. The department has close relationships with local high schools and athletic clubs.

### Threats/Challenges

What challenges exist for your program?

- Lack of institutionalized budget and overreliance on fundraising causes instability.
- GWC Senior Administration has guaranteed a new softball facility and upgrades to the track and soccer field prior to moving forward in taking the college tennis courts for Cosmetology and Auto. However, much of the funding for this has been tied to the joint partnership agreement with GOALS Soccer which is currently still pending.
- Increased regulations by the NCAA.
- Loss of repeatability for physical education activity courses has reduced enrollment.

What budgetary constraints is your program facing?

- The loss of bookstore funding has never been recouped
- Stagnant supply budget.
- Overreliance on fundraising and ASGWC for operational expenses.

What kind of competitive disadvantages is your program facing?

- Subpar facilities in comparison to surrounding colleges. Need for
- Underfunded athletic budget and lack of replacement budget for equipment.

Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.

- They have already occurred in the areas of repeatability and athletic eligibility.

## CURRICULUM REVIEW

**Course Outlines of Record:** It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
HLED G100	October 2018	Mike Shaughnessy
HLED G107	October 2017	Mike Shaughnessy
HLED G135	October 2016	Leilani Johnson
KIN G100	April 2017	Nicholas Mitchell
KIN G101	April 2018	Mike Shaughnessy
KIN G110	February 2017	Nick Mitchell
KIN G281	November 2016	Pat Frohn
PE G103	September 2016	Bill Lawler
PE G105	October 2016	Leilani Johnson
PE G108	March 2017	Leilani Johnson
PE G110	February 2018	Scott Taylor
PE G111	October 2017	Matt Flesher
PE G114	March 2017	Bill Lawler
PE G130	November 2017	Leilani Johnson
PE G132	November 2016	Leilani Johnson
PE G137	March 2017	Mike Shaughnessy
PE G150	March 2016	Bill Lawler
PE G158	April 2018	Bill Lawler
PE G166	October 2016	Bert Villarreal
PE G167	October 2017	John Shipp
PE G173	March 2018	John Shipp
PE G176	November 2017	Leilani Johnson
PE G178	April 2018	Bert Villarreal
PE G180	October 2017	Nicholas Mitchell
PE G181	March 2017	Scott Taylor
PE G186	September 2018	Bert Villarreal
PE G192	November 2017	Scott Taylor
PE G195	February 2017	Bill Lawler
PE G196	February 2018	Bill Lawler
PE G203	September 2017	Bert Villarreal

PE G210	March 2017	All Faculty
PE G240	April 2017	Bert Villarreal
PE G244	March 2017	Monique Henderson-Garlin
PE G246	April 2017	Nick Mitchell
PE G250	February 2018	Alex Gimenez
PE G252	February 2018	Scott Taylor
PE G256	October 2018	Monique Henderson-Garlin
PE G258	September 2017	Paul Munoz
PE G260	April 2018	Taylor and Flesher
PE G272	April 2018	Monique Henderson-Garlin
PE G274	October 2017	Suzy Brazney
PE G275	October 2017	Matt Flesher
PE G278	September 2016	Bill Lawler
PE G279	October 2017	Bill Lawler
PE G287	March 2018	Alex Gimenez
PE G288	March 2018	Lawler & Munoz

**C-ID Designation:** In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

Our department plans to resubmit HLED G135 for C-ID designation fall of 2016. It was previously submitted and returned with recommendations. Gaining C-ID designation would provide our department the opportunity to create the ADT for Nutrition and Dietetics.

**Dual-listed courses:** Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
---------------------	---------------------------------------	-----------------

HLED G107	May 2015	Maintain dual-listing

**Curriculum Offering:** Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Based on the review of our course offerings, as a department we feel that we could add courses that will continue to help the growth and understanding of specific skills to our students. Creating additional opportunities for students to have a more in depth understanding of content and skills will help them as they prepare to transfer on from Golden West.

