INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

CURRENT YEAR: 2017-2018
CLUSTER: KINESIOLOGY, HEALTH SCIENCE, AND ATHLETICS
NEXT SCHEDULED CPPR: 2018-2019

PROGRAM: AD-T KINESIOLOGY
LAST YEAR CPPR COMPLETED: 2015
CURRENT DATE: SPRING 2017

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

Note: Degrees and/or certificates for the same program may be consolidated into one APPW.

This APPW encompasses the following degrees and/or certificates:

Associate Degree of Transfer in Kinesiology

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. If there are not any, indicate None.
None.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?
Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

In addition to other data that is relevant to your program, institutional program data is available on the SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site. Please paste the charts into this document, and respond to the prompts for each data element. Please also comment on your program's data and how it compares to the overall college data. Take time to work with your faculty to review the disaggregated data. Several measures can be "drilled down" to reveal differentiated results based on location, modality, ethnicity, age, gender and so on. This disaggregated data can reveal a great deal about your program's effectiveness.

Note: Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary.

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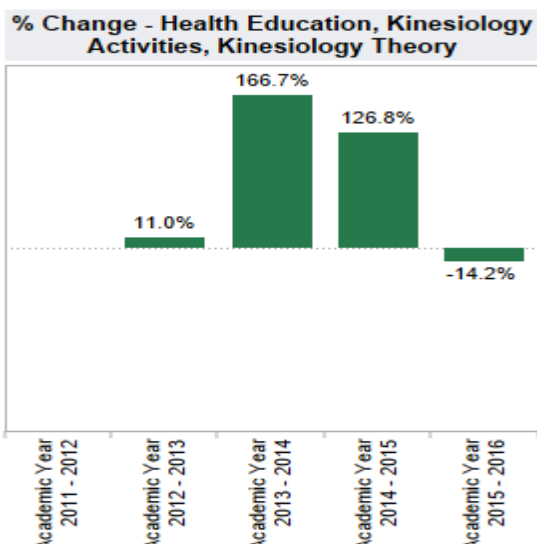
1

General Enrollment (Insert Aggregated Data Chart)

Summary

Although the popularity of the Kinesiology AD-T remains steady, there is a significant decline in the KINA courses, a net loss of 101 students from 2014-2015 to 2015-2016. And, while the enrollment trend for the one required kinesiology course, KINE 201 remains, the loss of enrollment in KINA and Health Education has had a negative impact on the program enrollment overall.

SLOCCCD Program Review Data - Enrollment

Department: All

Course: Multiple values
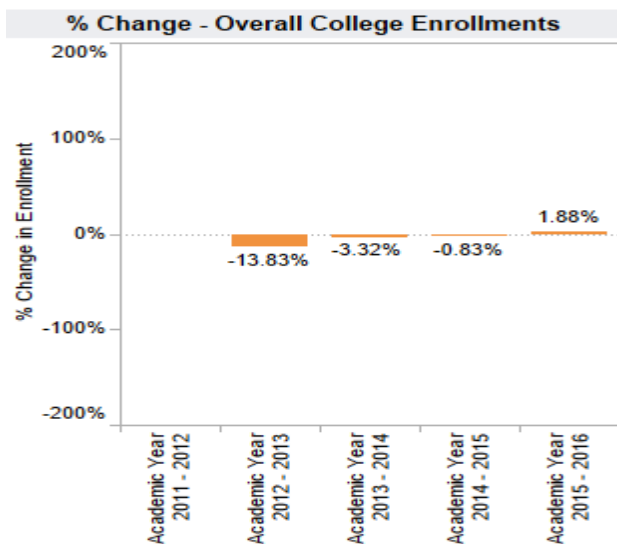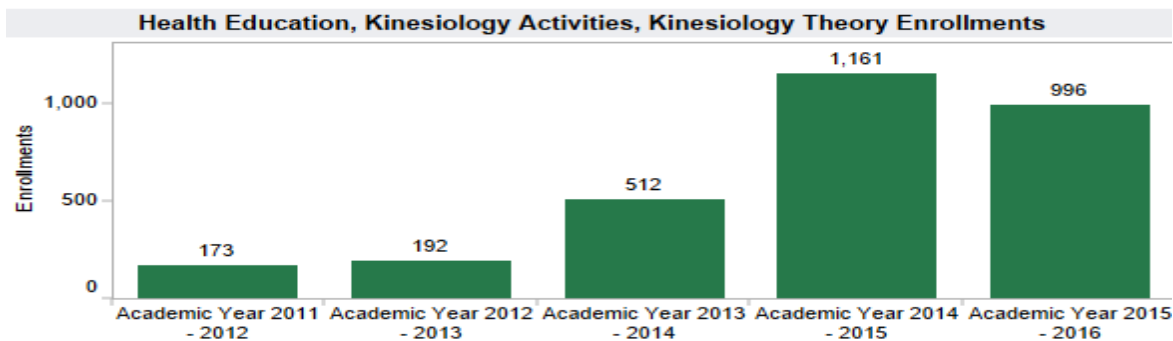
Health Education, Kinesiology Activities, Kinesiology Theory Enrollments

