# Merritt College
# 2017-2018 Annual Program Update Template

## Merritt College Data Profile: Fall 2016 and Spring 2017

*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

| Headcount by Gender | Fall 2016 | | Spring 2017 | |
|---|---|---|---|---|
| Female | 4514 | 64% | 4742 | 64% |
| Male | 2396 | 34% | 2485 | 34% |
| Unknown/Unreported | 133 | 2% | 132 | 2% |
| | | | | |
| **Headcount by Race/Ethnicity** | | | | |
| American Indian | 29 | 0% | 26 | 0% |
| Asian | 1129 | 16% | 1227 | 17% |
| Black / African American | 1903 | 27% | 1864 | 25% |
| Hispanic / Latino | 2064 | 29% | 2195 | 30% |
| Pacific Islander | 47 | 1% | 42 | 1% |
| Two or More | 369 | 5% | 384 | 5% |
| Unknown / NR | 341 | 5% | 381 | 5% |
| White | 1161 | 16% | 1240 | 17% |
| | | | | |
| **Headcount by Age** | | | | |
| Under 16 | 38 | 1% | 100 | 1% |
| 16-18 | 808 | 11% | 764 | 10% |
| 19-24 | 2430 | 35% | 2552 | 35% |
| 25-29 | 1186 | 17% | 1255 | 17% |
| 30-34 | 766 | 11% | 775 | 11% |
| 35-54 | 1296 | 18% | 1401 | 19% |
| 55-64 | 327 | 5% | 315 | 4% |
| 65 & Above | 192 | 3% | 197 | 3% |
| | | | | |
| **Total Headcount** | 7043 | | 7359 | |

|  | Fall 2016 | | Spring 2017 | |
| ---: | :---: | :---: | :---: | :---: |
| **Gender** | Retention % | Success % | Retention % | Success % |
| *Female* | 78% | 66% | 79% | 70% |
| *Male* | 78% | 65% | 79% | 68% |
| *Unknown/Unreported* | 83% | 72% | 82% | 75% |
| | | | | |
| **Race/Ethnicity** | Retention % | Success % | Retention % | Success % |
| *American Indian* | 83% | 77% | 74% | 60% |
| *Asian* | 83% | 76% | 84% | 78% |
| *Black / African American* | 73% | 57% | 74% | 60% |
| *Hispanic / Latino* | 76% | 65% | 80% | 70% |
| *Pacific Islander* | 79% | 69% | 80% | 74% |
| *Two or More* | 77% | 65% | 78% | 66% |
| *Unknown / NR* | 82% | 69% | 83% | 72% |
| *White* | 85% | 78% | 85% | 78% |
| | | | | |
| **Age Range** | Retention % | Success % | Retention % | Success % |
| *Under 16* | 82% | 82% | 94% | 89% |
| *16-18* | 78% | 65% | 82% | 74% |
| *19-24* | 75% | 62% | 76% | 65% |
| *25-29* | 77% | 66% | 79% | 70% |
| *30-34* | 82% | 71% | 81% | 71% |
| *35-54* | 81% | 70% | 82% | 74% |
| *55-64* | 83% | 71% | 85% | 73% |
| *65 & Above* | 84% | 78% | 85% | 72% |

*Distance Education*

| Retention and Success by Distance Ed | Fall 2016 | | Spring 2017 | |
|---|---|---|---|---|
| | Retention % | Success % | Retention % | Success % |
| 100% online | 70% | 62% | 74% | 59% |
| Hybrid | 69% | 53% | 74% | 61% |
| Face to Face | 80% | 69% | 81% | 72% |

# I. Program Information

**Program Name: Kinesiology**

**Date: 10.04.17.**

**Program Type** (circle or highlight one):  **Instructional**  **Non-Instructional**  **Student Services or Special Programs**  **Administrative Unit**

**College Mission Statement:** The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

**Program Mission:**

The Merritt College Kinesiology Department will create an environment that inspires a student's positive self image, emotional well being and health consciousness through physical fitness, specialized physical skill development and emphasis on character traits like teamwork, determination, respect, self confidence, cooperation and self motivation.

The Merritt College Kinesiology/Health Education Department is committed to providing courses that meet major and graduation requirements, meet the need of communities served by the college, and enhance life-long fitness, and health. The kinesiology courses strive to develop skills and knowledge of the specific discipline and to improve individual's psychological and physiological skills, their flexibility, strength, balance and cardio-respiratory vigor.

The department strives to address the needs of an increasingly overweight, sedentary population and the accompanying poor nutrition and chronic disease by providing education, motivation and setting/achievement of fitness goals.

The department is determined to maintain it's high quality instruction and develop/maintain state of the art facilities in order to continue to attract a diverse and often underserved population of men and women.

**Date of Last Comprehensive Program Review: October 30, 2017.**

**Date of Comprehensive Program Review Validation: 2017**

# II. Reporting Progress on Attainment of Program Goals

***Purpose:*** In this section, you will look at your goals stated in the 2015-2016 program review and 2016-2017 APU, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

| Program Goal<br><br>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.<br><br>These are suggested categories of goals. | Which institutional goals will be advanced upon completion?<br><br>(PCCD and MC Goal Mapping) | Progress on Goal<br><br>(indicate date next to the appropriate status for the goal) | Goal Detail and Measurement – How did you/will you evaluate this Goal?<br><br>(If your goal was **completed**: How did you **evaluate** or determine the **outcome**?<br><br>If your goal is **ongoing**: What is your **measure** and **target**? If your goal is **new or revised**: What is your **measure and target**?) |
|---|---|---|---|
| *Assessment*<br><br>Assess all Kinesiology SLOs, ILOs and PLOs and improve the quality of course assessments. | 1. PCCD Goal: A, C, D<br><br>2. Merritt Goal: A, C | Completed: _____<br><br>(date)<br><br>Revised/New: _____<br><br>(date)<br><br><br>Ongoing: 10/24/2017 | The department made great strides in achieving 100% assessment compliance last school year and will continue progressing toward completing the assessment cycle this year. |
| