WEST HILLS COLLEGE COALINGA

PROGRAM REVIEW AND PLANNING PROCESS
Instructional Programs

Program: Kinesiology

Degrees/Certificates: Kinesiology

Date Submitted: 2/22/2018

Prepared By: Staci Mosher, Steve Wright, Mark Arce, Jason Smith

MISSION STATEMENT:

West Hills College Coalinga offers associates degrees, transfer degrees, career and technical certificate programs and is committed to inspiring learners by providing dynamic and high quality academic programs and services, including those offered through distance education. The college fosters its students' ability to think, communicate, effectively reason and develop compassion through learning, connection and service.

I. PROGRAM OVERVIEW

A. Provide a brief overview of the program, the population it serves, and how it aligns with the mission of West Hills College Coalinga.

The term Kinesiology means the study of movement and the associate of arts program emphasizes major preparation courses for students seeking transfer to a four-year university. Students entering the field of kinesiology can look forward to career prospects in the areas of fitness, health and wellness, athletic training, exercise science, education/coaching, and sports administration.

The Kinesiology program aligns its curriculum to the West Hills College mission statement and core goals of preparing educated students for the workforce, fostering critical and creative thinking to students from diverse backgrounds, and providing enriching experience with the courses offered. Physical activity is cognitive based and crosses over to all disciplines. Courses in the degree enrich students with a total humanistic approach.

This degree will enhance the college's transfer rate in a growing discipline that offers a wide range of career opportunities. Completing this program, as outlined in the curriculum portion of this IPR, will demonstrate faculty commitment to the career path and provide the students comprehensive preparation for upper division work in all related fields of Kinesiology.

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B. Describe any major developments, activities, changes and/or projects in the program since the last program review.

The program has gone through a major redesign since the previous program review in 2009. In 2010, Kinesiology replaced Physical Education in an effort to clearly define the subject matter. In 2013, the colleges in the California Community College system went through intense scrutiny for specific discipline courses (PE, Art), which have historically been "repeatable" without using different instructional objectives and garnering apportionment for those courses. Curriculum has been redesigned in almost all areas of the discipline beginning with a "leveling" of coursework prompted by mandates from the state chancellor's office pertaining to repeatability standards. By leveling a course, the student moves through various stages of skill accomplishment from introduction, beginning, and intermediate to advanced instead of repeating the same course 3-4 times. With this change faculty have developed separate course objectives and student learning outcomes to coincide with the different levels. WHC Coalinga PE courses have been changed to an A, B, C, D leveling system (i.e. PE 23A – Introduction to Weight Lifting, PE23B – Beginning Weightlifting, PE23 C – Intermediate Weightlifting, and PE23D – Advanced Weight Lifting). In addition, all activity courses have been revised to reflect this new scheduling to comply with the mandates.

In addition to the leveling of PE activity courses faculty revised the content of the former "Introduction to Physical Education" to "Introduction to Kinesiology" which shifted emphasis on teaching physical activity and coaching team sports to a study of human movement, anatomy and mechanics, therapeutic exercises and rehabilitative techniques. From this point moving forward any current PE theory courses coming through curriculum for 5-year review will be changing from the PE prefix to a KINES prefix to better align with the university system.

This redesign of the ADT was another mandate from the state Chancellor's Office requiring colleges to develop ADT's on any associates degree offered in curriculum inventory which also corresponds to a degree with lower division GE/major prep to guarantee the student admission to that major.

The performance based Athletic courses have been changed to an ATHL TOP code and scheduled in increments of 0.5 – 3 credits to satisfy athlete insurance requirements and also provide a limitation on enrollment by requiring a physician's release to participate in any scheduled intercollegiate sport. In other words, a student can enroll in an intercollegiate course like football, however they will be required to pass a physical exam, practice according to the standards of the class, and be a part of that particular team.

C. Background - List all goals/recommendations from the last program review.

1. *Change the name of Physical Education to Kinesiology*
2. *Change unit value of Intercollegiate classes to 3 units*
3. *Explore new acronyms for intercollegiate sport classes, activity classes and non-activity classes*
4. *Add Introduction to Kinesiology class*
5. *Develop a sports medicine program*

D. Describe the strategies that have been used to accomplish these goals/recommendations and comment on their effectiveness.

Faculty have collaborated in the past few years to divide up the goals listed above and worked to make the changes as stated above through the curriculum process. With the loss of the Athletic Trainer as a faculty member to a classified management position, the last goal of developing a sports medicine program has been set aside for the time being.

All of the goals listed above, with exception of the last goal, have been accomplished and have seemed to be effective in building the strength of the program. The Kinesiology program seems more organized and the delineation from PE (activity), KINES (theory), and ATHL (intercollegiate) courses has allowed students to better understand which course is an activity course or a theory course required for graduation and intercollegiate courses, which do not fulfill that requirement.
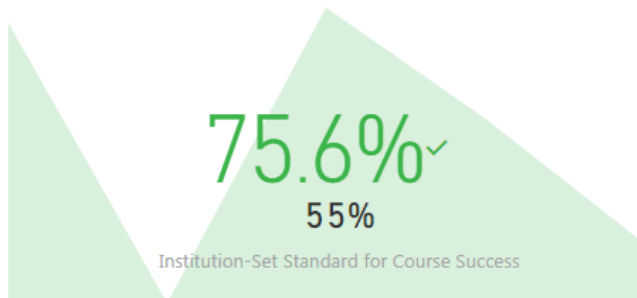
II. STATISTICAL DATA ANALYSIS

A. Success

Insert "Program Trends" data table (Course Summary tab) and "Disaggregated Program" data table (Disaggregated Success tab) from the program review data packet:

