



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty has the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



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Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification



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Note: To complete this form, SAVE it on your computer, then send to your Division Dean as an ATTACHMENT to an e-mail message.

Department/Program Title: Kinesiology, Dance & Athletics

Date submitted:

0. Key Findings:

1. Planning Group (include PT& FT faculty, staff, stakeholders)

List of names and positions:

- Mike Garcia, Athletic Director (Full Time)
- Ana Miladinova, Dance, (Full Time)
- Kurt Devlin, Women's Soccer, (Full Time)
- Cindy Jimenez, Athletic Trainer (Full Time, Classified)
- Nick Carr, Fitness Center, (Full Time, Classified)
- Vera Quijano, Dance, (Part Time)
- Erik Gaspar, Men's Soccer, (Part Time)
- Sally McGill, Fitness Instructor, (Part Time)
- Matt Stanley, Men's Basketball (Part Time)

2. Writing Team and Contact Person: Mike Garcia and Kurt Devlin

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty	PT Faculty	FTE	FT Classified	
Mike Garcia	Matt Stanley		Cindy Jimenez	
Ana Miladinova	Linda Breen		Nick Carr	
Kurt Devlin	Tony Lucca			
	Erik Gaspar			
	Steve Menegus			
	Vera Quijano			
	Sally McGill			
	Jose Pena			
	Annie Roake			
	Mike Keller			
	Steve Nicolopoulos			
	Rick Velasquez			
	Cassandra Owens			



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B. Program mission and vision

The Canada College Department of Kinesiology, Athletics and Dance are dedicated to improving the understanding and development of health and wellness for ourselves and our community. Therefore, the Department offers courses which strive to improve overall health, increase energy, promote positive attitudes, and develop pride in individual and team achievement. Our faculty and staff aim to inspire our students to believe in themselves and strive for excellence in personal growth.

C. Expected Program Student Learning Outcomes

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

PSLO 1: Recognize and evaluate the importance of physical activity in leading a healthy, functional lifestyle and sense of well-being.

Assessment: written test, student log.

PSLO 2: Exhibit interpersonal communication, cooperative relationships and social interaction within diverse and dynamic environments.

Assessment: Observation, group projects.

PSLO 3: Analyze and understand the discipline of kinesiology to apply appropriate scientific and quantitative conclusions to physical activity.

Assessment: written exam, portfolio.

PSLO 4: Demonstrate and improve fitness components along with alignment, body positioning, special awareness, or rhythm while performing exercise movements.

Assessment: Pre and post testing, observation with rubric

PSLO 5 Demonstrate professional and ethical decision making and civic responsibility when applying knowledge of kinesiology while applying promotion of health.

Assessment: Written exam, role playing/observation, case studies.



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4. Response to Previous Annual Program Plan & Review

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>

(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Guideline: Original documents can be linked or attached, as needed.

The Physical Education department has changed its name and is now known as The Department of Kinesiology, Athletics, and Dance. This was complete in Fall 2011.

Developed an AS Degree/Certificate in Fitness Professional program. This was accomplished in Spring 2010. As of Fall 2012, ten students obtained the Fitness Professional Certificate and three students obtained the Fitness Professional Degree.

The Department has updated most of its curriculum components. Activity courses were banked and leveled. For example, FITN 123 Cardio Pump was banked and put into the low impact family of courses. It was replaced by FITN 304.1, 304.2, 304.3, and 304.4. This was done in response to the state office of education in response to repeatability. The leveling of courses takes effect in the Fall of 2013.

The Department of Kinesiology, Athletics and Dance recommends that we continue to pursue an academic component in the fitness center. The Department also recommends that the Fitness Center expands its website by offering 3 modules that students are required to complete (self-assessment, work plan and wellness prescription, and nutrition component.)

The Kinesiology Department recommends that Kinesiology 101 be a core or selective requirement for all certificates and degrees within the Department of Kinesiology, Athletics and Dance.

All coaches and instructors will continue to become CPR/First Aid and AED certified. The college offers health science courses to be certified.

The Kinesiology Department has accomplished its goal of establishing a Kinesiology Degree with transferable course work /units. This was accomplished in Spring 2012.

The Dance Degree is still pending approval by the state. A corrected application was submitted in March 2013. The Dance Degree will contribute to strengthening the Dance classes and will attract new students who would like to focus on a Dance Degree.

Modern Dance has just been approved by the Curriculum Committee as a new course to be offered in Fall 2013. This was completed in Fall 2012

The hiring of a Head Women's Varsity Volleyball Coach was accomplished in the fall of 2011 bringing the Athletic sports teams to 3 women and 3 men. This was completed in Spring of 2012.

The basketball gym was renovated with new bleachers along with new storage closets. The new closets will be designated to dance, fitness, basketball and volleyball classes and as well as the varsity teams that use the facility. This project was completed in April of 2012.



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The Program Student Learning Outcomes have been updated. They encompass all sections within the department.

The Athletic Trainer position is in the process of being converted from an 11 month position to a 12 month position to compensate for accrued hours of comp time.

5. Curricular Offerings (*current state of curriculum and SLOAC*)

All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>
Curriculum Committee <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>

A. Attach the following TracDat and Curriculum data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](#)).
- List courses with COR's over 6 years old (attach documents from [Curriculum Committee](#))

Dance 126, FITN 128, IND 120, VARS 104, VARS 140, VARS 170, VARS 340, PE 305, PE 306

B. Identify Patterns of Curriculum Offerings

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

The Department of Kinesiology, Athletics, Dance has made tremendous strides towards curriculum offerings. Recently, a Fitness Professional Degree/Certificate was instituted along with a Kinesiology Degree and a Dance Degree is pending state approval.

The Department recommends the addition of Kinesiology 101 as a core or selective requirement. This is a 3 unit course.

The Fitness Professional Certificate: Within the Fitness Professional Certificate 18 core units are asked along with four selective course units for a 22 unit Fitness Professional Certificate. The Department recommends the addition of Kinesiology 101 as a core requirement. This would increase the Certificate unit requirements to 25 units. KINE 308 should be offered at least once a year to give students an opportunity the complete their certificate within a year. Sports Nutrition class should be added as a selective course.



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The Fitness Professional Degree: Consists of 27 core units along with 4 selective course units and 18 general education requirements for a total of 49 units. The Department recommends the addition of Kinesiology 101 as a core requirement. This would increase the total core/selective requirements to 34 units and 18 general education units for a total of 52 units. Sports Nutrition class should be added as a selective course.

Kinesiology Degree: A degree in Kinesiology consists of 15 units of core and 6 units of selective courses along with 18 general education requirements to equal 39 total units.

The Dance Degree: Allows students to complete 21 core units along with 9 selective units and 18 general education requirements to total 48 units in the dance area. The Department recommends the addition of Kinesiology 101 as a core requirement. The total core units would increase to 24 units bringing and the total units to achieve a dance certificate to 51.

All of the above Degree and Certificates requires a minimum of 2 years to complete which addresses the curriculum cycle.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

The Department of Kinesiology, Athletics & Dance has undergone a series of course leveling this past year in the TEAM and FITN Sections in order to comply with new Title V Guidelines for course repeatability. The impact on these classes will be determined in the following years and reported in the Annual Program Review.

A bright spot worth noting in the Athletic Department are favorable comparisons with the Varsity Section compared to the rest of the College. The average GPA of our student-athletes is 2.84 which ranks in the top third (14th) of all 52 Departments on the Canada campus. Better yet, the Canada student –athlete attempts more units (13.2) than any of the other students on campus and is second only to the Radiation Technology Department students in units completed. (RADT has 10.6 units attempted and 10.23 completed while VARS has 13.2 units attempted and 9.18 completed.)



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Program Review Department Data Packet - TEAM

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
TEAM	Student Headcount	229	239	286	308	309
	Total Course Enrollments	297	312	380	387	389
	# of Course Offerings	17	17	18	20	21
	# of Section Offerings	26	26	24	27	28
	Ave Enrollment per Section*	11.4	12.0	15.8	14.3	13.9

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

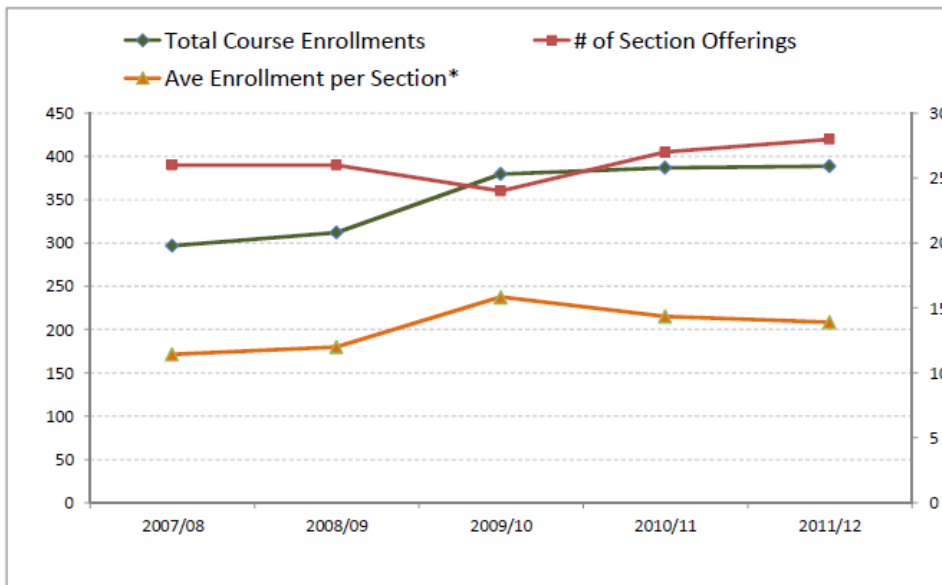
Data Definitions: Student Headcount is the count of individual students (no duplicates) enrolled in all courses within the Department

Total Course Enrollments is the sum of all course enrollments (filled seats) within the Department.

of Course Offerings is the number of courses offered within the department for that Academic Year.

of Section Offerings is the number of course sections offered within the department for that Academic Year.

Ave Enrollment per Section is the average number of students per section (Average Class Size).