% Change - Overall College Enrollments

% Change - Health Education, Kinesiology Activities, Kinesiology Theory

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

SLOCCCD Program Review Data - Enrollment

Department:
Kinesiology Activities

Course:
All

Kinesiology Activities Enrollments

% Change - Overall College Enrollments

% Change - Kinesiology Activities

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

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SLOCCCD Program Review Data - Enrollment

Department:
Kinesiology Theory

Course:
KINE 201

Kinesiology Theory Enrollments

% Change - Overall College Enrollments
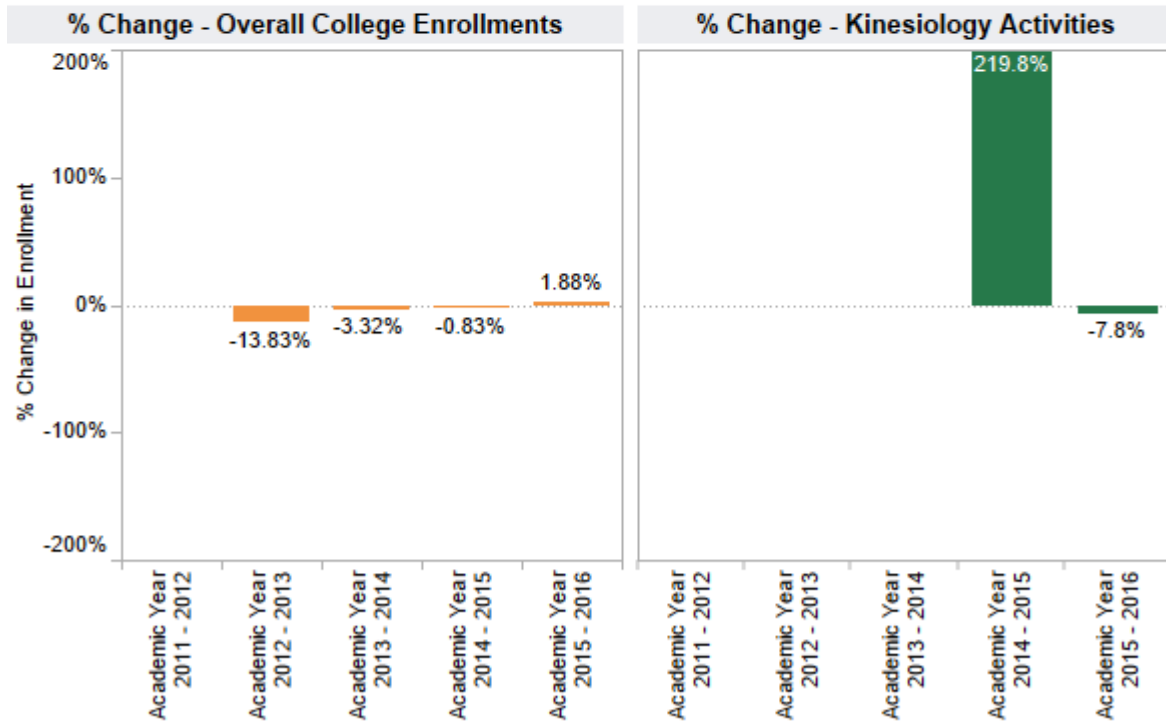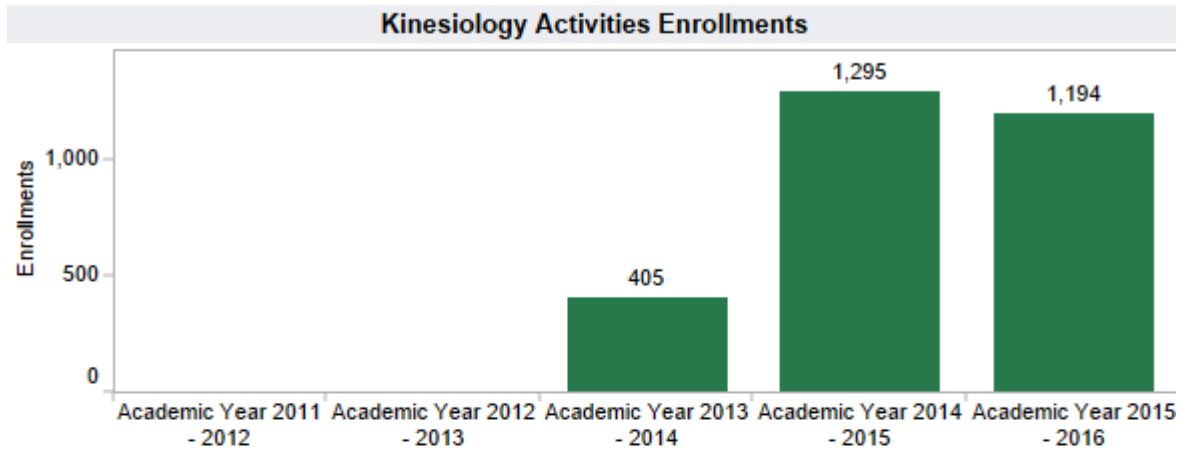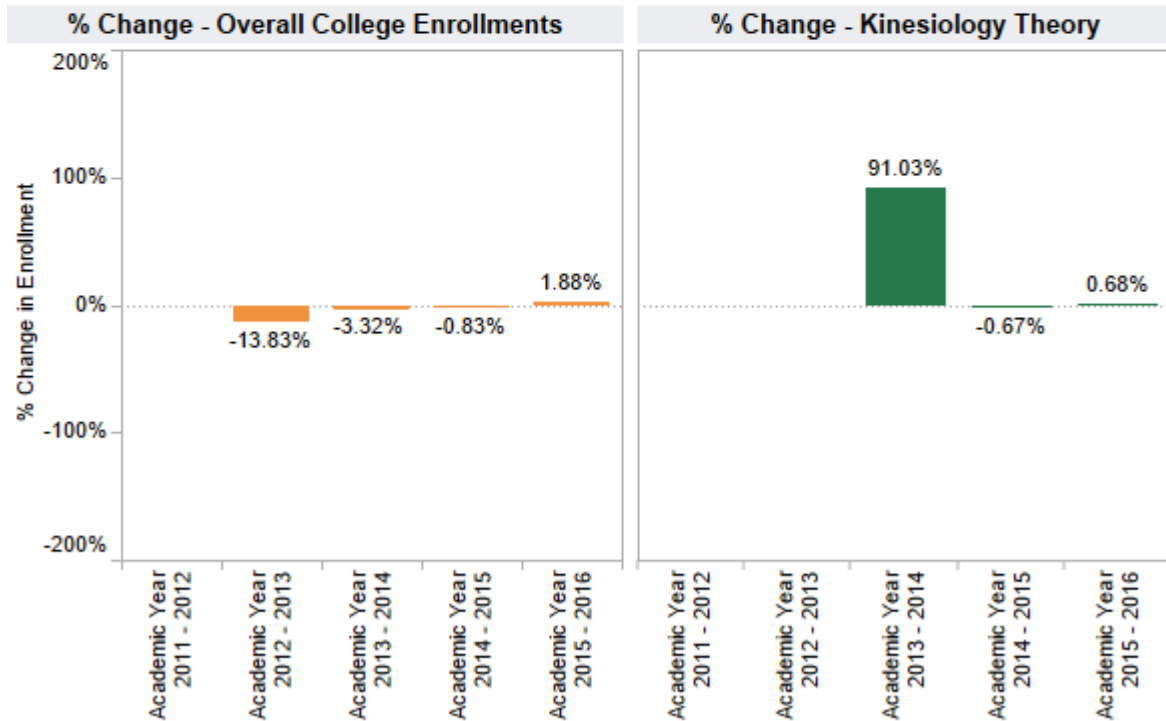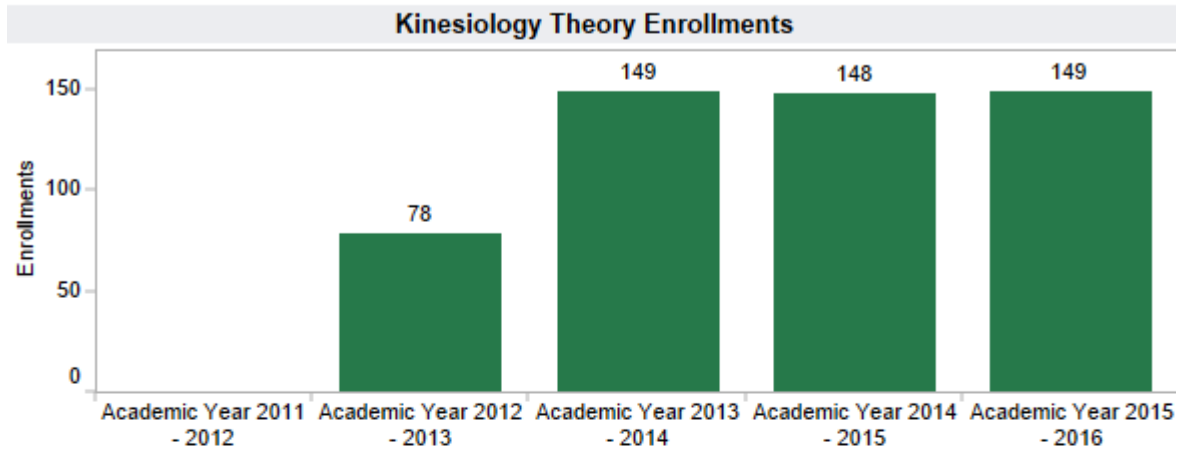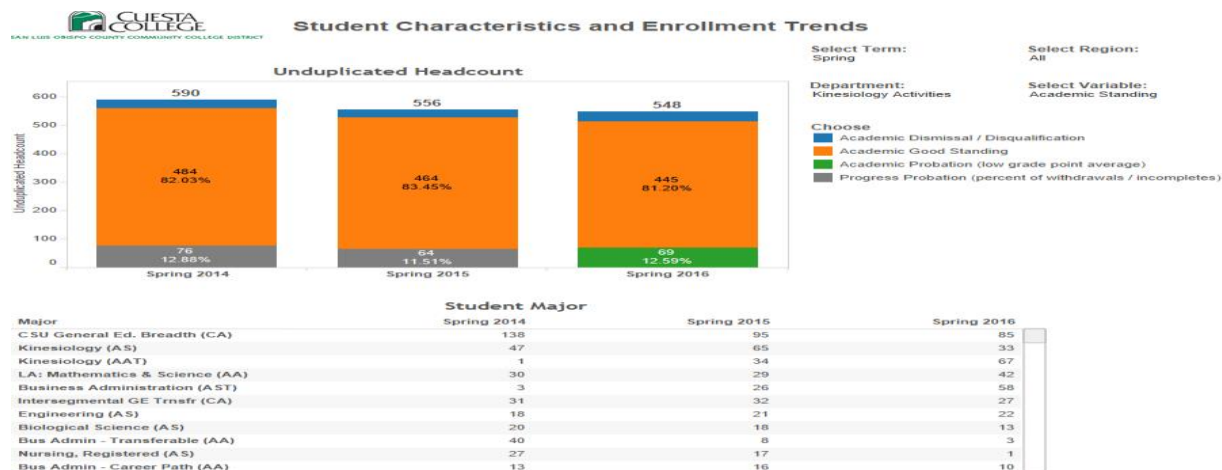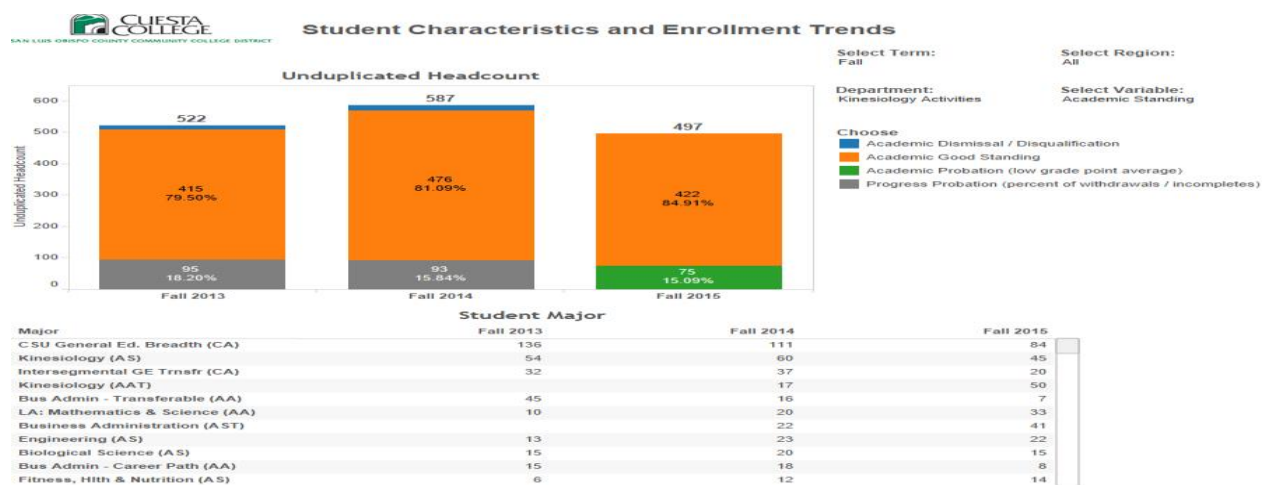