Program Review - Course Success and Equity Data

Coalinga-Kinesiology

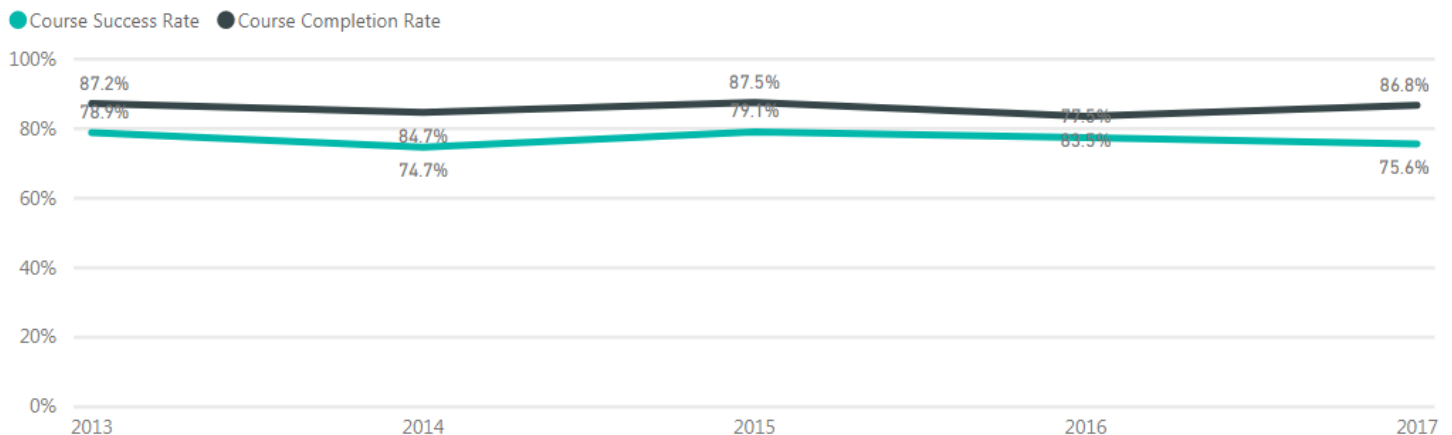Course Success compared to Institution-Set Standard
Most Recent Year

75.6%ˇ

55%

Institution-Set Standard for Course Success

Course Success and Course Completion Rates - Trend Over Time

● Course Success Rate ● Course Completion Rate

	2013	2014	2015	2016	2017
Course Completion Rate	87.2%	84.7%	87.5%	84.5%	86.8%
Course Success Rate	78.9%	74.7%	79.1%	83.5%	75.6%

a. **Discuss your department success rates as they represent a trend over time. What do you see in the data?**

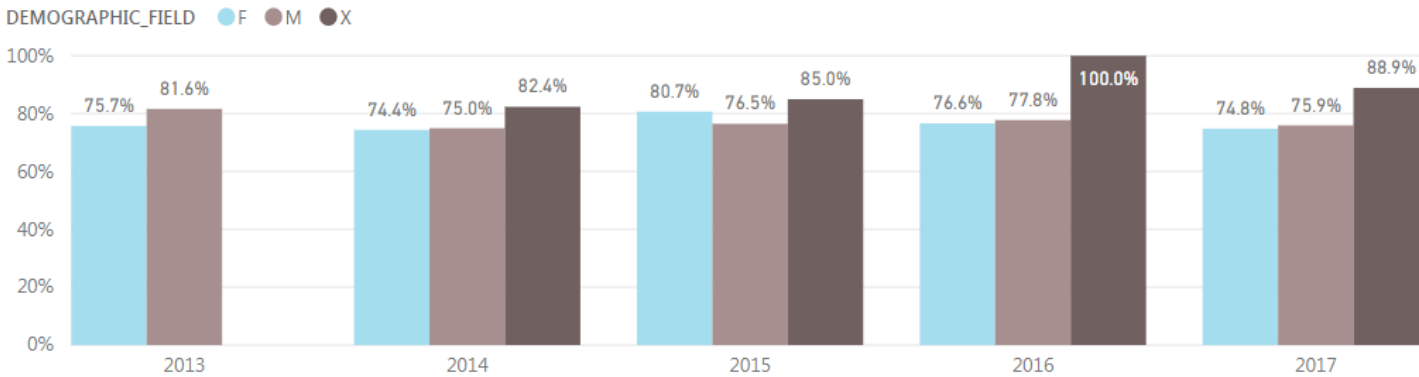There have been no substantial drops in the success rates for the Kinesiology program in the past 5 years.

b. **Consult <u>WHCC Institution-Set Standards</u>. How does your program's data compare? If your program's success rates are lower than institutional goals, describe your plans to improve them.**

All of the courses within the program are well above the Institutional Set Standard as listed on the website, with many courses being well above the success and completion rate of the college.

c. **Examine your departments' Equity rates, disaggregated by ethnicity and gender. Are there differences in success across groups? If so, how do you plan on addressing this inequity and closing any apparent achievement gap?**
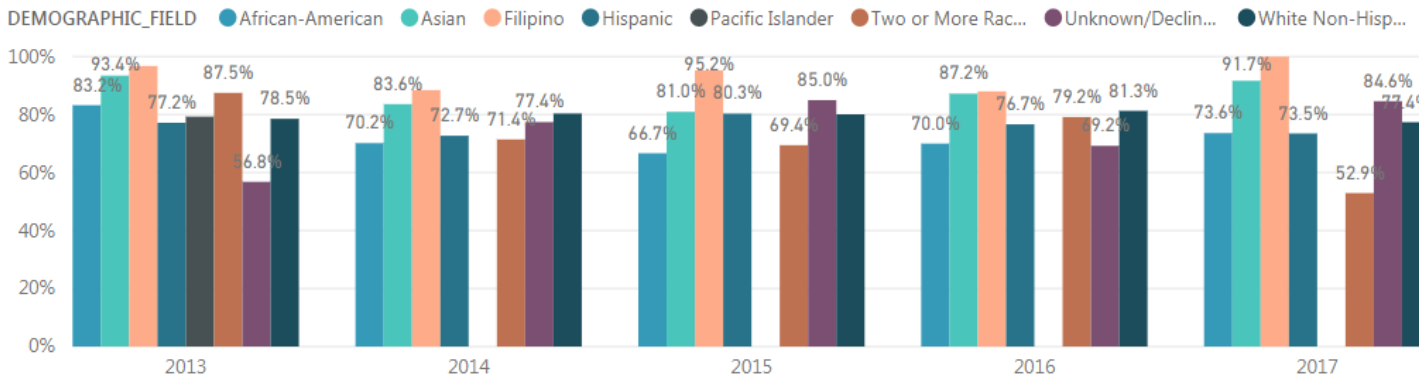
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Age	Campus Location	Class Meeting Time	Economically Disa...	Ethnicity	**Gender**	Instructional Method