Enrollment Patterns and Course Offerings along with Department Efficiency have grown each academic year from 2007/08 – 2011/12. Enrollment continues to increase as Student Headcounts grew from 229 – 309 over that time period.



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Program Review Department Data Packet - TEAM

Table 2. Department Efficiency

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
TEAM	WSCH	1281	1268	1454	1491	1591
	FTES	42.7	42.3	48.5	49.7	53.0
	FTE	2.4	2.2	2.2	2.3	2.3
	Load*	532	575	668	663	707

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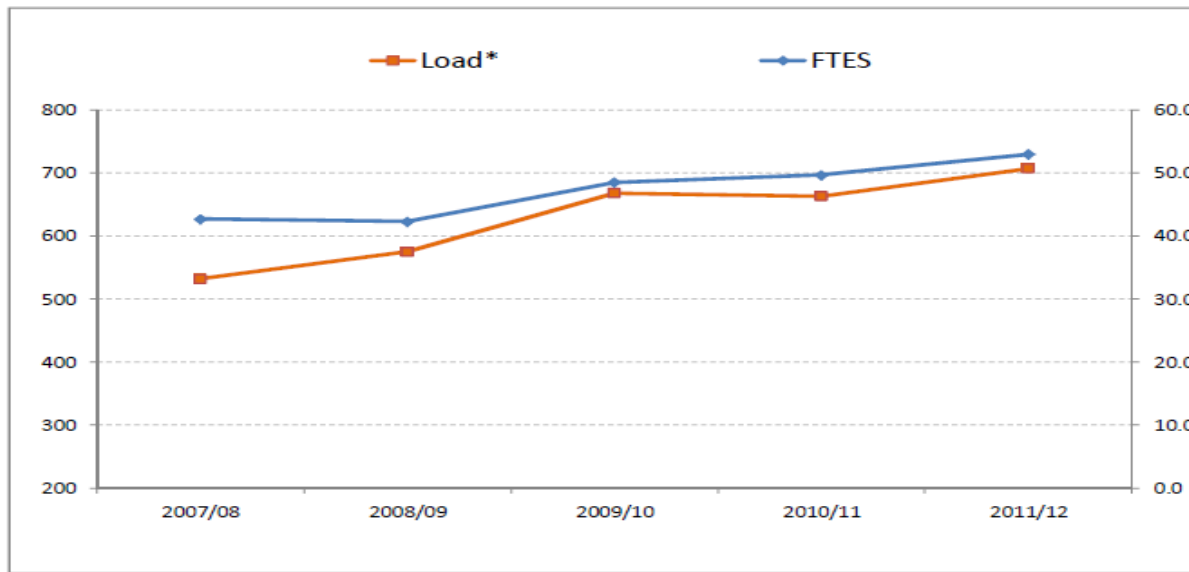
Data Definitions: WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the department.

FTES is the total Full Time Equivalent Student value resulting from all enrollment within the department.

FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that Academic Year.

Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Department Overview



From 2007/08 to 2011/12 the WSCH and FTES have both increased 20%. Strong enrollments in Soccer, Basketball and Baseball Team classes and the addition of Indoor Soccer will see this trend continue.



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Program Review Department Data Packet - TEAM

Table 3. Student Performance Profile

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
TEAM	Success Rate*	93.0%	95.0%	93.0%	94.0%	91.0%
	Retention Rate*	93.0%	96.0%	94.0%	96.0%	92.0%
	Ave Units Attempted this Academic Year	7	7.2	7.5	8.5	8.3
	Ave Units Earned this Academic Year	4.92	5.67	5.58	5.72	5.93
	Ave Academic Year GPA	2.95	3	3.06	2.94	2.89
	Ave Cumulative GPA	2.9	2.9	2.97	2.84	2.89

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Data Definitions: **Success Rate** is the percentage of students receiving a passing grade (A, B, C or CR) relative to all students receiving a grade.

Retention Rate is the percentage of students receiving any grade other than W relative to all students receiving a grade.

Ave Units Attempted this Academic Year is the average number of units associated with students enrollment for the Academic Year after the add/drop deadline.

Ave Units Earned this Academic Year is the average number of course units awarded to the student at the end of the given Academic Year.

Ave Academic Year GPA is the average current Academic Year GPA of all students taking courses in the department for the given Academic Year.

Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given Academic Year.

Student Performance Profile



Success and Retention Rates have consistently stayed above 90% during the 5 year period of 2007/08 – 2011/12.



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
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Program Review Department Data Packet - INDV

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
INDV	Student Headcount	45	49	41	42	35
	Total Course Enrollments	60	59	49	47	37
	# of Course Offerings	6	6	6	6	5
	# of Section Offerings	6	6	6	6	5
	Ave Enrollment per Section*	10.0	9.8	8.2	7.8	7.4

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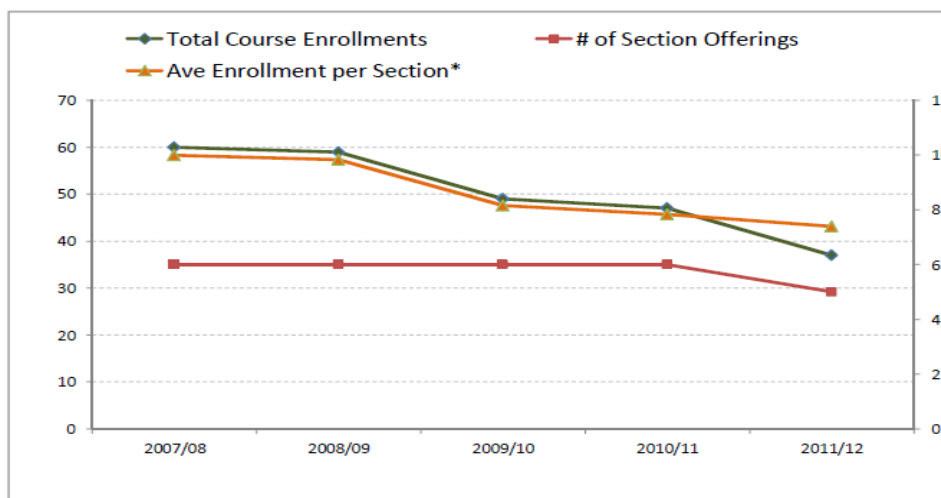
Data Definitions: Student Headcount is the count of individual students (no duplicates) enrolled in all courses within the Department

Total Course Enrollments is the sum of all course enrollments (filled seats) within the Department.

of Course Offerings is the number of courses offered within the department for that Academic Year.

of Section Offerings is the number of course sections offered within the department for that Academic Year.

Ave Enrollment per Section is the average number of students per section (Average Class Size).



The Student Headcount and Total Course Enrollment have been affected by combining Beginning, Intermediate and Expert Golf into one class due to..... If the classes were not combined this year's numbers would be similar to previous year's statistics.



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Program Review Department Data Packet - INDV

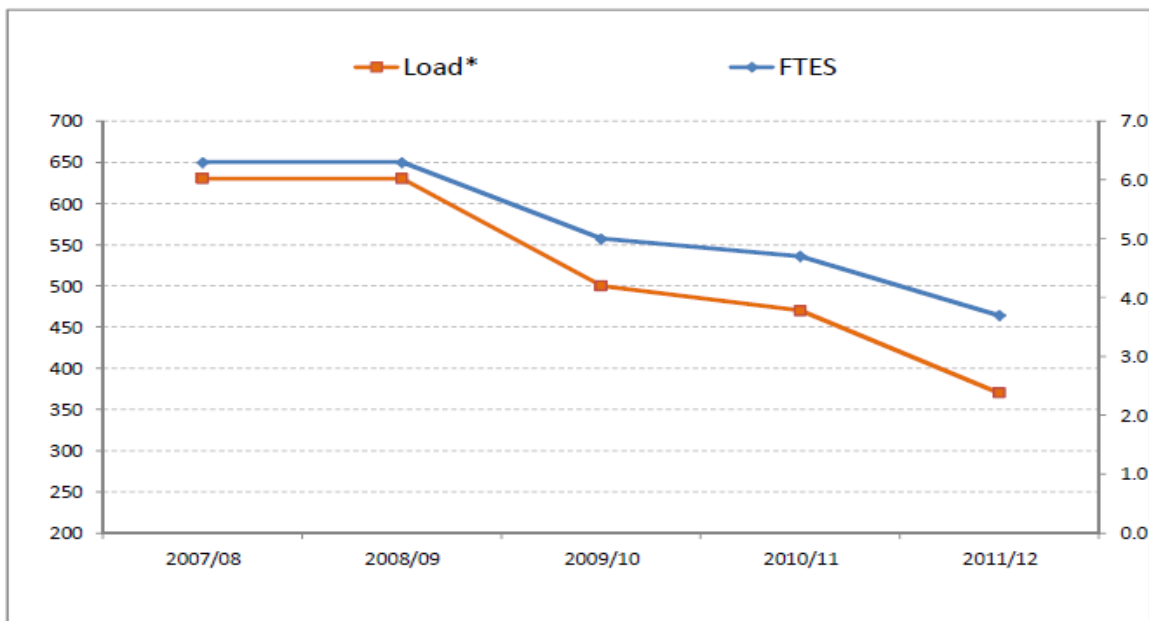
Table 2. Department Efficiency

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
INDV	WSCH	189	189	150	141	111
	FTES	6.3	6.3	5.0	4.7	3.7
	FTE	0.3	0.3	0.3	0.3	0.3
	Load*	630	630	500	470	370

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Data Definitions: **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.
FTES is the total Full Time Equivalent Student value resulting from all enrollment within the department.
FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that Academic Year.
Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Department Overview



The WSCH and FTES have dropped from 189 to 111 because of the reduction in course offerings and combining of the classes.



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Program Review Department Data Packet - INDV

Table 3. Student Performance Profile

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
INDV	Success Rate*	95.0%	90.0%	90.0%	94.0%	89.0%
	Retention Rate*	95.0%	90.0%	90.0%	94.0%	89.0%
	Ave Units Attempted this Academic Year	4.2	5.6	6.2	6.4	6
	Ave Units Earned this Academic Year	3.36	4.03	4.48	4.94	5.04
	Ave Academic Year GPA	2.98	2.9	2.83	2.84	3.21
	Ave Cumulative GPA	3.2	3.22	2.97	2.89	3.34

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Retention Rate is the percentage of students receiving any grade other than W relative to all students receiving a grade.