#### Health Education Courses offered or not offered in the last 3 years

Course Name	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
HLED G100		X	X	X	X	X	X	X	X
HLED G107		X	X		X	X		X	X
HLED G135		X	X		X	X	X	X	X

#### Kinesiology Courses offered or not offered in the last 3 years

Course Name	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
KIN G100		X	X	X	X	X	X	X	X
KIN G101		X	X		X	X		X	X
KIN G110									
KIN G281		X	X		X	X		X	X

#### Physical Education Courses offered or not offered in the last 3 years

Course Name	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
PE G103					X			X	X
PE G105		X	X		X	X		X	X
PE G108		X	X		X	X		X	X
PE G110			X			X		X	X
PE G111		X	X		X	X		X	X
PE G114		X	X		X	X		X	X
PE G130		X	X		X	X		X	X
PE G132		X	X		X	X		X	X
PE G137									
PE G150		X	X		X	X		X	X
PE G158		X	X		X	X		X	X
PE G166		X	X		X	X		X	X
PE G167									
PE G173		X	X		X	X		X	X
PE G176		X	X		X	X		X	X
PE G178		X	X		X	X		X	X
PE G180									
PE G181		X	X	X	X	X		X	X
PE G186		X	X		X	X		X	X
PE G192			X			X		X	X
PE G195		X	X		X	X		X	X

PE G196		X		X	X		X	X
PE G203								
PE G210					X	X	X	X
PE G240		X			X			X
PE G244	X			X			X	
PE G246	X			X			X	
PE G250	X			X			X	
PE G252		X			X			X
PE G256		X			X			X
PE G258		X			X			X
PE G260	X			X			X	
PE G272	X			X			X	
PE G273	X			X			X	
PE G274		X			X			X
PE G275		X			X			X
PE G278	X			X			X	
PE G279								X
PE G287		X						
PE G288		X						

## PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

### SLO Assessments

List of courses with ongoing assessment

List of courses offered in the last 3 years that have not been assessed

Question:

- Looking at all assessments of your programs and courses, describe proposed plans for improvement.

As a department, we plan to change instructional delivery to some of our fitness center classes to provide students with more in-depth understanding of skills and knowledge. We are also planning to create certificate programs that would provide students another avenue to investigate and analyze in depth the different facets of health, kinesiology and physical education. In looking over our assessments, it appears that our students are continuing to make growth through our course offerings but could benefit from other opportunities and continued experiences.

### Student Demographics (Headcount by Discipline)

- Gender
- Age
- Ethnicity
- Disability
- Economic Disadvantage
- Veteran

- Foster Youth  
Comparison to GWC

Questions:

How does your student population compare to GWC's general student population?

Health, Kinesiology & Athletics all have significantly more students aged 19 or less than the general student population with a higher population of male students (for Athletics 66.1% 19 or less compared to 28.3% of general population.) All other areas are relatively similar with the exception that there are significantly less Asian students (3.0% to 29.2%) and more African American (8.1% to 2.3%), Hispanic (46.6 to 30.3%), and Pacific Islander (3% to .4%), students than the general population.

- Based on the trend that you're seeing, what type of adjustments would you make to your program?

Increased efforts to attract more female students.

**Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)**

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census

FTES/FTEF

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

What factors have contributed to your trends in enrollment, sections offered, and fill rate?

The loss of the ability to repeat physical education activity courses has caused a loss of enrollment. Also the loss and/or uncertainty of facility improvement has hindered enrollment. Additionally the due to the need for the college to generate FTES there may have been too big of increase in class size maximums and sections in Health and Kinesiology. There is a large PT faculty pool available for all courses.

Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

- Stay relatively the same with the ability to increase once new curriculum is implemented.

How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

The department average was higher than the college prior to the loss of repeatability but dropped after the change in Title V. It appears that there is opportunity to increase enrollments by leveling the curriculum of activity courses and adding new courses.

### **Course Retention and Success**

Overall

By Ethnicity, Age, Gender

By Large Lecture

By Session Type (Day, Evening, Hybrid, Online)

Questions:

Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

Disproportionate impact of black, Hispanic, and Pacific Islanders is lower than other areas but still in need of improvement.

If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

Continued refinement and improvement of the Student-Athlete Academic Success Center and improved academic services and engagement.

### **Degrees and Certificates**

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

Initial amount of AA-T's awarded exceed expectations.

- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

NA

### **Faculty Staffing**

Percentage of courses taught by full-time versus part-time faculty

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

While in the past there were great challenges in hiring full-time faculty this has been in large part remediated with the hiring of two new positions that begin in fall 2016. There is still a need for hiring head coaches as full-time faculty for specific programs.

- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

12-13

## **Review of Budget/Expenditures**

Provide a breakdown of your allocated budget and actual expenditures

(Please summarize here and provide excel spreadsheet of your budget as an attachment)

For over 20 years it has been acknowledged in every college review process, (including the 2006 Extended Program Review report) that there is a large shortfall in college funding for athletics which was exasperated by the loss of bookstore revenue to the division. Currently there is a yearly shortfall of over \$110,000 which is offset largely by departmental fundraising efforts and facility rentals. There has been clear acknowledgement by the college that a stabilized budget model for athletics is needed for many years and expenses need to be institutionalized. (Program Vitality letter and budget spreadsheet attached.)

## **PROGRAM PLANNING**

Based on your analysis of previous program review and current data:

### **What does your program want to accomplish in the next three years?**

- Completion of Phases II and III of the Athletics Facility Plan to include resurfacing of the track, building new softball facility, upgrading soccer field, and other necessary facility upgrades. Additionally, explore potential for completing a small stadium surrounding the football facility. GWC Senior Administration has guaranteed a new softball facility and upgrades to the track and soccer field prior to moving forward in taking the college tennis courts for Cosmetology and Auto. However, much of the funding for this has been tied to the joint partnership agreement with GOALS Soccer which is currently still pending.
- Addition of one or more vocational certificates
- Stabilization and institutionalization of department with reduction of reliance on fundraising and ASGWC.
- Continued success in athletic competition
- Growth of athletic participation and new sport offerings.

### **What areas does your program plan to improve?**

- Update and modernize curriculum offerings.
- Improve retention and course completion in all areas.
- Improved coordination with Athletic counselor and improve academic services to increase transfer rate.

- Increased presence with additional information on department website.
- **What specific actions will you take to improve upon those areas?**
- Revise outdated curriculum, add new courses for majors, addition of vocational certificates
- Continue to advocate for stable budget and necessary facilities
- Improved service for student-athletes in success center and other areas to reduce losing non-engaged students.
- **How will you assess whether your program has accomplished those goals?**
- Facility completion of Phase II and III at minimum.
- CCI approval of at least 3 new courses and leveling of activity courses.
- Increase degrees and certificates awarded by 20% over three years.

## **RESOURCE ALLOCATION**

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- Funding for Professional Development-travel, conferences
- There is a need to replace the vacant athletic trainer position that is open due to a retirement.
- While extensive discussions have taken place there is a need for funding of facilities to complete Phases II, III of the Athletics Facility Plan.
- New equipment is need to update fitness center.
- There is a need for additional full time Kinesiology/Athletic Coach positions.
- Due to increased regulations an addition of a manager as Athletics Director would improve the programs.
- New technology as needed for instruction including replacement of equipment in fitness center and purchase for new facilities.

### Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean

( 1 ) ( 1 ) a. Significant declines in enrollment and/or FTES over multiple years

( 1 ) ( 1 ) b. Significant change in facility and/or availability and cost of required or necessary equipment

( 0 ) ( 0 ) c. Scarcity of qualified faculty

( 0 ) ( 0 ) d. Incongruence of program with college mission and goals, state mandates, etc

( 0 ) ( 0 ) e. Significant decline in labor market

( 0 ) ( 0 ) f. Continued inability to make load for full-time faculty in the program

( 0 ) ( 0 ) g. An over-saturation of similar programs in the district and/or region

( 0 ) ( 0 ) h. Other

### Program Review Check-list

( x ) Department Contact Information is up to date: Department Chairs, full-time faculty, classified

( x ) Organization Chart: Verify that it is up to date: (q:\college information\org charts)  
Report necessary changes to the Director of Personnel

( x ) Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

### Signatures, Individual Comments

Date of Department Discussion: **Health, Kinesiology & Athletics**

Discussion Modality

- Department Meeting       Emails       Online/Skype  
 Other :

Summary of Discussion Outcome: **Minor adjustments and edits were made to the report through faculty input but no substantial changes were recommended.**

### Departmental Recommendation

**( x ) No further review necessary**

**( ) We recommend this program for Program Vitality Review**

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

- (x) Leilani Johnson
- (x) Roberto Villarreal
- (x) William Lawler
- (x) Scott Taylor
- (x) Nick Mitchell
- (x) Mike Shaughnessy
- (x) Monique Henderson-Garlin

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.

- ( )
- ( )

Department Chair: Leilani Johnson      Date: 4/28/16  
Comments: None

Division Dean: Albert Gasparian      Date: 4/28/16  
Comments:

The division continues to excel in many areas and is continuously working on assessment and improvement.