Course Success Rates by Selected Disaggregation

DEMOGRAPHIC_FIELD ● F ● M ● X

Age	Campus Location	Class Meeting Time	Economically Disa...	**Ethnicity**	Gender	Instructional Method

Course Success Rates by Selected Disaggregation

DEMOGRAPHIC_FIELD ● African-American ● Asian ● Filipino ● Hispanic ● Pacific Islander ● Two or More Rac... ● Unknown/Declin... ● White Non-Hisp...

There are minor differences in the disaggregated success rates in reference to gender and are still well above the WHCC Institution-Set Standards. There is currently no plan to address this small difference.

In reference to the disaggregated success rates for ethnicity there does not seem to be a clear pattern of consistently low success rate with one ethnicity over another. There is currently no plan to address this disaggregated information.

B. Course Time, Location, Modality, and Productivity Analysis

    a. **Consider and analyze your location, days/time, and modality trends. Discuss any program plans that address and/or could increase department efficiency and benefit students in these areas.**

Course Success Rates by Selected Disaggregation

DEMOGRAPHIC_FIELD ● Coalinga (out of district) ● Coalinga Campus ● NDC, Firebaugh ● Online Coalinga

Course Success Rates by Selected Disaggregation

DEMOGRAPHIC_FIELD ● Afternoon (noon to 4:29pm) ● Evening (4:30 or later) ● Morning (before 12 noon) ● Online ● TBA

Course Success Rates by Selected Disaggregation

DEMOGRAPHIC_FIELD ● Face to Face/Web-Enhanced ● Hybrid ● Online ● Video Conference

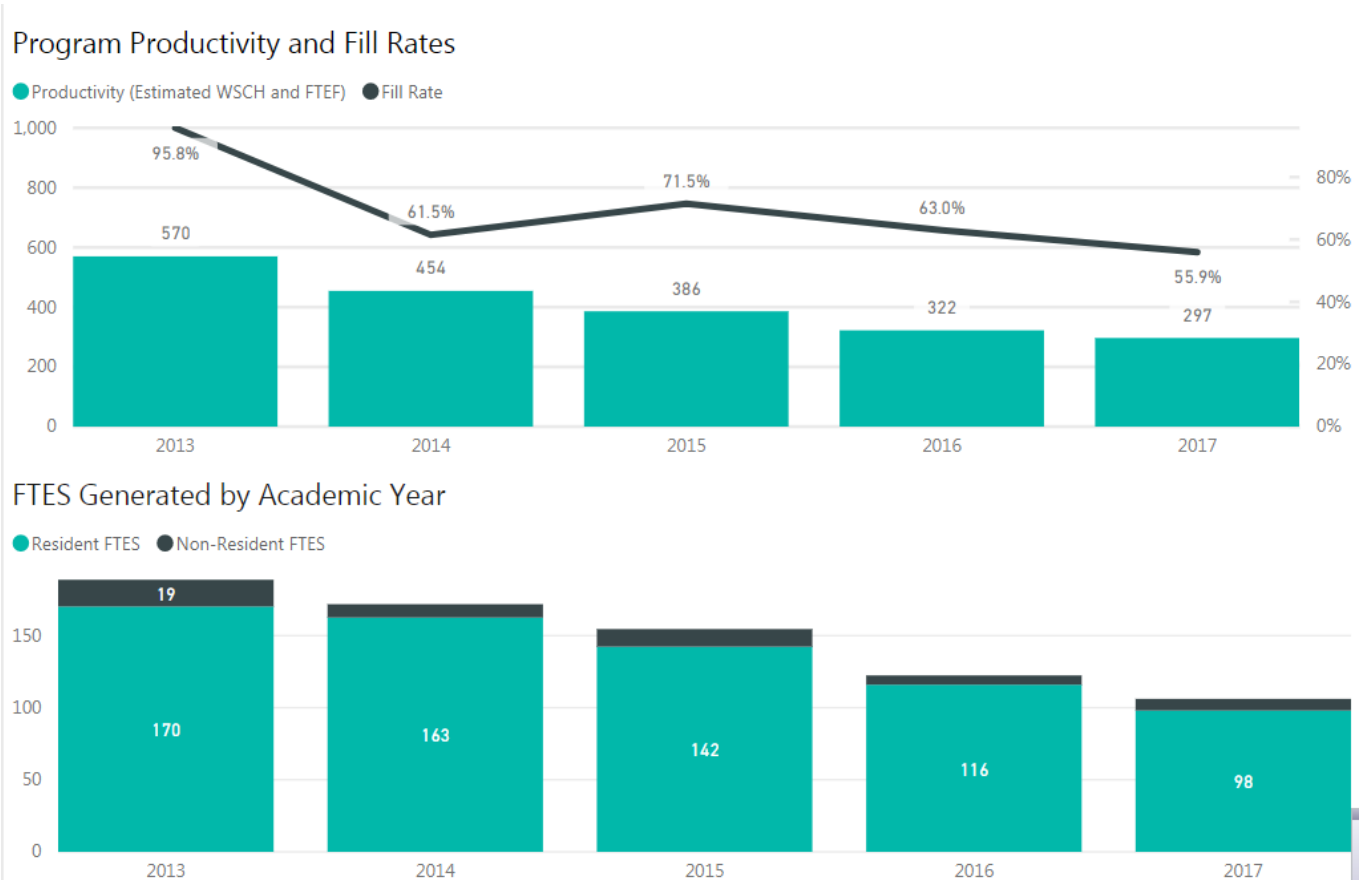In regards to success rates by location there does not seem to be a pattern of particularly low success rates at any location. There are no current plans to address location at this time.
In regards to class, meeting time and success rates there seems to be no low success rates that stand out in this area. There are no current plans to address class-meeting times.