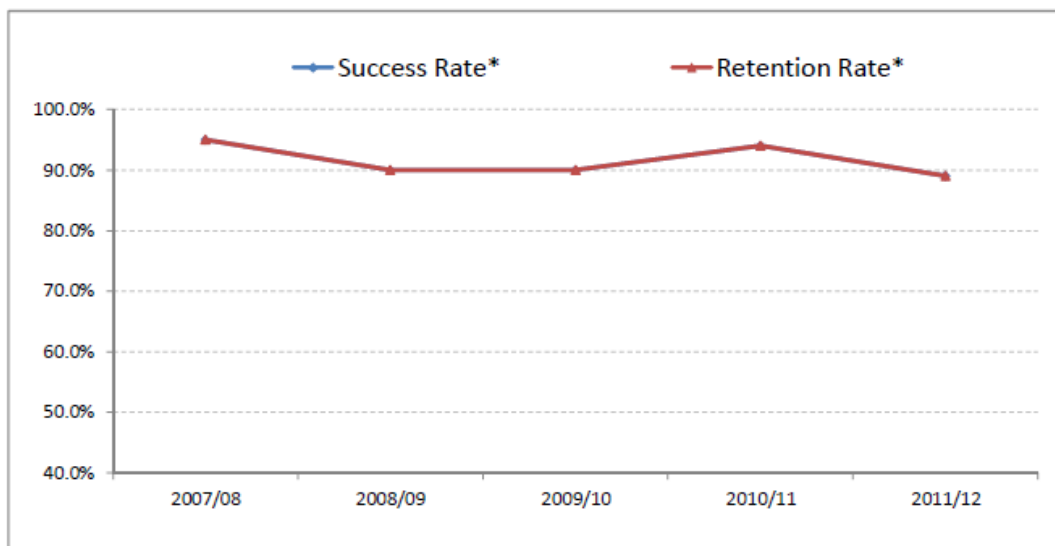
Ave Units Attempted this Academic Year is the average number of units associated with students enrollment for the Academic Year after the add/drop deadli

Ave Units Earned this Academic Year is the average number of course units awarded to the student at the end of the given Academic Year.

Ave Academic Year GPA is the average current Academic Year GPA of all students taking courses in the department for the given Academic Year.

Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given Academic Year.

Student Performance Profile



Although numbers in Student Success and Retention Rates have decreased this past year, they still remain high (89% - 96%) in comparison to the College Success Rate of 68%.



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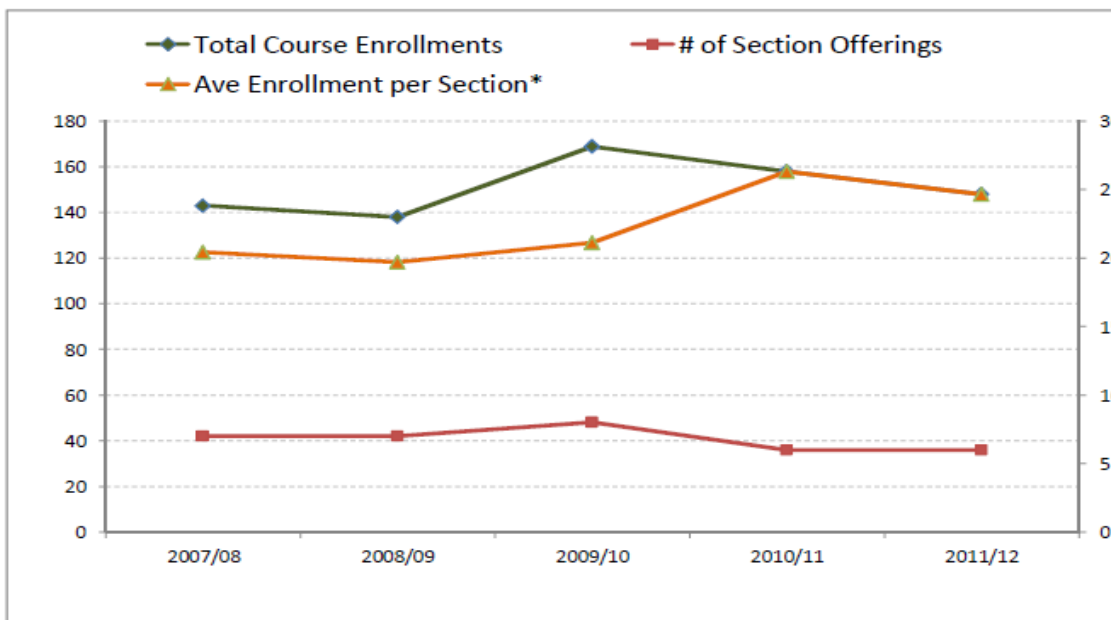
Program Review Department Data Packet - VARS

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
VARS	Student Headcount	123	122	148	144	129
	Total Course Enrollments	143	138	169	158	148
	# of Course Offerings	6	6	7	5	5
	# of Section Offerings	7	7	8	6	6
	Ave Enrollment per Section*	20.4	19.7	21.1	26.3	24.7

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Data Definitions: **Student Headcount** is the count of individual students (no duplicates) enrolled in all courses within the Department.
Total Course Enrollments is the sum of all course enrollments (filled seats) within the Department.
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of Section Offerings is the number of course sections offered within the department for that Academic Year.
Ave Enrollment per Section is the average number of students per section (Average Class Size).



The Student Headcount has steadily increased the past 4 years. This past year women’s athletic teams had low enrollments and volleyball was yet to be re-instated.



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Program Review Department Data Packet - VARS

Table 2. Department Efficiency

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
VARS	WSCH	1291	1240	1489	1382	1239
	FTES	43.0	41.3	49.6	46.1	41.3
	FTE	3.3	3.3	3.3	2.8	2.8
	Load*	395	380	456	499	448

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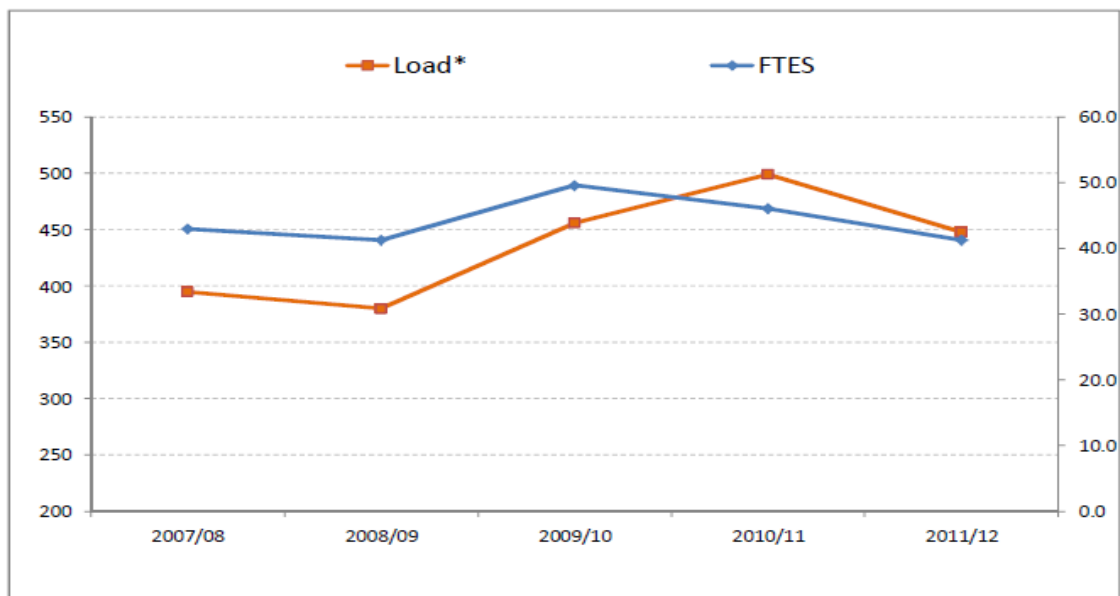
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FTES is the total Full Time Equivalent Student value resulting from all enrollment within the department.

FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that Academic Year.

Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Department Overview



WSCH and FTES have been decreasing in the past 2 years due to the inconsistent enrollments in women's athletics.



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Program Review Department Data Packet - VARS

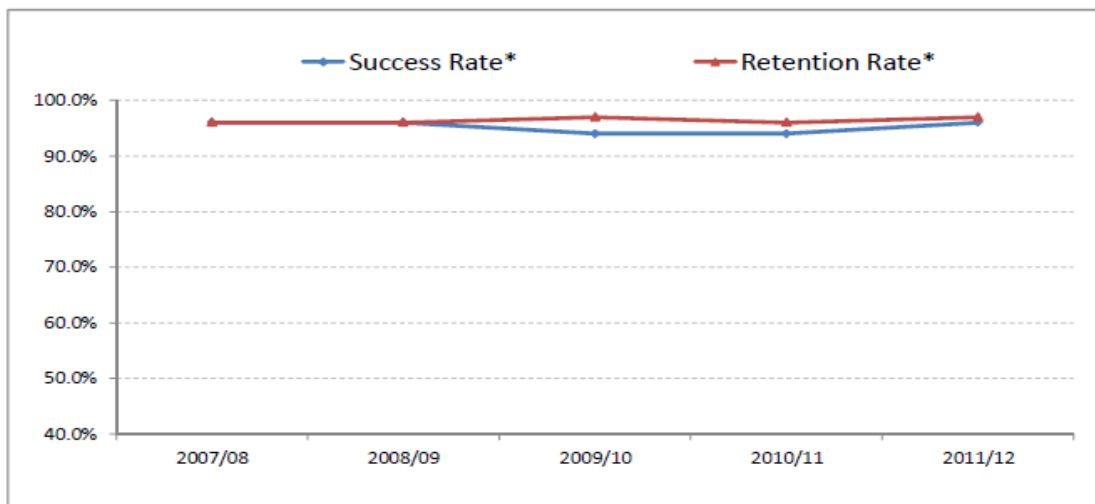
Table 3. Student Performance Profile

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
VARS	Success Rate*	96.0%	96.0%	94.0%	94.0%	96.0%
	Retention Rate*	96.0%	96.0%	97.0%	96.0%	97.0%
	Ave Units Attempted this Academic Year	12.5	12.2	12.3	13.3	13.2
	Ave Units Earned this Academic Year	9.2	9.23	9.09	9.56	9.18
	Ave Academic Year GPA	2.76	2.79	2.88	2.85	2.78
	Ave Cumulative GPA	2.8	2.8	2.85	2.88	2.84

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Ave Units Earned this Academic Year is the average number of course units awarded to the student at the end of the given Academic Year.
Ave Academic Year GPA is the average current Academic Year GPA of all students taking courses in the department for the given Academic Year.
Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given Academic Year.