% Change - Kinesiology Theory

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

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Disaggregated Enrollment Data

Summary

There is a significant loss of student enrollment in the fall within the KINA courses. This loss is not as dramatic in the spring semesters. Moreover, in terms of student characteristics, male and female students are equitably represented within the student enrollment data and ethnicity enrollment data follow that of the college. However, it is significant that almost 20% of students enrolled in the courses in the Kinesiology area that lead to the AD-T are on academic probation. That is a challenge that should be addressed at the college wide level. Additionally, it is significant to note that one area of potential improvement will be the marketing and offering of classes in the North County. This will begin in fall 2017. Moreover, the department has been improving its outreach and marketing efforts through degree fairs, department community outreach and social media.

Student Characteristics and Enrollment Trends — Fall

Major	Fall 2013	Fall 2014	Fall 2015
CSU General Ed. Breadth (CA)	136	111	84
Kinesiology (AS)	54	60	45
Intersegmental GE Trnsfr (CA)	32	37	20
Kinesiology (AAT)		17	50
Bus Admin - Transferable (AA)	45	16	7
LA: Mathematics & Science (AA)	10	20	33
Business Administration (AST)		22	41
Engineering (AS)	13	23	22
Biological Science (AS)	15	20	15
Bus Admin - Career Path (AA)	15	18	8
Fitness, Hlth & Nutrition (AS)	6	12	14

Student Characteristics and Enrollment Trends — Spring

Major	Spring 2014	Spring 2015	Spring 2016
CSU General Ed. Breadth (CA)	138	95	85
Kinesiology (AS)	47	65	33
Kinesiology (AAT)	1	34	67
LA: Mathematics & Science (AA)	30	29	42
Business Administration (AST)	3	26	58
Intersegmental GE Trnsfr (CA)	31	32	27
Engineering (AS)	18	21	22
Biological Science (AS)	20	18	13
Bus Admin - Transferable (AA)	40	8	3
Nursing, Registered (AS)	27	17	1
Bus Admin - Career Path (AA)	13	16	10