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In regards to course success rates by instructional method the only modality that seems to have a lower success rate is video conference, which will be addressed in the next question.

b. **Consider any success gaps that may exist between courses provided via Distance Education and face-to-face. If identified, how do you plan on closing the achievement gaps based on Instructional Method?**

The modality with the lowest success rate is the video conference modality. While the Kinesiology program understands the original intent and need for video conference at times of low enrollment in certain courses in the past, it seems this modality has today become over used for courses, which would populate a full class load in a face-to-face modality. The department will request future courses only be placed in video conference mode if they have low enrollment.

c. **Based on FTES (i.e. WSCH/FTEF) data, reflect on productivity trends you see since last Program Review. Briefly describe possible steps the program may take to increase or maintain productivity.**

Program Productivity and Fill Rates

● Productivity (Estimated WSCH and FTEF)   ● Fill Rate

	2013	2014	2015	2016	2017
Productivity	570	454	386	322	297
Fill Rate	95.8%	61.5%	71.5%	63.0%	55.9%

FTES Generated by Academic Year

● Resident FTES   ● Non-Resident FTES

	2013	2014	2015	2016	2017
Resident FTES	170	163	142	116	98
Non-Resident FTES	19				

Productivity trends have been on the decline since the last program review. The department believes the decline in students taking kinesiology program courses is due to the absence of an AA-T in Kinesiology. More and more students are looking for transfer degrees and without an AA-T in Kinesiology, students are choosing other degrees/courses, which will lead to a

transfer degree. The Kinesiology department is hopeful that with new administration in place the AA-T in Kinesiology will be forwarded to the State Chancellor's Office for approval.
In addition to the AA-T, the Kinesiology department is hopeful the new Z-Degree in Kinesiology will draw students to the degree as an affordable alternative. Along with the zero cost students will benefit from the Guided Pathways created to improve student success and completion.

C. Award Conferrals

Insert "Degree and Certificate" data table (Degrees and Certificates tab) from the program review data packet and consult WHCC Institution Set-Standards:

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Program Review - Program Completer Data

Coalinga-Kinesiology

| PROGRAM	2013	2014	2015	2016	2017	Total
Kinesiology	7	7	2	4	4	24
Associate of Arts	7	7	2	4	4	24
Physical Education AA	1					1
WHCC - Kinesiology AA	6	7	2	4	4	23
Total	**7**	**7**	**2**	**4**	**4**	**24**

College Name
- ■ WHC Coalinga
- ☐ WHC Lemoore

Program
- ☐ Coalinga-Administration of Justice
- ☐ Coalinga-Ag Science and Technology
- ☐ Coalinga-Art
- ☐ Coalinga-Biology
- ☐ Coalinga-Business Administration
- ☐ Coalinga-Chemistry
- ☐ Coalinga-Child Development
- ☐ Coalinga-CIS
- ☐ Coalinga-Communication
- ☐ Coalinga-DSPS
- ☐ Coalinga-Economics
- ☐ Coalinga-Education/EA
- ☐ Coalinga-English
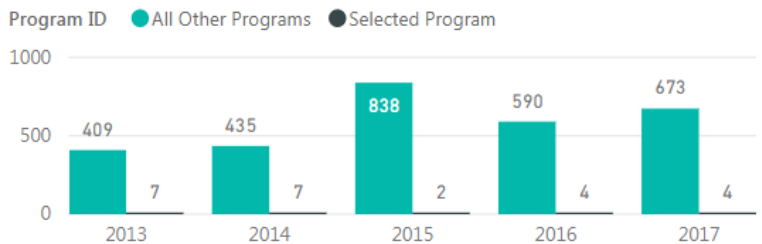- ☐ Coalinga-ESL

Program Awards by Year

Award Type ● Associate
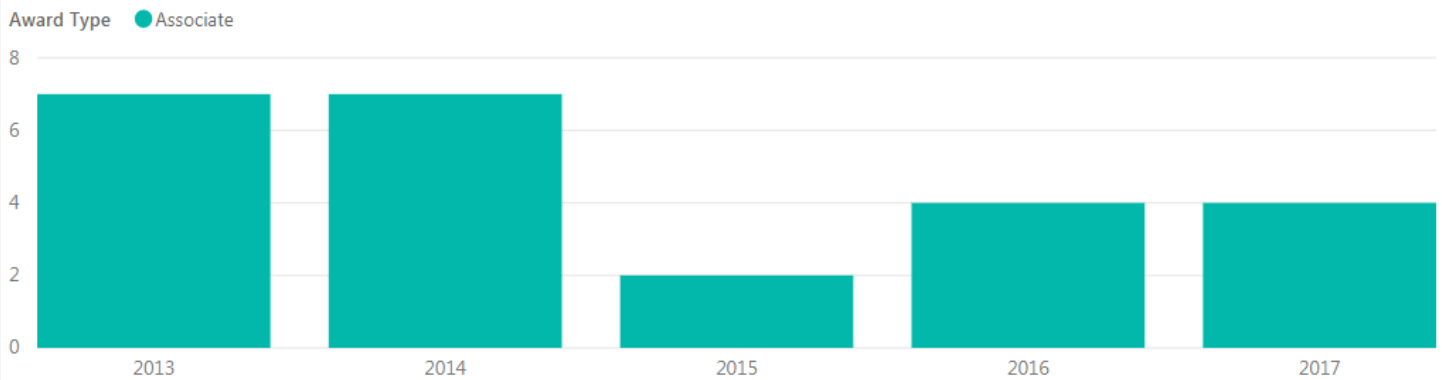
Program's % of All College Degrees/Certificates