Student Performance Profile



Success Rates and Retention Rates have stayed consistently strong with Varsity Sports over the past 5 years.



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Program Review Department Data Packet - FITN

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
FITN	Student Headcount	1,231	1,328	1,507	1,654	1,660
	Total Course Enrollments	1,836	1,943	2,182	2,294	2,372
	# of Course Offerings	28	31	35	35	36
	# of Section Offerings	137	135	132	101	112
	Ave Enrollment per Section*	13.4	14.4	16.5	22.7	21.2

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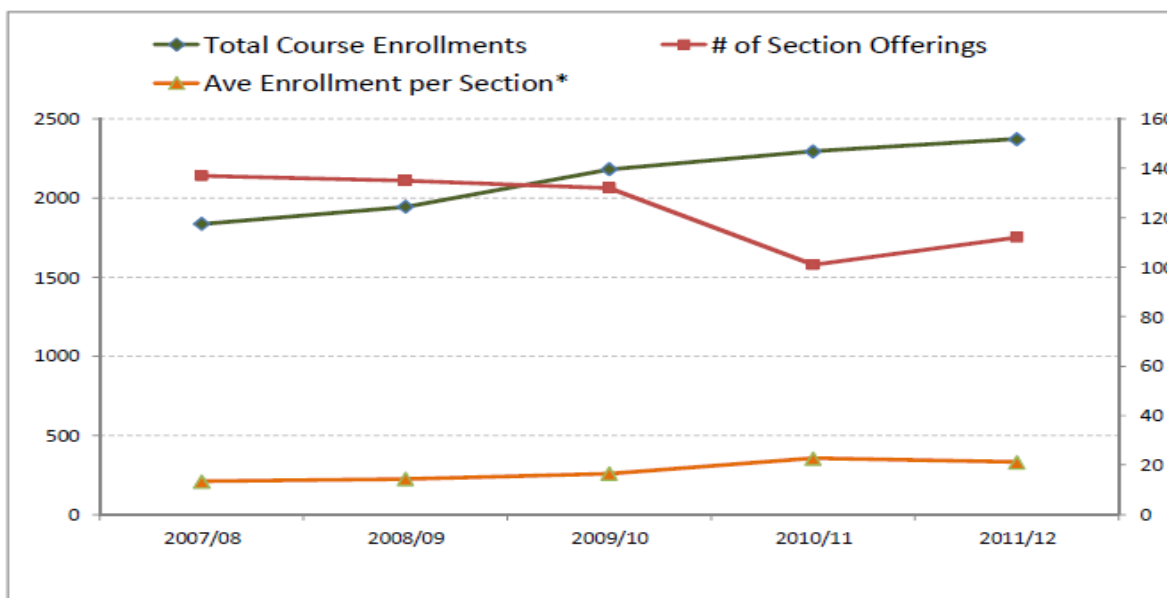
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of Course Offerings is the number of courses offered within the department for that Academic Year.

of Section Offerings is the number of course sections offered within the department for that Academic Year.

Ave Enrollment per Section is the average number of students per section (Average Class Size).



The Student Headcount and the Total Course Enrollments have seen an increase each year between 2007 and 2012. The number of Course Offerings increased from 24 to 36 due to two full-time faculty hires. The number of Section Offerings decreased in 2007 to 2011 due to budget cuts. Last year Section Offerings increased 10% due to increased interest in fitness courses and reflecting a 20% increase in course enrollment per section. Our Course Offerings have increased over the period as we have added numerous classes. Furthermore, increases in Student Headcount have been the norm over the time period.



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The average enrollment per section shows a significant increase until 2010/11. It drops slightly in 2011/2012 due to the increased amount of Sections Offered. This is low in comparison to the college average of 43 students per section. The explanation for this may be because our Course Offerings conflict with the times of other academic offerings. Plus, college transfer students are not required to take a PE requirement, and some fitness classes are only for our varsity athletes. This varsity pre-requisite can limit participants. A department goal is to increase the average enrollment per section.

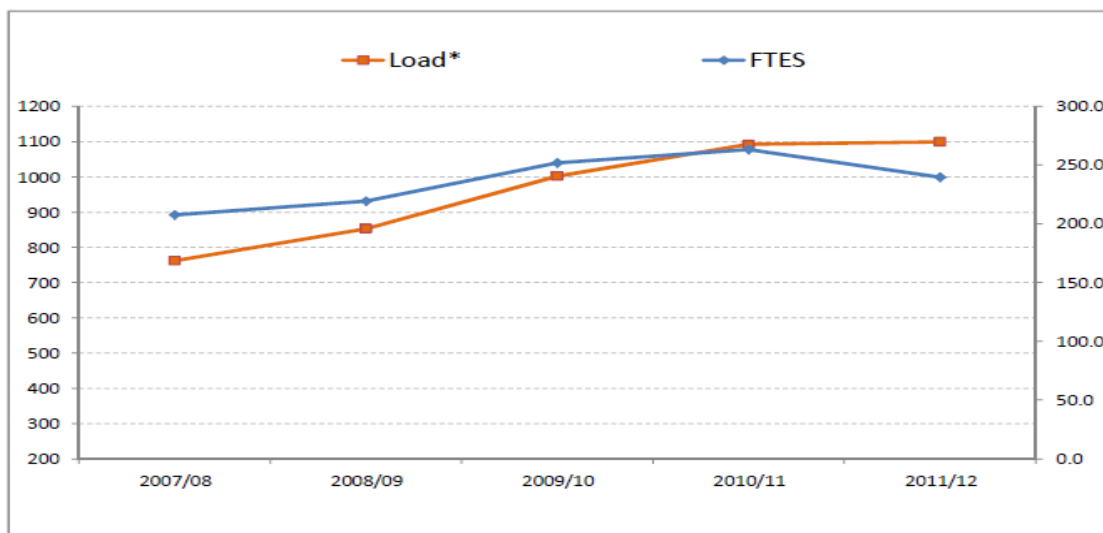
Program Review Department Data Packet - FITN

Table 2. Department Efficiency

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
FITN	WSCH	6230	6582	7557	7895	7189
	FTES	207.7	219.4	251.9	263.2	239.7
	FTE	8.2	7.7	7.5	7.2	6.5
	Load*	762	853	1002	1092	1099

***Color Coding:** Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.
Data Definitions: **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.
FTES is the total Full Time Equivalent Student value resulting from all enrollment within the department.
FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that Academic Year.
Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Department Overview





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Both the FTES and Load saw increases of the 5 year period. The Load has increased significantly between 2007 and 2012 from 762 to 1099, compared to the college Load of 531 to 537 in the same time period. FTES increased by 15% over the time period. In 2012 the WSCH, FTES and FTE fell while the Load increased. This mirrors the overall college trend. One reason for this decrease is we may have less full-time students due to economic growth, as well as the more stringent payment methods at the college. Our department Load has constantly increased (762-1099) even though the college Load reached a peak of 604 in 2009/10 then fell to 537 in 2012. The absence of full-time faculty may be why the Load is increasing in our department. A department goal is to increase FTES and Load.

Program Review Department Data Packet - FITN

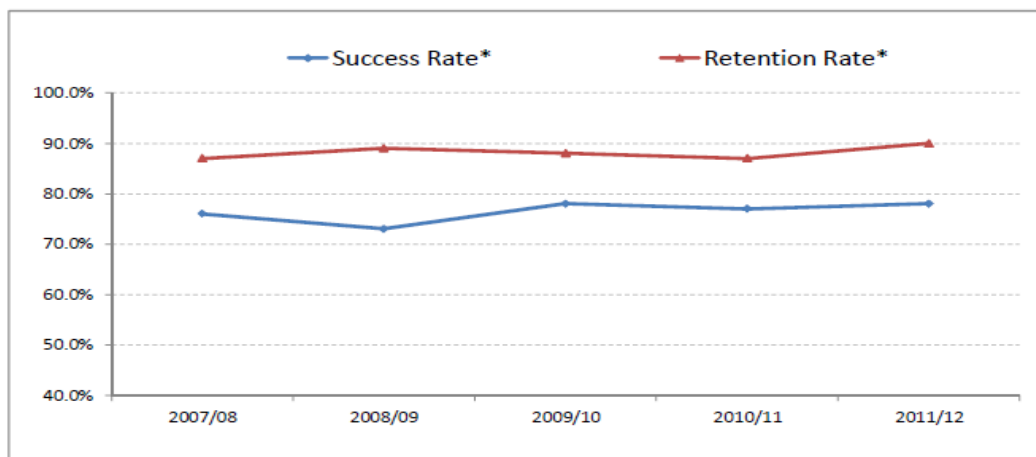
Table 3. Student Performance Profile

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
FITN	Success Rate*	76.0%	73.0%	78.0%	77.0%	78.0%
	Retention Rate*	87.0%	89.0%	88.0%	87.0%	90.0%
	Ave Units Attempted this Academic Year	6.8	6.9	7.3	7.3	7
	Ave Units Earned this Academic Year	5.11	4.95	5.15	4.98	4.99
	Ave Academic Year GPA	2.37	2.22	2.29	2.3	2.5
	Ave Cumulative GPA	2.91	2.82	2.74	2.71	2.83

***Color Coding:** Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: **Success Rate** is the percentage of students receiving a passing grade (A, B, C or CR) relative to all students receiving a grade.
Retention Rate is the percentage of students receiving any grade other than W relative to all students receiving a grade.
Ave Units Attempted this Academic Year is the average number of units associated with students enrollment for the Academic Year after the add/drop deadline.
Ave Units Earned this Academic Year is the average number of course units awarded to the student at the end of the given Academic Year.
Ave Academic Year GPA is the average current Academic Year GPA of all students taking courses in the department for the given Academic Year.
Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given Academic Year.