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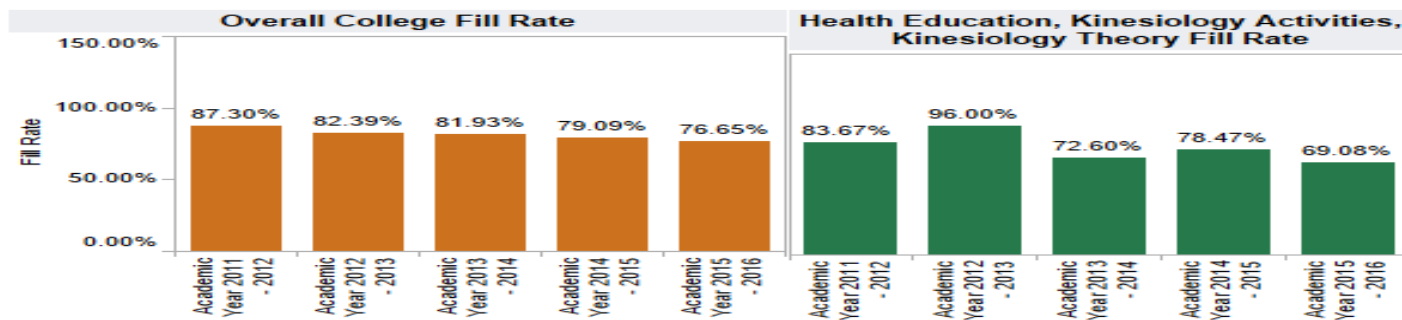General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Summary

The trend in the courses that lead to the Kinesiology AD-T are in a slight decline (approximately 8 %). The 69.08% fill-rate is slightly below the college-wide percentage. However, the college fill-rate is also experiencing a slight decline. The degree appears to be following the college trend. One key data point is the strength of KINE 201. The enrollment in the introductory course appears to remain strong. However, this strength is offset but s a decrease of approximately 10% in the overall fill rate of the activity courses from Academic Year 2014-2015 (76.13) to Academic year 2015-2016 (66.22%). The department is aware of the enrollment decline and, in response, has increased its efforts to develop and/or revise courses in order to stay on trend. Moreover, the department has increased its marketing to students via academic fairs, social media outreach, banners, club day participation, and talking directly to students about class offerings. A Kinesiology AD-T class offering schedule has been created, approved, and published so that students can better map and plan out their course schedules.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: All

Course: Multiple values

Overall College Fill Rate

Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
87.30%	82.39%	81.93%	79.09%	76.65%

Health Education, Kinesiology Activities, Kinesiology Theory Fill Rate

Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
83.67%	96.00%	72.60%	78.47%	69.08%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

[Disaggregated Student Demand Data](#)

SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated

Department:	Course:	Region:	Disaggregate by:	Legend:
Kinesiology Activities	All	All	None	

Overall - All Fill Rate

Summer Fill Rate: 84.56%, 76.10%, 74.42%, 65.99%, 67.92%
Fall Fill Rate: 87.94%, 81.61%, 86.67%, 82.15%, 78.27%
Spring Fill Rate: 87.03%, 84.56%, 78.97%, 79.31%, 76.92%
Annual Fill Rate: 87.30%, 82.39%, 81.93%, 79.09%, 76.65%

Kinesiology Activities -All Fill Rate

Summer: 40.63%, 29.23%
Fall: 73.06%, 83.18%, 71.00%
Spring: 61.74%, 76.74%, 67.51%
Annual: 68.64%, 76.13%, 66.22%

Kinesiology Activities - All Fill Rate X None

Summer: 40.63%, 29.23%
Fall: 73.06%, 83.18%, 71.00%
Spring: 61.74%, 76.74%, 67.51%
Annual: 68.64%, 76.13%, 66.22%

Academic Year 2011 - 2012, Academic Year 2012 - 2013, Academic Year 2013 - 2014, Academic Year 2014 - 2015, Academic Year 2015 - 2016

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

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SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated

Department:	Course:	Region:	Disaggregate by:	Legend:
Kinesiology Theory	KINE 201	All	None	■

Overall - All Fill Rate

Summer Fill Rate
- Academic Year 2011 - 2012: 84.56%
- Academic Year 2012 - 2013: 76.10%
- Academic Year 2013 - 2014: 74.42%
- Academic Year 2014 - 2015: 65.99%
- Academic Year 2015 - 2016: 67.92%

Fall Fill Rate
- Academic Year 2011 - 2012: 87.94%
- Academic Year 2012 - 2013: 81.61%
- Academic Year 2013 - 2014: 86.67%
- Academic Year 2014 - 2015: 82.15%
- Academic Year 2015 - 2016: 78.27%

Spring Fill Rate
- Academic Year 2011 - 2012: 87.03%
- Academic Year 2012 - 2013: 84.56%
- Academic Year 2013 - 2014: 78.97%
- Academic Year 2014 - 2015: 79.31%
- Academic Year 2015 - 2016: 76.92%

Annual Fill Rate
- Academic Year 2011 - 2012: 87.30%
- Academic Year 2012 - 2013: 82.39%
- Academic Year 2013 - 2014: 81.93%
- Academic Year 2014 - 2015: 79.09%
- Academic Year 2015 - 2016: 76.65%