0.8%

Selected Program / All Other Programs
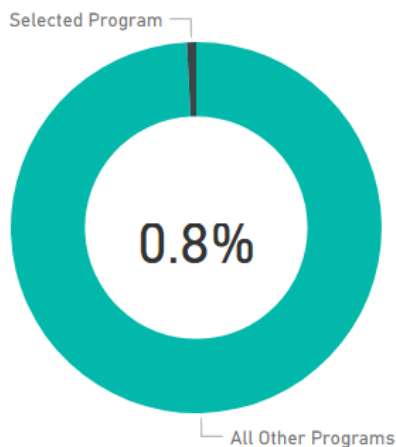
Program Awards vs College Institution-Set Standards for Degrees and Certificates Awarded (Most Recent Year)

4	(Blank)
Program Assoc Degrees Awarded in...	Program CoAs Awarded in Most Rec...
204	139
ISS for Associate Degrees	ISS for Certificates of Achievement

Annual Program Awards vs. All Other College Degrees/Certificates

Program ID ● All Other Programs ● Selected Program

Year	All Other Programs	Selected Program
2013	409	7
2014	435	7
2015	838	2
2016	590	4
2017	673	4

a. **Assess the department's award conferral data. Do the award conferral rates meet departmental and institutional targets? If not, provide context for this discrepancy. What strategies will you implement to improve your conferral rates?**

> The Kinesiology department award conferral rate is low for what the program would like as a department target. The department would like to see the conferral rate to be 2%. Once the AA-T in Kinesiology is submitted and approved by the state the department believes this rate will improve. The department also believes the zero cost degree will improve degrees awarded.

D. *Labor Market Analysis (CTE Programs Only)*

Insert labor market data table(s):

a. **Provide an analysis of the labor market data. *(CTE Programs Only)***

b. **Consult <u>WHCC Institution-Set Standards</u>. Compare target Job Placement Rates and Licensure Examination Pass Rates with your program's rates, as applicable. Describe strategies you have taken to achieve these rates, and any improvements you plan to implement to increase program rates in these areas. *(CTE Programs Only)***

E. **Student Learning Outcomes (SLO) Assessment**

a. **Provide the Program Student Learning Outcome (PSLO) assessment data:**

	PSLO Results of Assessment – DURING PROGRAM REVIEW *Summarize the assessment results of all courses in the program. What does the data tell you about student learning in this program?*
P1	SLO: 80% of the students will learn to identify and carry out the "Primary Survey" of an unconscious athlete.
	Courses: PE 46 Care and Prevention of Athletic Injuries.
	Results: 52% of the class passed at 80%
	Modification: With the majority of the students falling below 80% of the learners, the SLO criteria needs to be adjusted. The instructor will change the SLO and narrow the test questions to focus on just one question.
P2	SLO: 80% of the student will successfully (80%) list and define the 11 sub disciplines of kinesiology.
	Courses: KINES 1
	Results: 77% of the students passed the SLO at 80% or higher.

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	Modification: The instructor will restructure the delivery of the teaching material to better define the 11 disciplines.
P3	SLO: Students will be able to diagram the events of carbohydrate catabolism under normal conditions.
	Courses: Bio 35 Physiology
	Results: 79% passed the assessment at 70% or better.
	Modification: No modification is needed.
P4	SLO: The student is able to predict the constituent composition of an organ based upon its function.
	Courses: Biology 32 Anatomy
	Results: Students did not meet the criterial (39%)
	Modification: Have more simulations/pedagogical strategies
P5	SLO: Students will be able to calculate caloric energy in foods using food labels
	Courses: Nutrition 1
	Results: Less than 50% of the class could design a food plan as described.
	Modification: Pedagogical, instructional strategies changed as this is an important part of knowledge in this area
P6	SLO: Students will be able to identify ways to control or manage behavior in stressful situations
	Courses: PE 29 Introduction to Sport and Exercise Psychology
	Results: 59% of students passed with a 70% or higher.
	Modification: While over half of the students passed with a 70% or higher they still didn't hit the benchmark of 70% pass rate. Pedagogical and textbook changes will be looked at to improve.

b. **Provide a brief analysis of the student performance data on the PSLOs. Does the data match departmental expectations? List any improvements/modifications to be implemented in order to achieve/improve the PSLOs.**

In looking at the SLO's of the courses that makeup this program, it appears that students are not meeting the standards of the outcomes set forth in this program. SLO assessment takes place every year. There is a discord between course success and retention and the achievement of student learning outcomes. The program needs to look at the courses as a whole and develop Program SLO's where students can show proficiency of knowledge upon completion of this degree. Some of those may include a general statement on specific areas in each course that contribute to skills and knowledge that can be applied in a real world setting or internship (this program has a number of opportunities for this). These will be developed in 2017-18.

c. **Review your current PSLO and SLO assessment cycle and summarize improvements or changes to be implemented (Curriculum changes, technology, different rubric/tool?).**

The program will undergo a major redevelopment of course and program level student learning outcomes as the new TMC/ADT and Z-degree is approved. It is recommended that the program resubmit program SLO's at that time for assessment.