Student Performance Profile





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The overall trend in Success Rate and Retention Rate slightly increased between 2007 and 2012. The student GPA and unit loads slightly increased in the last academic year. The Fitness Program has a better Success Rate as compared to the college Success Rate. The Fitness Program has a slightly higher Retention Rate and average GPA compared to that of the college. Despite better comparisons to the college Success and Retention Rates, a department goal is to increase success and retention.

DANCE

The Dance Program includes a variety of courses including salsa, jazz, hip-hop modern dance, dance production , ballet, social dance and conditioning for dance technique. The aerobic nature of the dance classes definitely supports the importance of the “healthy body, healthy mind” philosophy. The technical aspect of the dance class technique facilities dynamic body alignment, safe body mechanics, coordination and muscular strength and flexibility. It promotes both cognitive and sequencing abilities while demonstrating both cooperative and collaborative social interactions.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
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Program Review Department Data Packet - DANC

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
DANC	Student Headcount	531	496	499	505	420
	Total Course Enrollments	706	649	706	679	554
	# of Course Offerings	21	20	21	22	22
	# of Section Offerings	27	23	25	26	26
	Ave Enrollment per Section*	26.1	28.2	28.2	26.1	21.3

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

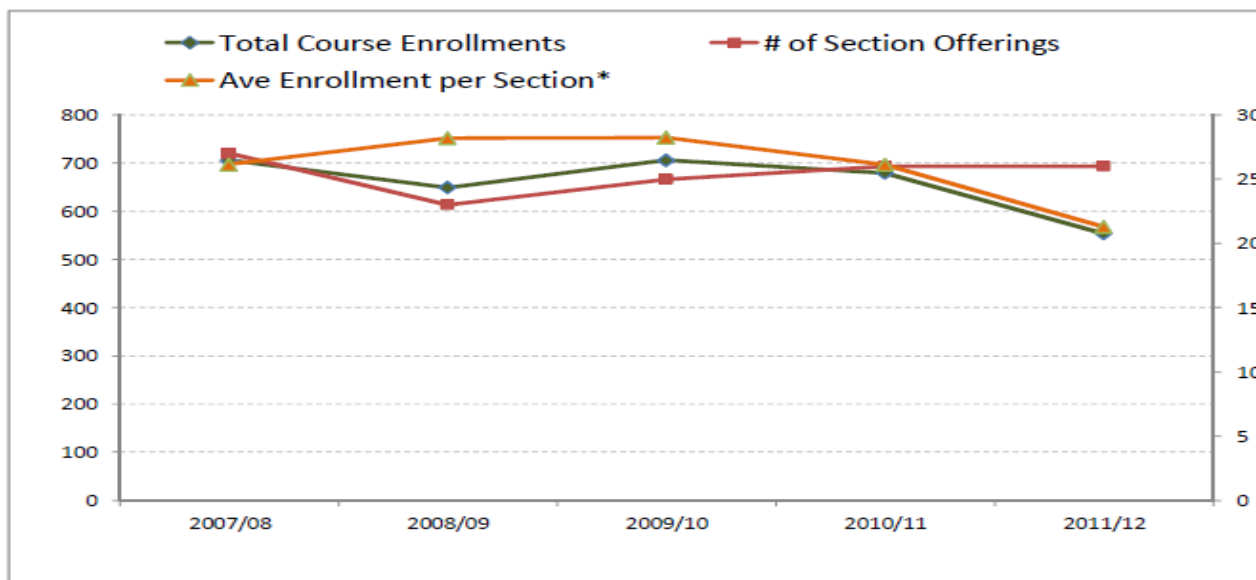
Data Definitions: Student Headcount is the count of individual students (no duplicates) enrolled in all courses within the Department

Total Course Enrollments is the sum of all course enrollments (filled seats) within the Department.

of Course Offerings is the number of courses offered within the department for that Academic Year.

of Section Offerings is the number of course sections offered within the department for that Academic Year.

Ave Enrollment per Section is the average number of students per section (Average Class Size).



Compared to 2010/11, total course enrollment has decreased from 679 to 554 in year 2011/12. The number of course offerings has stayed the same.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
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Program Review Department Data Packet - DANC

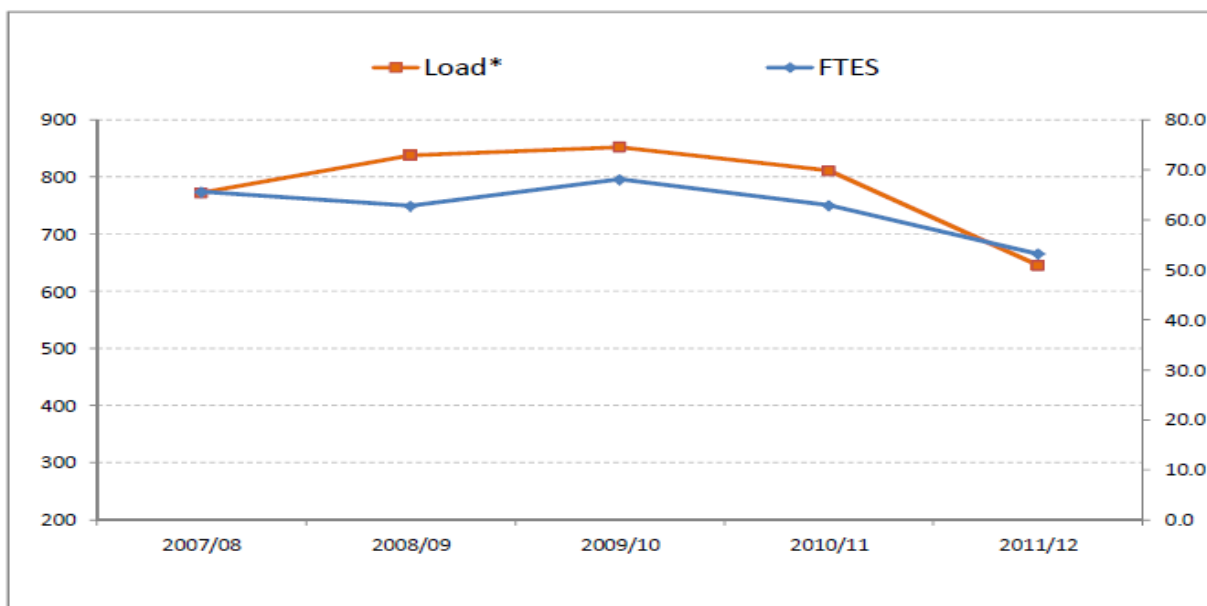
Table 2. Department Efficiency

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
DANC	WSCH	1969	1885	2044	1887	1597
	FTES	65.6	62.8	68.1	62.9	53.2
	FTE	2.6	2.3	2.4	2.3	2.5
	Load*	772	838	852	811	645

***Color Coding:** Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.
FTES is the total Full Time Equivalent Student value resulting from all enrollment within the department.
FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that Academic Year.
Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Department Overview



Compared to 2010/11, WSCH has decreased from 1887 to 1597 in year 2011/12. The FTE increased slightly from 2.3 to 2.5. Over the 5 years, the FTES has decreased from a high of 65.6 in 2007/08 to a low of 53.2 in 2011/12. A slight decline in LOAD has been seen in year 2011/12, which was 645, however, the load is very high in all years when compared to the College goal of 525. The improvement of the economy and Canada College implementation of the District's "Plan Ahead-Pay



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Ahead” (dropping students for non-payment) policy may have impacted the WSCH and LOAD in the last year.

Program Review Department Data Packet - DANC

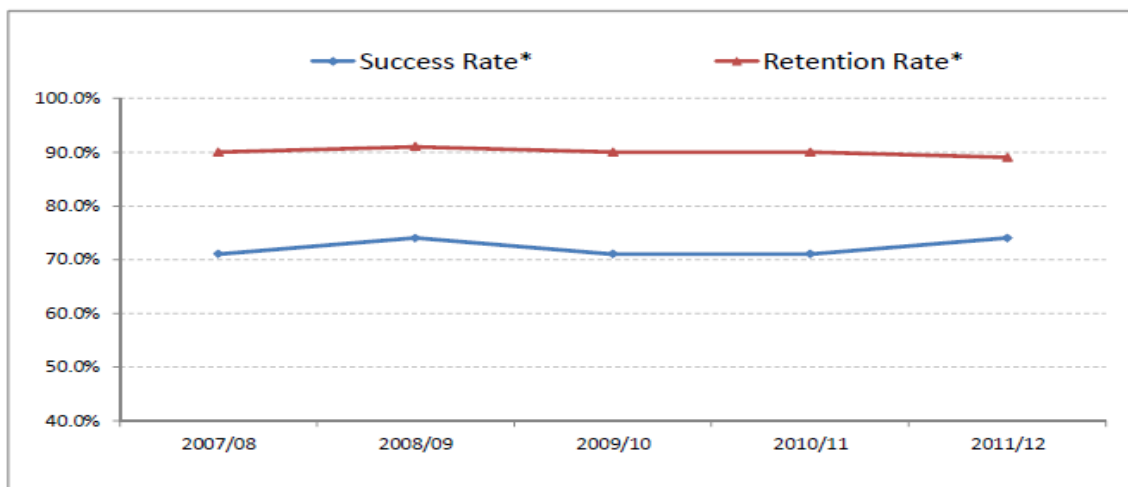
Table 3. Student Performance Profile

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
DANC	Success Rate*	71.0%	74.0%	71.0%	71.0%	74.0%
	Retention Rate*	90.0%	91.0%	90.0%	90.0%	89.0%
	Ave Units Attempted this Academic Year	4.6	4.3	5.3	5.6	5.6
	Ave Units Earned this Academic Year	3.33	2.9	3.82	3.77	4.07
	Ave Academic Year GPA	2.27	2.1	2.07	2.24	2.22
	Ave Cumulative GPA	2.78	2.7	2.74	2.77	2.8

***Color Coding:** Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: **Success Rate** is the percentage of students receiving a passing grade (A, B, C or CR) relative to all students receiving a grade.
Retention Rate is the percentage of students receiving any grade other than W relative to all students receiving a grade.
Ave Units Attempted this Academic Year is the average number of units associated with students enrollment for the Academic Year after the add/drop deadline.
Ave Units Earned this Academic Year is the average number of course units awarded to the student at the end of the given Academic Year.
Ave Academic Year GPA is the average current Academic Year GPA of all students taking courses in the department for the given Academic Year.
Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given Academic Year.