Kinesiology Theory - All Fill Rate

Fall Fill Rate
- Academic Year 2012 - 2013: 120.00%
- Academic Year 2013 - 2014: 109.23%
- Academic Year 2014 - 2015: 114.29%
- Academic Year 2015 - 2016: 115.71%

Spring Fill Rate
- Academic Year 2012 - 2013: 120.00%
- Academic Year 2013 - 2014: 78.00%
- Academic Year 2014 - 2015: 104.62%
- Academic Year 2015 - 2016: 97.14%

Annual Fill Rate
- Academic Year 2012 - 2013: 120.00%
- Academic Year 2013 - 2014: 90.30%
- Academic Year 2014 - 2015: 109.63%
- Academic Year 2015 - 2016: 106.43%

Kinesiology Theory - All Fill Rate X None

Fall
- Academic Year 2012 - 2013: 120.00%
- Academic Year 2013 - 2014: 109.23%
- Academic Year 2014 - 2015: 114.29%
- Academic Year 2015 - 2016: 115.71%

Spring
- Academic Year 2012 - 2013: 120.00%
- Academic Year 2013 - 2014: 78.00%
- Academic Year 2014 - 2015: 104.62%
- Academic Year 2015 - 2016: 97.14%

Annual
- Academic Year 2012 - 2013: 120.00%
- Academic Year 2013 - 2014: 90.30%
- Academic Year 2014 - 2015: 109.63%
- Academic Year 2015 - 2016: 106.43%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

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SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated

Department:	Course:	Region:	Disaggregate by:	Legend:
Kinesiology Activities	All	All	None	

Overall - All Fill Rate

Summer Fill Rate:
- 84.56%, 76.10%, 74.42%, 65.99%, 67.92%

Fall Fill Rate:
- 87.94%, 81.61%, 86.67%, 82.15%, 78.27%

Spring Fill Rate:
- 87.03%, 84.56%, 78.97%, 79.31%, 76.92%

Annual Fill Rate:
- 87.30%, 82.39%, 81.93%, 79.09%, 76.65%

Kinesiology Activities - All Fill Rate

Summer Fill Rate:
- 40.63%, 29.23%

Fall Fill Rate:
- 73.06%, 83.18%, 71.00%

Spring Fill Rate:
- 61.74%, 76.74%, 67.51%

Annual Fill Rate:
- 68.64%, 76.13%, 66.22%

Kinesiology Activities - All Fill Rate X None

Summer Fill Rate:
- 40.63%, 29.23%

Fall Fill Rate:
- 73.06%, 83.18%, 71.00%

Spring Fill Rate:
- 61.74%, 76.74%, 67.51%

Annual Fill Rate:
- 68.64%, 76.13%, 66.22%

Academic Year 2011 - 2012, Academic Year 2012 - 2013, Academic Year 2013 - 2014, Academic Year 2014 - 2015, Academic Year 2015 - 2016

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

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General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)
Disaggregated Efficiency Data

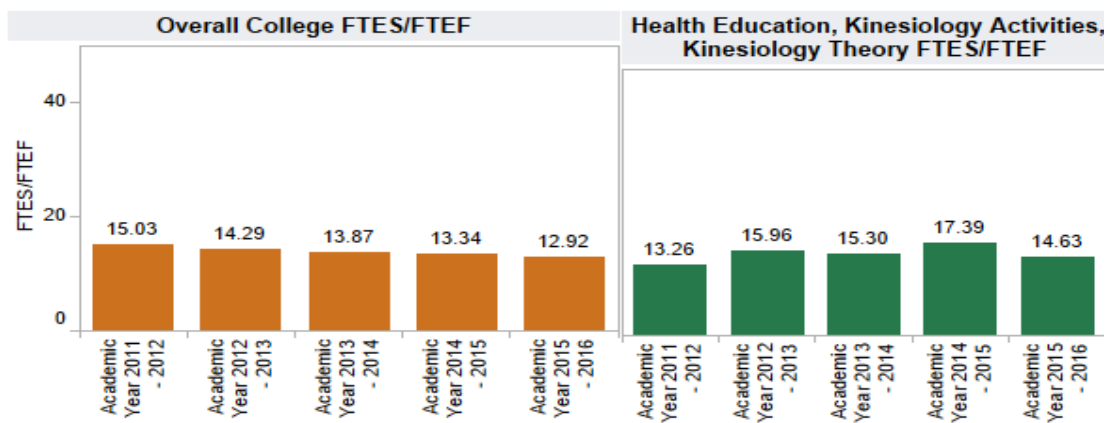**Summary**

Overall, the program runs at an efficiency rate higher than the college average. This FTES/FTEF is compelling given the lack of fill-rate in the Kinesiology Activity courses. The trend appears to be steady, and consistently close to or above the college goal of 15.0. The projection for the courses in the degree overall is to remain consistent with previous years given the popularity of the AD-T.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Multiple values
Course: Multiple values

Overall College FTES/FTEF

Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
15.03	14.29	13.87	13.34	12.92

Health Education, Kinesiology Activities, Kinesiology Theory FTES/FTEF

Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
13.26	15.96	15.30	17.39	14.63