The department strives to successfully prepare students with a solid foundation for which they can seamlessly transfer to a 4-year university to complete their upper division
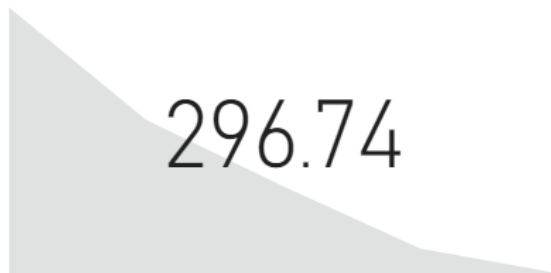
F. Program Personnel

Insert "Faculty Headcount", "FTEF Totals" data tables from the Faculty Data packet:

Program Review - Productivity and FTES

Coalinga-Kinesiology
Program Productivity (Most Recent Year)

College Name
■ WHC Coalinga
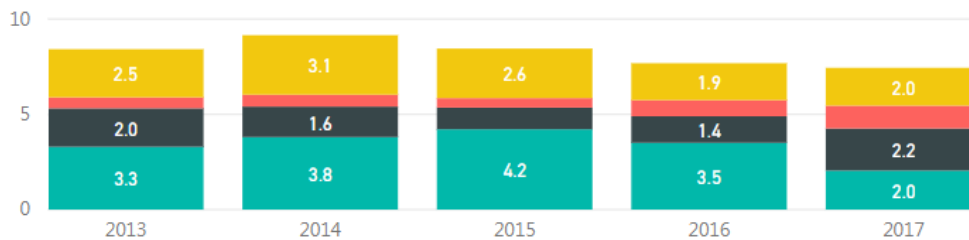☐ WHC Lemoore

296.74

SECTION_LOCATION_DESCRIPTION
☑ Coalinga (out of district)
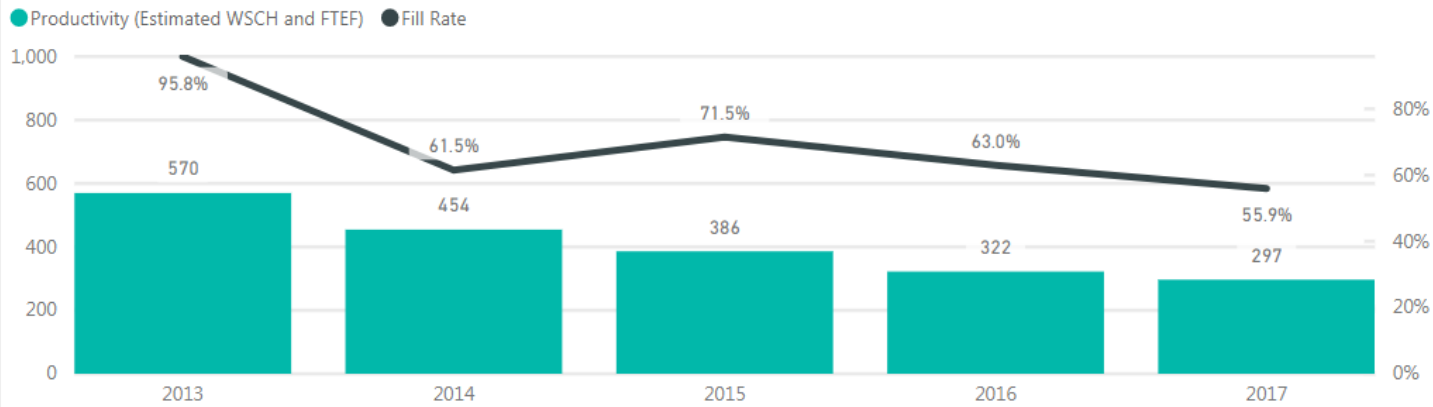☑ Coalinga Campus
☑ NDC, Firebaugh
☑ Online Coalinga

Program
☐ Coalinga-Economics
☐ Coalinga-Education/EA
☐ Coalinga-English
☐ Coalinga-ESL
☐ Coalinga-Foreign Language Spanish
☐ Coalinga-Geography
☐ Coalinga-Geology
☐ Coalinga-Health Careers
☐ Coalinga-Heavy Equipment
☐ Coalinga-History
☐ Coalinga-Humanities
☐ Coalinga-Interdisciplinary Studies
■ Coalinga-Kinesiology
☐ Coalinga-Liberal Arts - Emphasis fo...
☐ Coalinga-Liberal Arts - English and ...
☐ Coalinga-Liberal Arts - Social and B...
☐ Coalinga-Math
☐ Coalinga-Performing Arts

Program FTEF (Full-Time Equivalent Faculty)

● Full-Time Contract   ● FT Overload   ● FT during Summer   ● Part-Time (Adjunct) Load

Year	Part-Time (Adjunct) Load	FT Overload	Full-Time Contract
2013	2.5	2.0	3.3
2014	3.1	1.6	3.8
2015	2.6		4.2
2016	1.9	1.4	3.5
2017	2.0	2.2	2.0

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Program Productivity and Fill Rates

● Productivity (Estimated WSCH and FTEF) ● Fill Rate

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FTES Generated by Academic Year

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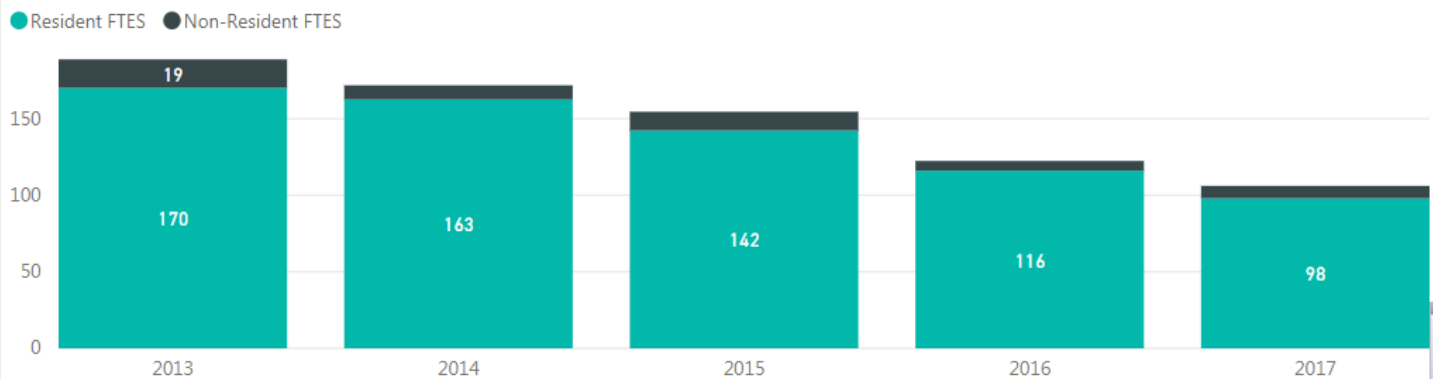
a. **Explain how the faculty information noted above is affecting the department's ability to achieve its mission and/or objectives.**

> The full-time equivalent faculty rate has gone from a high of 4.2 to a low of 2.0 in 2017. It has been very difficulty with only 2 full-time faculty and a number of faculty leaving for various reasons, to get many new courses or new programs developed with the workload falling on only 2 faculty members normally done by 4 faculty members. An additional full-time faculty position could help increase enrollment through addition outreach and projects within the department to draw student into the program.