Student Performance Profile



The numbers in Student Success and Retention Rates did not significantly vary. The goal of the Dance department should be to increase the student’s success which has slightly improved in year 2011/12.



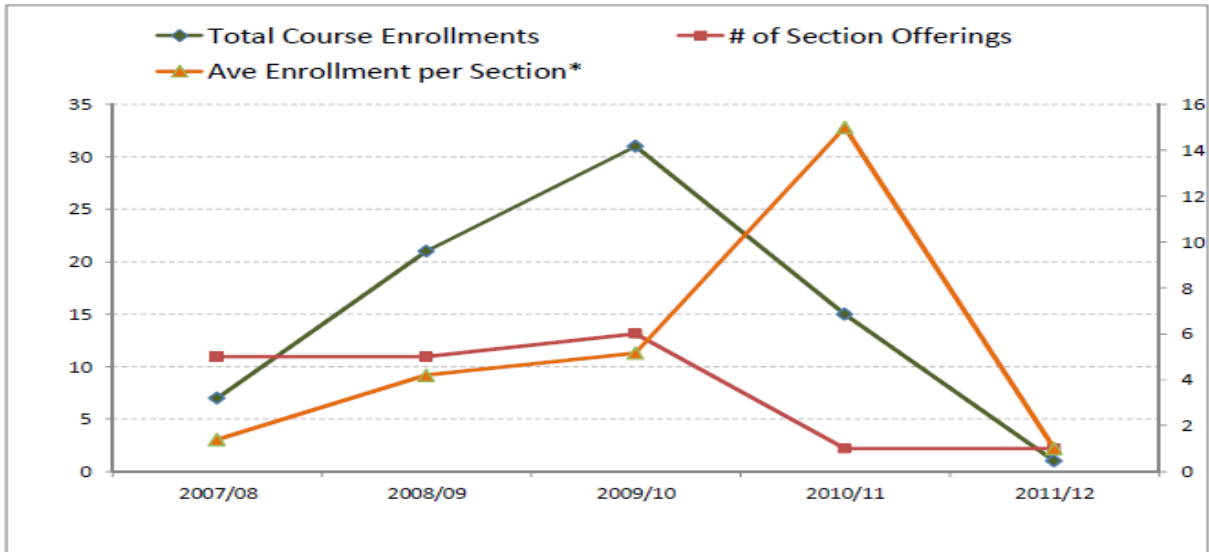
ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
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Program Review Department Data Packet - P.E.

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
P.E.	Student Headcount	6	17	22	15	1
	Total Course Enrollments	7	21	31	15	1
	# of Course Offerings	5	5	6	1	1
	# of Section Offerings	5	5	6	1	1
	Ave Enrollment per Section*	1.4	4.2	5.2	15.0	1.0

***Color Coding:** Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.
Data Definitions: **Student Headcount** is the count of individual students (no duplicates) enrolled in all courses within the Department
Total Course Enrollments is the sum of all course enrollments (filled seats) within the Department.
of Course Offerings is the number of courses offered within the department for that Academic Year.
of Section Offerings is the number of course sections offered within the department for that Academic Year.
Ave Enrollment per Section is the average number of students per section (Average Class Size).



PHYSICAL EDUCATION (KINESIOLOGY)

Physical Education has been renamed Kinesiology.

Kinesiology is comprised of 6 courses:
 KINE 101, Introduction to Kinesiology



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KINE 251, Personal Trainer Preparation: Health Appraisal and Exercise Prescription (Previously FITN 251)
KINE 308, Introduction to Fitness-Related Injuries (Previously P. E. 308)
KINE 672, Cooperative Education: Internship
KINE 245, Principles and Techniques of Resistance, Balance and Flexibility Training (Previously FITN 245)
KINE 250, Personal Trainer Preparation: Anatomy and Physiology (Previously FITN 250)

Kinesiology 101

Prior to the Spring Semester of 2012, curriculum was developed to introduce a course in Kinesiology. In its first semester, Spring 2012, 27 students were enrolled in the class. The Fall had an enrollment of 39 students, an increase of over 40% from the Spring semester. The department intends to market this course to increase enrollment and course offerings. Spring and Fall sections are recommended with potential for additional sections per semester. The addition of a summer section in the near future is also possible if enrollment growth continues during the Spring and Fall semesters of 2013.

*****Please Note:**

Information is not available on Kinesiology courses taught in Spring and Fall of 2012. Unfortunately, the information on the 2012 Kinesiology courses was mistakenly placed into the Fitness Data Packet. The Department Faculty will work next fall with the researcher to ensure that the Kinesiology courses will be separate from the Fitness classes.



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Program Review Department Data Packet - P.E.

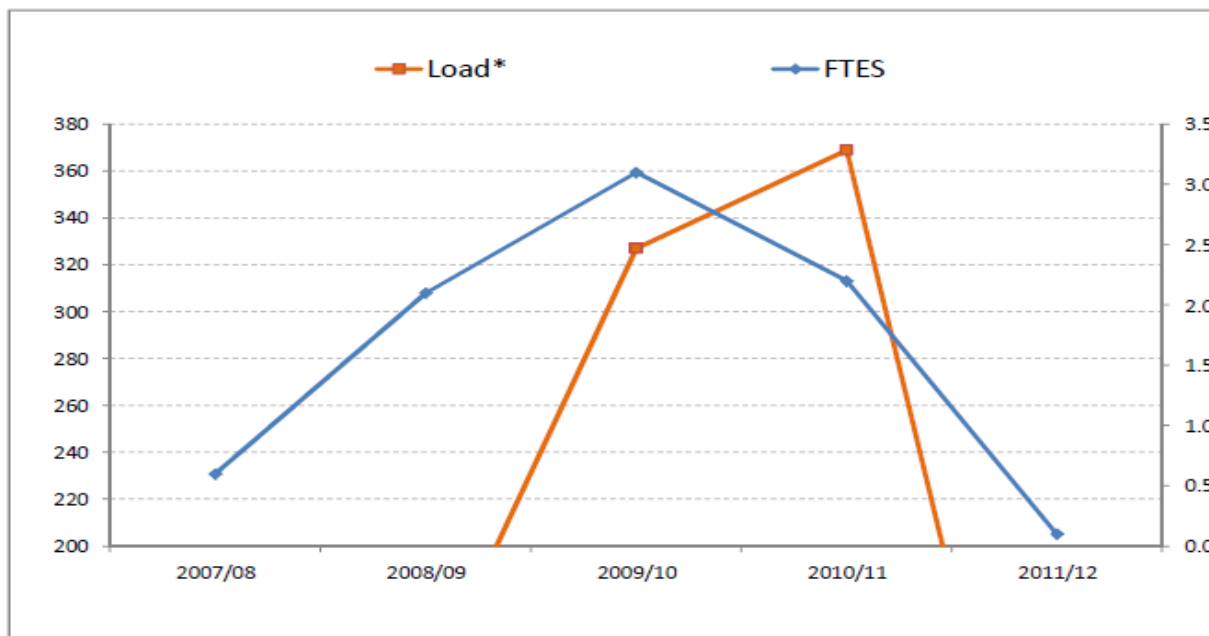
Table 2. Department Efficiency

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
P.E.	WSCH	18	62	93	65	2
	FTES	0.6	2.1	3.1	2.2	0.1
	FTE	0.2	0.5	0.3	0.2	0
	Load*	73	136	327	369	#INF

***Color Coding:** Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.
FTES is the total Full Time Equivalent Student value resulting from all enrollment within the department.
FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that Academic Year.
Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Department Overview





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Program Review Department Data Packet - P.E.

Table 3. Student Performance Profile

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
P.E.	Success Rate*	100.0%	67.0%	77.0%	60.0%	0.0%
	Retention Rate*	100.0%	90.0%	84.0%	67.0%	0.0%
	Ave Units Attempted this Academic Year	8	10.6	9.5	10.5	6
	Ave Units Earned this Academic Year	6.14	7	7.5	5.67	0
	Ave Academic Year GPA	3.45	2.28	2.88	2.35	2
	Ave Cumulative GPA	3.12	2.73	3.1	2.8	2.41

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: **Success Rate** is the percentage of students receiving a passing grade (A, B, C or CR) relative to all students receiving a grade.

Retention Rate is the percentage of students receiving any grade other than W relative to all students receiving a grade.

Ave Units Attempted this Academic Year is the average number of units associated with students enrollment for the Academic Year after the add/drop deadline.

Ave Units Earned this Academic Year is the average number of course units awarded to the student at the end of the given Academic Year.

Ave Academic Year GPA is the average current Academic Year GPA of all students taking courses in the department for the given Academic Year.

Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given Academic Year.

Student Performance Profile





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B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Tool: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

C. Other Considerations

7. Action Plan

Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
 - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - > Describe what you expect to learn from the assessment efforts.

The Program SLO's were recently rewritten and updated in Spring of 2012 so that all of the course sections offered are included in more than one PSLO. Dance sections relate to SLO's 1, 2, and 4. Fitness courses correspond to PSLO's 1 and 4; TEAM classes fit PSLO's 1, 2, and 4; Varsity classes go with PSLO's 1, 2, 3, and 4; Kinesiology and Physical Education sections fit into all 5 of the PSLO's.

The Department of Kinesiology, Athletics, and Dance has shown growth in all areas of the above stated data, from number of course offerings to higher Loads. The Department has added Degrees and Certificates (with Dance pending approval) in the last two years and, barring budget restraints, foresees continued growth in the sections offered.