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
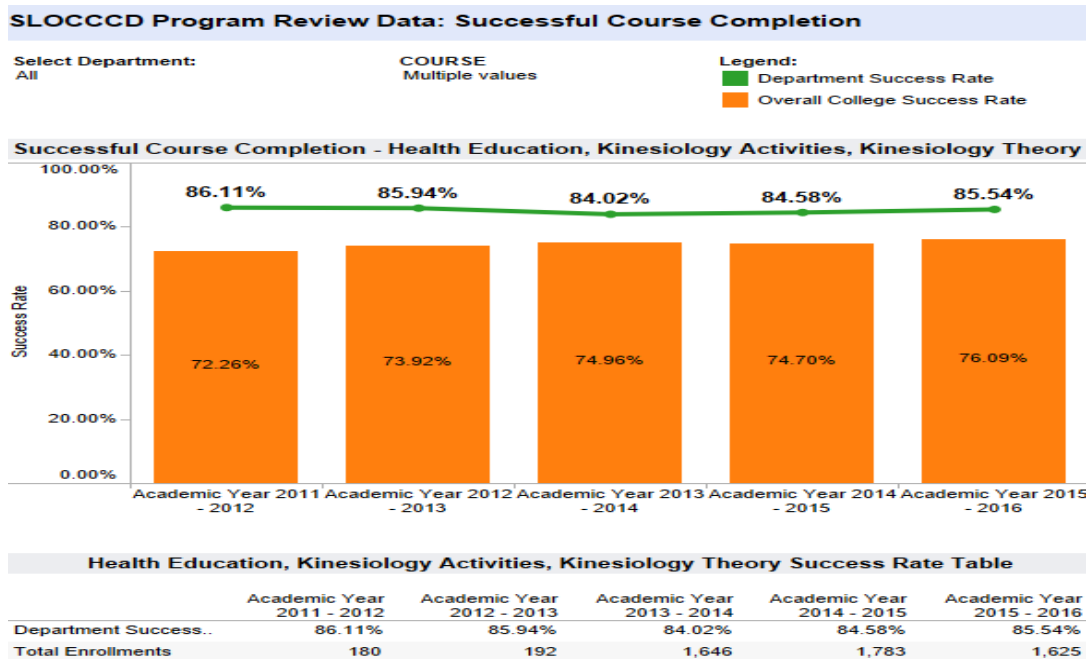(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

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General Student Success – Course Completion (Insert Aggregated Data Chart)
Disaggregated Success and Completion Data

Summary
General student success in the kinesiology courses related to the AD-T remain high, approximately 85%. This percentage is almost 10% higher than the college average and has remained consistent over several years. Continued department dialogue contributes to this rate. Moreover, as a means to increase pedagogical best practices, the department has implemented "Brown Bag" teaching discussions on various strategies. This informal discussion process has led to instructor's trying new ideas and/or collaborating in the classroom.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

COURSE
Multiple values

Legend:
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Health Education, Kinesiology Activities, Kinesiology Theory

	Academic Year 2011 – 2012	Academic Year 2012 – 2013	Academic Year 2013 – 2014	Academic Year 2014 – 2015	Academic Year 2015 – 2016
Department Success Rate	86.11%	85.94%	84.02%	84.58%	85.54%
Overall College Success Rate	72.26%	73.92%	74.96%	74.70%	76.09%

Health Education, Kinesiology Activities, Kinesiology Theory Success Rate Table

	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	86.11%	85.94%	84.02%	84.58%	85.54%
Total Enrollments	180	192	1,646	1,783	1,625

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

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[Student Success—Course Modality (Insert Data Chart)](#)
All of the courses currently offered in the AD-T are in the face-to-face modality. The online courses illustrated in the image of the right are NOT a part of the degree pattern. However, the data could not be disaggregated.
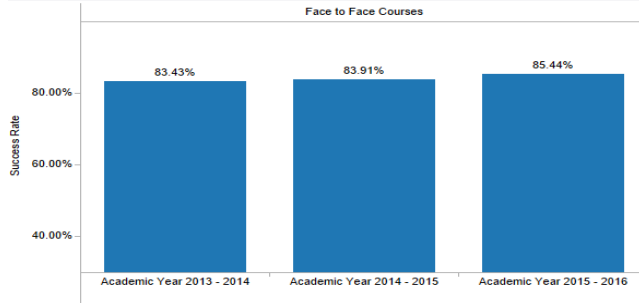[Degrees and Certificates Awarded (Insert Data Chart)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Kinesiology Activities

Legend: Face to Face Courses

Successful Course Competion by Modality -Kinesiology Activities

Face to Face Courses		
Academic Year 2013 - 2014: 83.43%	Academic Year 2014 - 2015: 83.91%	Academic Year 2015 - 2016: 85.44%

Successful Course Competion by Modality Table - Kinesiology Activities

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	83.43%	83.91%	85.44%
	Total Department Enrollments	1,352	1,498	1,353