III. CURRICULUM ANALYSIS

A. **List the program's current degrees, certificates, and individual courses.**

> Kinesiology AA
>
> BIO 032 Human Anatomy
> BIO 035 Human Physiology
> NUT 001 Basic Nutrition
> KINES 001 Introduction to Kinesiology
> PE/PSYCH 029 Introduction to Sport and Exercise Psychology

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PE 046 Care and Prevention of Athletic Injury
2 different activity courses:
PE 011 Golf
PE 021A-D Fitness Lab
PE 022A-C Volleyball
PE 023 Weight Training
PE 024 Circuit Training
PE 025A Soccer
PE 032A-C Basketball

B. **Provide departmental plans to bring courses into compliance with the 5-year cycle of review. If the department is compliant, please state that.**

PE 011, PE 023, PE 024, PE 025A, PE/PSYCH 029, and PE 046 are all over due for their 5-year cycle of review. The Kinesiology program faculty are aware of the 5 courses and are currently in the process of updating the above listed courses through the curriculum committee.

C. **Provide departmental plans to either inactivate or teach each course not taught in the last two years.**

The department plans to inactivate PE 002 Pilates and PE 003 Advanced Pilates due to the course not having been taught in the past 3 years.

D. **Does the College Catalog and website accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe the department's plans to correct Catalog information.**

The program level outcomes were out of date and the correct approved outcomes have been forwarded to the learning area representative and to the catalog clean-up committee for correction. All other catalog information is correct and up-to-date.

E. **Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) intended for creation.**

The AA-T in Kinesiology was created to provide students a seamless transfer into a California State University as mandated by SB1440. The degree is the result of collaboration between community college and University faculty and has been well received throughout the state.

The Associate in Arts in Kinesiology for Transfer Degree is designed to provide students a seamless transfer to the California State University system. The degree is designed to prepare students for a baccalaureate degree in Kinesiology or similar major.

The term kinesiology means the study of movement and the associate of arts degree program emphasizes major preparation courses for students seeking transfer to a four-year university. Students entering the field of kinesiology can look forward to career prospects in the areas of fitness, health and wellness, athletic training, exercise science, education/coaching, and sports administration.

In order to complete the AA-T in Kinesiology students must meet the following requirements:
- Complete 60 semester units or 90 quarter units that are eligible for transfer to a California State University and include requirements for the CSU General Education Breadth or the Intersegmental General Education Transfer Curriculum;
- Complete a minimum of 18 semester or 27 quarter units in the major or area of emphasis with a grade of "C" or better in all required courses;

Earn a minimum grade point average of 2.0.

1. Program Course Requirements (as it is to appear in the College Catalog)

Required Courses (11 Units):

KINES 1	Introduction to Kinesiology	3
BIO 32	Human Anatomy	4
BIO 35	Human Physiology	4

Required Course (1 unit):

PE 11	Golf	1

Select One Course (1 unit):

PE 6	Body Conditioning	1
PE 16	Jogging and Power Walking	1
PE 21A	Fitness Lab	1
PE 23	Weight Training	1
PE 24	Circuit Training	1

Select One Course (1 unit):

PE 22A	Beginning Volleyball	.5 - 1
PE 25A	Soccer	1
PE 32A	Beginning Basketball	1

Select Two Courses (6 units):

MATH 25	Introduction to Statistics	4
CHEM 1A	General College Chemistry I	5
KINES 48	First Aid and Safety	3

Total Major Units	21-23
Units to be double-counted as General Education	7-10
CSU GE Breadth or IGETC units	39
Transferable Elective Units	5-10
Total Degree Units	**60**

Z-degree in KINES will essentially be the same courses as the AA in Kinesiology with all the required courses using OER.

    a. **What needs or rationale support this action, and when will these items be submitted to the Curriculum Committee?**

The Associates in Arts in Kinesiology for Transfer Degree was created and approved through the Curriculum Committee 11.3.2015 but has yet to be sent to the State Chancellors Office for approval. Upon approval of this new AA-T for KINES, the past administration was tasked with the submission of this new degree to the State Chancellor's Office and that process has yet to be completed. The Kinesiology Department has asked for the past 3 years why this process has yet to be completed and to this date has not had an answer.

V. GOALS FOR PROGRAM IMPROVEMENT

List your program's major goals that align with West Hills College Coalinga's Core goals (C), Student Success goals (SS), Student Equity goals (SE), WHCCD Strategic Goals / Key Performance Indicators (KPI), and Program Student Learning Outcomes (PSLO) for the next 2 years (Career Technical Education programs) and 4 years (Instructional programs). Add new rows as needed.

WHCC Core Goals:
1. Improve success, retention and persistence of all students by improving transfer rates and the number of certificate and degree awarded.
2. Increase enrollment by recruiting students locally and internationally via responding directly to the current and projected demographic and global economic trends.
3. Support and strengthen Career Technical Programs through research and sustained interaction with the business community.
4. Develop new and strengthen existing external collaborative relationships and partnerships.
5. Advance a learning college culture that promotes a passion for learning, builds leadership and civic engagement across all stakeholder groups.
6. Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academic and student support services.