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The largest question facing the Department is funding for the renovation of Building 1, the center of the Department. The future expansion and growth of the Department depends mainly on Building 1 renovation and additional full time faculty positions. In the current state of Building 1, the Department of Kinesiology, Athletics and Dance is somewhat limited in what it can offer to the student body due to the restrictions placed upon it by its physical assets (the building itself) and therefore cannot reach its' full potential.

A better flow of information going through the proper/required positions. Specifically, having the Athletic Director involved in ALL decisions concerning the Department. Example – hiring of a dance instructor, budget allocation per sport, changes or modifications in curriculum, etc. In the current state, each Department grows, evolves, or changes but that information is kept within that specific Department. The problem is that instructors overlap into other Departments and do not know of the current developments that have taken place with each Department. And, worse yet, some instructors within the Department that is going through changes do not know of the current changes and/or are not being kept up to date within their respective Department.

Change the Athletic Directors load to 60% AD and 40% instructor. The Athletic Director duties are such that coaches and athletes need more accessibility to the AD. Reasons – no staff assistant in the department building to help with coaches, athletes, instructors and students. Eligibility workload is high at the beginning of each semester. Filling of gas vans – this should go to the facilities people. Hall of Fame – requires substantial amount of time.

Percentage of rental fees going to the Athletic Department to help with yearly funding

Regular maintenance of fields due to community use. Example – Baseball pitchers mounds (main diamond and pitching mounds in the bullpens) and batter's box. Maintenance should be done regularly every 2-3 weeks.

Soccer field should be groomed at least on a monthly basis.

The Fitness Professional Courses will be incorporating collaboration with one of the two major personal trainer certifications (NASM or ACSM).

The Fitness Professional courses KINE 245, 250, 251, and 308 are undergoing changes in curriculum and will be taught as hybrid or online courses to attract more students to the program

8. Resource Identification

A. Faculty and Staff hiring requests

Guidelines:

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

A. Faculty and Staff hiring requests



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Part Time Instructional Aide for the Fitness Center:

The Fitness center currently has over 600 students enrolled and the work is overwhelming for one person. More importantly, safety factors (i.e. lack of line of vision) are an issue in the current layout of the facility. Furthermore, with the soon to be addition of a hybrid modification to the course content, more staffing will be necessary to oversee incoming and outgoing data through the use of web access.

ADD Increase staffing hours within the fitness center due to the large amount of students (600), the probable inclusion of on-line course offerings and the large workload to implement SLO's and TracDat.

Three Full Time Varsity Head Coaches. Men's Soccer, Men's Basketball and Baseball.

A.) The Department / Discipline

The program review of 2005 recommended that during the 2005-06 academic years, the department put forward two full-time faculty positions. Positions to be considered were Athletic Coach / PE Instructor and Dance / Fitness Instructor. This would provide leadership and increase enrollments for the athletic and dance / fitness programs. Due to a variety of circumstances, including severe budget restraints, this action took three years to accomplish. In 2007 a full time Dance / Fitness Instructor was hired and in 2008 a full time Women's Soccer Coach / Fitness Instructor was hired.

Since 2007, the dance department has added five classes and 68 students.

Since the addition of an athletic coach the TEAM courses Load has increased from 518 in 2006-/07 to a high of 663 in 2010/11. The college average load is 525. The success rate and retention rate is above the college average of 68% with a consistent score of 94%. Varsity courses have also increased. LOAD in 2007/08 was 395 and is now 499 for 2010/11.

Success rate over the last 5 years has been 94% while the retention rate for the same time period has also stayed consistent at 96%.

In this years' Annual Plan the Department again recommends the addition of two full time Head Coaches / Kinesiology/Fitness Instructors. Two additional full-time Athletic Coaches / Kinesiology /Fitness Instructors would assist in recruiting, updating curriculum, and program information as well as help represent the Kinesiology / Athletic Department on college wide committees. Also, two additional coaches will help and aid in course instruction of the newly founded Fitness Professional Certificate and Kinesiology Degree. Furthermore, all general students need two units of PE for their AS/AA Degree. By adding full time Instructors/Coaches, the college will then be able to offer a wider variety of classes in Kinesiology, Athletics and Dance. Each coach is also required to attend conferences and statewide meetings three times a year; fall, early spring and year ending. The intercollegiate teams allow our student athletes to complete general education requirements, maintain lifelong fitness, acquire skills in team and individual sports, and compete in intercollegiate competition.

The coaches have expertise in their specific sport by which they played the sport in high school, college and some, professionally. They also have prepared for the intercollegiate level by coaching in high school to gain specialized knowledge for their specific sport.

Developmental needs are in the recruitment area of the student athlete. Coaches get no additional pay for the hours spent going to high school games on week nights, weekend competitions, summer tournaments and showcase events of the elite high school recruits. Our recruiting boundaries stretch from San Francisco to Santa Cruz and the entire east side of the bay, (Oakland, Hayward, Fremont), so one can imagine the cost of travel and time dedicated by our head coaches to increase enrollments of the specific programs. The rigorous schedules of our part-time coaches do not allow them to be at all of these important events.

Each varsity program at Canada College gets an allotment of \$2,000 for assistant coaches. If a certain sport has two and three assistant coaches, this equals \$700/\$1,000 per coach, per year with ten months of training and dedication to our college, by each assistant coach.



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The availability of part-time coaches is a huge problem at the Community College level. The hours and pay do not add up for our part time coaches with families. We have been extremely fortunate at Canada to have dedicated part-time head coaches along with their assistants, making minimum pay.

The Athletic Department would reduce the part time faculty load to stabilize and grow a specific Varsity sport and improve instruction in the Kinesiology and activity class offerings by hiring a full time Coach / Kinesiology/ Instructor. This is further information on why we are requesting a full time Coach/Kinesiology /Instructor position.

B.) How the position helps to meet the Colleges mission and its goals.

The Canada College Mission states ... “To ensure that students from diverse backgrounds have the opportunity to achieve their educational goals...”and “activities that foster student’s personal development and academic success”. Nowhere on the Canada College campus is this embodied more than in the Athletic Department. Our student athlete’s graduate and transfer at a higher rate than the general student body while putting in long hours on the practice field and gym and, at the same time, representing the college in a respectful manner with honor and professionalism.

Our coaches also provide additional leadership for the varsity programs directed towards career development in the sport specific field for the first-time student athlete and returning student athletes. This program is nationally respected as well as at the top of the statewide programs and has been an important and integral part of the athletic curriculum at Canada College. Unlike many of our rivals, the Canada athletic programs are dominated by San Mateo county student athletes. We can truly say that we represent and serve our local community.

The Strategic Planning Committee recommendations (2003) report states: 4) Athletics: Expand college athletic programs. Just as student government, student clubs, and honors societies contribute to the growth of our students, so does college athletics. “Data indicates that our college athletes transfer at higher rates than the general transfer population while taking a greater number of units-college athletics have demonstrated positive externalities. Student athletes add non-athlete peers to our enrollments as well as broadening the college experience by taking math, English and other academic courses.

The department needs to have a designated full-time position of Head Coach/Kinesiology/Fitness Instructor to achieve the mission and goals of the college related to this program. The last full-time hire in the Canada College Athletics program was 2008. Before this 2008 hire, the last full time hire was in 1989. Between 1989 and 2008, ten full time faculty members retired and were replaced – all by part time faculty. In 2008, a full time Coach/Fitness Instructor was hired to help stabilize and grow the Athletic Department. As stated above, the TEAM and VARS sections have grown in course offerings, LOAD, success and retention rates.

Comparatively, at our sister colleges, CSM has eleven varsity sports with seven full-time head coaches while Skyline has seven sports with four full-time coaches. Canada has six sports with one full-time coach.

Our coaches actively recruit from the community’s rich cultural diversity by recruiting students from all ethnic and economic groups including international students. The diversity of the program has increased the last several years. Canada had four varsity sports in 2004 -05 and now has six sports including women’s volleyball, soccer and golf, men’s soccer, basketball, and baseball. Men’s Golf is currently on hiatus.

This additional position will improve the quality of both the specific varsity sport along with our kinesiology course offerings for the general student population who need two units to satisfy degree requirements. The hiring of a full-time head coach will increase enrollments and stabilize the Kinesiology / athletic program, allowing it to grow.

C.) Five year historical quantitative data to support the request. (Include relevant sections from the Bi-Annual Program Review Report.)

(Linda Hayes here) also see data from Linda Hayes and Bart Scott (attached)

See numbers and Bart’s info.



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The number of full-time faculty in the Kinesiology / Athletics and Dance department is three. Mike Garcia is currently the longest tenured faculty member and is the current Athletic Director and Fitness Instructor. Ana Miladinova is a recently tenured faculty member who instructs dance, fitness, and Kinesiology courses. Kurt Devlin is the Women's Soccer Coach and fitness instructor and has recently completed the tenure process. Sally McGill will officially end her post-retirement assignment of teaching fitness courses.

The Department of Kinesiology /Athletics and Dance currently has 3 full time faculty (one assigned to coach), fifteen part-time faculty members, (five assigned to coach) and two full time classified employees who also are part time Instructors.

In closing, a full time faculty position for Coach / Kinesiology Instructor is a critical need for the Kinesiology/Athletic Department, and the college, if we expect the Department to grow and develop our newly added Kinesiology Degree and Certificate program, and soon to be approved Dance Degree.

Our Dance/Fitness sections have been documented to have increases in course offerings and enrollments. Our 2011 Annual Program Plan shows increases in both TEAM and VARS LOAD, Success, and Retention rates that support a full time hire. To ensure continued growth, and a high level of enrollment, requires the appointment of a full time Coach/Kinesiology position for the fall of 2013.

Thank you for your consideration in this request.

The position of Full-Time Kinesiology Instructor/Men's Soccer Coach was not chosen for Faculty hiring 2013.

Part Time Dance –Modern Dance and Choreography.

The Dance Degree should be approved Spring 2012 and if the college strives to provide quality of instruction (tied in to the college mission), it is crucial to hire expert faculty in this discipline.