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Kinesiology Theory

Legend: Face to Face Courses / Online Courses

Successful Course Competion by Modality -Kinesiology Theory

Face to Face Courses				Online Courses			
Academic Year 2012..: 77.07%	Academic Year 2013..: 82.21%	Academic Year 2014..: 89.68%	Academic Year 2015..: 77.26%	Academic Year 2012..: 75.00%	Academic Year 2013..: 80.00%	Academic Year 2014..: 75.68%	Academic Year 2015..: 61.54%
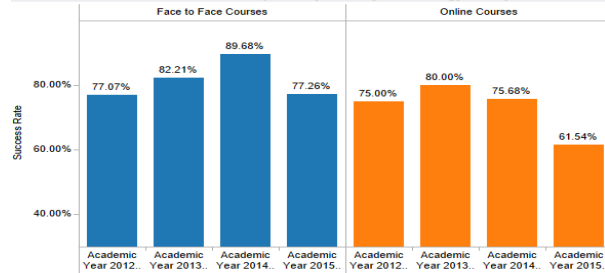
Successful Course Competion by Modality Table - Kinesiology Theory

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	77.07%	82.21%	89.68%	77.26%
	Total Department Enrollments	205.0	298.0	281.0	277.0
Online Courses	Department Success Rate	75.00%	80.00%	75.68%	61.54%
	Total Department Enrollments	24.0	20.0	37.0	13.0

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Kinesiology

Award Type: Kinesiology (AAT)

Program Awards
Top Code Description(s): Kinesiology
Award(s): Kinesiology (AAT)

Award Type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Associate in Arts				4	7	1
Associate in Arts Transfer				23	28
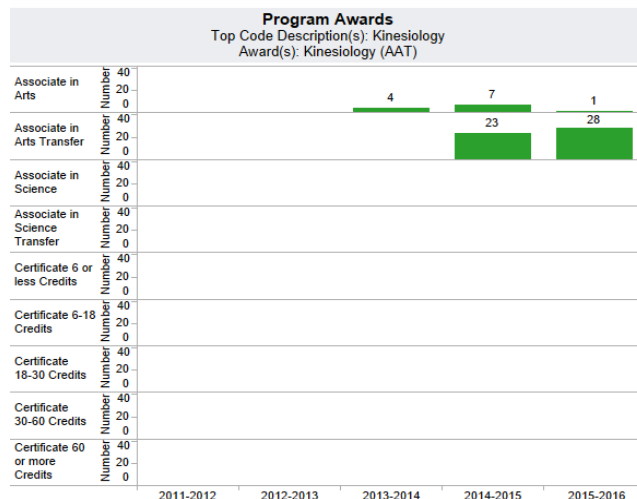
Program Awards Table

Award T..	Award	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Associate in Arts	Kinesiology (AAT)			4	7	1
	Total			4	7	1
Associate in Arts Transfer	Kinesiology (AAT)				23	28
	Total				23	28
Grand Total				4	30	29

Program Awards: The number of degress and certificates awarded by program type

Summary
More students declare the major than are awarded a degree; at a rate of about 50%! This trend may be due to student not knowing the deadlines for declaring or other barriers. For examples, students may not be aware of the academic rigor in the AD-T and might end up dropping out or switching majors prior to graduation. Further investigation regarding the gap between the students who declare their interest in the major and the student degree award earners, will be conducted by the Department Chair.

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OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Please provide and comment on any other data that is relevant to your program such as State or National certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

The department faculty and staff have had on-going discussions around marketing our courses. Moreover, there has been a focused intent on educating the kinesiology students in the theory and activity classes about the degree options. This includes embedding the AD-T in course syllabi and presenting the AD-T and the website, 'A Degree with a Guarantee," to various classes. Finally, a Math Pre-requisition chart was developed to help Kinesiology students navigate the pre-requisition process (see attached).

PROGRAM OUTCOMES ASSESSMENT AND IMPROVEMENTS CHECKLIST AND NARRATIVE

CHECKLIST:

☐ SLO assessment cycle calendar is up to date: Yes
☐ Date SLO assessment cycle calendar was last updated: Fall 2016
☐ All courses scheduled for assessment have been assessed in eLumen; Pending
☐ Dates of last completed course assessments in eLumen :   Pending
☐ Program Sustainability Plan progress report completed: NA

If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: **NONE**.

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Program Planning / forecasting for the next academic Year

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: (Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: **NONE.**

Summary
The department has newly modified and/or developed courses being offered in fall2017. These courses include, "Ballet For Strength and Fitness (new)," and "Racquet Sports for Lifetime Fitness (includes Pickle ball)." And, with the addition of a new full-time faculty member in the department, the potential for further curriculum and program work is enhanced. Also, the department will be offering KINA classes in the North County as well as the Introduction to Kinesiology course. Now, for the first time ever, students will be able to complete all the requirements necessary for the AD-T at the North County campus.

The department is asking for marketing and outreach funds in the Unit Plan. These funds will be used to develop marketing specific strategies for KINA outreach. A faculty/staff taskforce has been formed to address the decline specifically in KINA. Funds will be used to support ideas developed and implemented by this group.

The department is investigating the possibility of using late start classes as a means to encourage students to enroll in KINA courses that meet their schedule demands. For example, once students set their "academic" courses, late start offerings would be available for enrollment without penalty or conflict.

The addition of a new full-time tenure track faculty member will improve the support, resources, and stability of the program. However, additional full-time faculty are needed to fully support the student and programmatic needs within the department.

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PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Please indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success— Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.

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SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link

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