WHCC Student Success/Student Equity Goals:
1. To increase access to underrepresented students from the communities served by WHCC with a focus on our vocational education, certificates, and degree programs.
2. To increase the course completion rates of underrepresented students using campus-based research to improve programs and services that enhance student learning and success.
3. To increase the course completion rates of students who enroll in basic skills courses in an effort to support their progress to degree applicable courses.
4. To increase at a proportional rate, the number of degree and certificates attained, particularly in the identified underrepresented groups.
5. To achieve "proportional" transfer increases to 4-year institutions of WHCC students, particularly from the underrepresented groups.

WHCCD Strategic Goals / Key Performance Indicators (KPI):
1. Promote and increase student success, emphasizing educational planning, basic skills and timely completion.
2. Strengthen the District's fiscal position by pursuing resource development and increased efficiency while meeting FTES targets.
3. Maximize access to programs and services throughout the region, focusing on all segments of the adult population.
4. Through the use of technology, increase access to educational programs and services that contributes to student success and strengthen the economic, social, and cultural life of its diverse community.
5. Increase and coordinate Workforce and Economic Development activities that are designed to meet the needs of employers and improve student employment and success in Career and Technical Education programs.

#	GOAL	ALIGNMENT				ACTIVITY/METHOD	OUTCOME MEASURES
		C	SS/SE	KPI	PSLO		
1	Increase number of Kinesiology majors to complete an Associate's Degree.	1,2,5	2,4,5	1,4	1, 2, 3, 4, 5,6	Utilize outreach activities and social media to increase interest in the Kinesiology program.	Increase number of students earning Associate Degree's in Kinesiology by 5% from 2018.
2	Provide a clear and defined program for students to better understand the pathways to transfer or obtain careers in KINES.	1,2,3	1,2,3, 4	1,4	1,2,3, 4,5,6	Revamp the curriculum to make it clear to students whether they are taking an activity class, theory class or athletics class. Faculty have created and will continue to maintain curriculum tracks to allow a clear path for students to follow.	Increase the retention rates in the Kinesiology program by 5%.
3	Reduce financial barriers through eliminating textbook and material costs to increase accessibility.	1,2,4, 5	1,2,3, 4,5	1,2,4	1,2,3, 4,5,6	Develop a Z-Degree in Kinesiology.	Increase success and retention in the Kinesiology program by 3%.

VI. RESOURCE NEEDS

List in order of priority all significant resources needed to achieve the goals shown in the preceding table, including faculty, staff, staff development, information technology, equipment, supplies, and facilities. Every request for additional resource must support at least one objective. This will be brought forward to the Budget Resource Committee for review.

Also, list any resources required to implement planned improvements noted in your previous statements.

	Type*	Goal Alignment	PSLO Alignment	KPI Alignment	Resource Required	Rationale**	Estimated Cost	Alternative Funding***
1	Faculty	1,2,3	1,2,3,4,5,6	1	Full time faculty salary position	With the anticipated growth in the KINES	$70,500	

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#	Type								
						program through the development of the AA-T and Z-Degree an additional full-time faculty position would be required.			
2	Equipment Replacement	1	1,2,5,6	1,4	Fitness Room Equipment Replacement	$3,000/year is 20% of initial purchase and that is standard for Physical Activity instruments (1 Treadmill, 1 set of bumper plates, 2 weight bars, weight clips, flooring replacement)	$3,000	lottery
3	Equipment Maintenance	1	1,3,5,6	1,4	Fitness Room Yearly Maintenance	15,000 was initially spent furnishing the Welborn Center and the equipment is becoming ancient and in need of constant repair (vinyl cushions, wire levers, electrical cords, outlet service, flooring service, etc.)	$2,000	lottery

Type*: Indicate type of resource needed (e.g. faculty, staffing, equipment, information technology, supplies, facilities, and staff development).

Rationale**: For each resource listed, enter the reason(s) the resource is needed to achieve the goal. Add new rows for more resources as required.

Alternative Funding***: For each resource listed indicate alternate funding options (e.g. Basic Skills, Grant, Student Equity, SSSP, or other).

VII. OUTREACH ACTIVITIES

A. Discuss any activities or projects you have undertaken with other educational institutions (high schools, colleges or universities), the community and/or business/industry. Describe any new outreach activities that you are considering.

One of the biggest strengths of the Kinesiology program is the visibility of the program in the community, state and nation. The instructors/coaches are in the community, area, and public schools almost weekly recruiting and educating prospective students on what WHCC has to offer.

The Kinesiology faculty are the lead on many college committees and serve the community in many non-profit activities.

Kinesiology/Athletic Department faculty members hold offices at the conference, state and national level. The instructor/coach outreach in recruiting for their individual sport and regular prospective students is vital to WHCC enrollment.

The program will meet with the District Marketing Director about creating a Kinesiology Program brochure to help recruit students into the Kinesiology program.

The faculty will participate in some of the campus career fairs offered on site and at satellite campuses.

VIII. OTHER

A. Provide evidence that staff members are staying current with respective programs and instructional methodologies.

Steve Wright: June 2017 OTC Conference, July 2017 Curriculum Institute, July 2017 Canvas Instructure Conference, November 2017 CAEL Conference, January 2018 OER Workshop, February 2018 CAEL/PLA Assessment Conference, February 2018 Senate OER Workshop, February 2018 OER Workshop, February 2018 Guided Pathways Conference.
Staci Mosher: July 2013-2017 Curriculum Institute, August 2014-2017 CVC Compliance Summit, December 2014 NFCA Convention, June 2015 Fresno State Technology Workshop, 2015-2017 WHCCD Leadership Retreat, November 2015 Developing & Managing Competency Based Education Conference, May 2016 Civitas Illume Training, 2017 Elumen Training, 2017 WHCC Leadership Team EMP, 2017 One Love Workshop.
Mark Arce: June 2015 NADICA Conference, August 2014-2017 CVC Compliance Summit, March 2014-2017 NABC Conference.
Jason Smith: June 2017 ABCA National Convention.

B. Include any additional relevant information you would like to share about your program.

APPROVED BY PRC: 4/4/18