Modern Dance and Choreography Part time Dance Instructor Position Justification:

- Currently, the Dance department has one full time Dance instructor who also teaches kinesiology classes and three part-time dance instructors. The load of the Dance department is 811 and is high compared to the College goal of 525.
- The Dance Degree will be approved by the state in year 2012. The new degree will bring more students to the dance department. Therefore, a variety of dance courses need to be offered.
- The position we are looking for requires a high level of expertise in Modern Dance and Choreography.
- The students will benefit from one more part-time dance instructor since each of the dance instructors brings creativity in teaching and dancing. In order to have a well-rounded program we need instructors from diverse backgrounds in dance.

The hiring of a dance instructor was accomplished in the Summer of 2012.

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.



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- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Cindy Jimenez: Attended Far West Athletic Trainers’ Association Annual Symposium
Attended National Athletic Trainers’ Association Annual Meeting
Attended California Community College Athletic Association Annual Conference-March 2012
Tecnica Gavilan Soft Tissue Workshop – June 2012
BLSPRO CPR Recertification – February 2013

Mike Garcia: Attended Coast Conference Athletic Directors Meetings
Attended California Community College Athletic Association Annual Conference

Kurt Devlin Attended Coast Conference Athletic Directors Meetings
Attended California Community College Athletic Association Annual Conference.
Attending US Soccer “A” Renewal Course, Carson, CA – April 2013

Nick Carr Attended 2 Northern California All-Sports Coaches Clinics

Sally McGill Went to the “Senior Fitness” Conference hosted by Exercise ETC and attended 8 two
hour workshops.

Ana Miladinova Complete Pilates Certification in Fall 2012 – Balanced Body, Mountain View, CA

C. Classroom & Instructional Equipment requests

- Guidelines:
- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
 - Explain how it will serve Department/Program/Division/College needs.
 - List the requests (item description, suggested vendor, number of items, and total cost).
 - List special facilities and equipment that you currently use and require.

INSTRUCTIONAL EQUIPMENT REQUESTS 2012 - 2013								
Business, Workforce & Athletics Division (rev.2-6-12 LH)								
Priority (1, 2, 3...)	Item Name	Quantity Items/ License	Vendor	Unit Cost	Sub Total Cost	Tax & Shipping 10% = 20% total	Total Cost	Instructor



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1	Body Composition Analyzer	1	Omron	\$50.00	\$50.00	\$10.00	\$60.00	Ana
2	Disarticulated Full Skeleton	1	3B	\$340.00	\$340.00	\$68.00	\$408.00	Ana
10	DVDs	5	Dance	\$40.00	\$200.00	\$40.00	\$240.00	Ana
11	Music	10	Fitness/Dance	\$25.00	\$250.00	\$50.00	\$300.00	Ana
	Mini human skeleton	1	3b	\$247.00	\$247.00	\$40.00	\$287.00	Ana
	Human Muscle Chart	1	3b	\$19.00	\$19.00	\$20.00	\$39.00	Ana
	thera bands 6 yard rolls	8	thera band	\$20.00	\$160.00	\$40.00	\$200.00	Ana
	Pilates circles	25	balanced body	\$34.00	\$850.00	\$80.00	\$930.00	Ana
1	Titleist Pro V 1X Golf Balls	30 Doz	Accushnet Golf	\$2.00	\$720.00	\$144.00	\$864.00	Rick
2	Polo shirts	24	John Vedder Sales	\$22.00	\$528.00	\$105.60	\$633.60	Rick
								Rick
1	Rawlings 5 Tool Pro Tee	7	CAL Sports	\$75.00	\$525.00	\$0.00	\$525.00	Tony
2	Pro Batting Practice Mats/Clay Color	5	CAL Sports	\$400.00	\$2,000.00	\$0.00	\$2,000.00	Tony
2	Life Fitness CLST Integrity Treadmills	2	Life Fitness	\$5,000.00	\$10,000.00	\$2,000.00	\$12,000.00	Nick
1	Pre EFX 833 Elliptical	2	Precor	\$4,000.00	\$8,000.00	\$1,600.00	\$9,600.00	Nick
	Concept 2 Indoor Rowing Model PM4	2	Concept Two	\$1,050.00	\$2,100.00	\$420.00	\$2,520.00	Nick
	Medium Weight Pack Body Bars	1of 24	Body	\$1,069.00	\$1,069.00	\$300.00	\$1,369.00	Nick
	Body Bar	1	Body Bar	\$189.00	\$189.00	\$40.00	\$229.00	Nick
1	i-Pad	1	apple	\$399.00	\$399.00	\$34.41	\$433.41	Cindy
1	Jaeger J-Bands	30	Jaeger Sports	\$25.95	\$778.50	\$93.19	\$871.69	Cindy
1	Lex Loop Light	15	Medco	\$9.87	\$148.05	\$0.00	\$148.05	Cindy
1	Lex Loop Medium	15	Medco	\$10.77	\$161.55	\$0.00	\$161.55	Cindy
1	Handmaster	2	Medco	\$12.49	\$24.98	\$0.00	\$24.98	Cindy
1	Aeromat Fitness Mats 48"x20"x1/2"	50	performbetter.com	\$15.95	\$797.50	\$159.50	\$957.00	Kurt
	Troy Weighted Bar 4 Lbs.	4	Fitness Giant	\$39.00	\$156.00	\$31.20	\$187.20	Kurt
	Troy Weighted Bar 6 Lbs.	4	Fitness Giant	\$43.00	\$172.00	\$34.40	\$206.40	Kurt
	Troy Weighted Bar 9 Lbs.	6	Fitness Giant	\$47.00	\$282.00	\$56.40	\$338.40	Kurt
	Troy Weighted Bar 12 Lbs.	8	Fitness Giant	\$51.00	\$408.00	\$81.60	\$489.60	Kurt
	Troy Weighted Bar 15 Lbs.	8	Fitness Giant	\$57.00	\$456.00	\$91.20	\$547.20	Kurt
	Troy Weighted Bar 18 Lbs.	8	Fitness Giant	\$60.00	\$480.00	\$96.00	\$576.00	Kurt
	Troy Weighted Bar 22 Lbs.	8	Fitness Giant	\$76.00	\$608.00	\$121.60	\$729.00	Kurt
	Troy Weighted Bar 27 Lbs.	6	Fitness Giant	\$100.00	\$600.00	\$120.00	\$720.00	Kurt
	Veloce Speed Ladder	2	Soccer.com	\$49.99	\$99.98	\$19.99	\$199.97	Kurt
	Kwik Goal Coaching Sticks (Set of 6)	3	Soccer.com	\$155.99	\$467.97	\$93.59	\$561.56	Kurt
	Kwik Goal Small Disc Cones (25 pack) Yellow	1	www.openyard.com	\$11.25	\$11.25	\$2.25	\$13.50	Erik
	Kwik Goal Small Disc Cones (25 pack) White	1	www.openyard.com	\$11.25	\$11.25	\$2.25	\$13.50	Erik



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Kwik Goal Small Disc Cones (25 pack) Red	1	www.openyard.com	\$11.25	\$11.25	\$2.25	\$13.50	Erik
Kwik Goal Portable Air Compressor	1	kwikgoal.com	\$333.00	\$333.00	\$66.00	\$396.00	Erik
Nike Legend Sleeveless Poly Top 384406-757	35	Eastbay Team Sales	\$18.00	\$630.00	\$126.00	\$756.00	Erik
Stock Cuffed Knit 384414-34	30	Eastbay Team Sales	\$7.00	\$210.00	\$42.00	\$252.00	Erik
Nike Striker Short WB 540751-341	35	Eastbay Team Sales	\$15.00	\$525.00	\$105.00	\$630.00	Erik
Nike Striker III US Jersey 520583-341	35	Eastbay Team Sales	\$18.00	\$630.00	\$126.00	\$756.00	Erik
Park IV sock 507815-323 LRG	30	Eastbay Team Sales	\$5.00	\$150.00	\$30.00	\$180.00	Erik
Team Tech Fleece Hoody 337294-341 LRG	15	Eastbay Team Sales	\$36.00	\$540.00	\$108.00	\$648.00	Erik
Team Tech Fleece Hoody 337294-341 MED	15	Eastbay Team Sales	\$36.00	\$540.00	\$108.00	\$648.00	Erik
Team Tech Fleece Hoody 337294-341 SML	5	Eastbay Team Sales	\$36.00	\$180.00	\$36.00	\$216.00	Erik
Total			\$14,361.76	\$37,681.28	\$6,874.50	\$44,632.18	

D. Office of Planning, Research & Student Success requests

- | |
|---|
| <p>Guidelines:</p> <ul style="list-style-type: none"> List data requests for the Office of Planning, Research & Student Success. Explain how the requests will serve the Department/Program/Division/College needs. |
|---|

None at this time.

E. Facilities requests

- | |
|--|
| <p>Guidelines:</p> <ul style="list-style-type: none"> List facilities requests. Explain how the requests will serve the Department/Program/Division/College needs. |
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The Soccer field needs to be refurbished as the lighter green color plastic blades in the alternating dark green/ light green pattern have broken down due to UV sun ray exposure and thus making for a lower level compared to the alternating darker shade of plastic blade. The College of San Mateo football field had a similar problem.

Painting of a new logo on the gymnasium floor as the current logo is worn out and has yellow tarnish from wear and tear. Basketball floor also needs to be re-finished as it has scratches and marks due to the constant use from Fitness, Dance and Team classes.

A daily schedule (or at least 3 times per week) of sweeping the gym floor and dance room. These areas are in constant use and need regular cleaning and sweeping.

Replacement of 2 malfunctioning scoreboards in the basketball gym.

New roof on the batting cage.

New carpet in Men's Basketball team room. Carpet has not been replaced since 1993.

Fitness Center needs wooden flooring in the cardio room as the current padded floor has mold growing between the seams.

Fitness Center cardio room could use a new coat of paint.

Fitness Center needs new sets of dumbbells as some of them have had their protective coating worn down.

The Fitness Center needs shelving with square cubby holes for storage of student items.

Room 101A should be updated into a Smart Room for use of the Kinesiology and Fitness lecture classes.

Renovate Mini-Track. Replace rubber topping of mini – track with artificial turf. This space could then be used as a multi-purpose area any number of actives including classes, athletic teams, fund raising and field rental purposes. In its current state the surface has very limited use.

Development of the lower field for College and rental use.

Remodel cabinets, floor and loft in gym storage room nearest dance room.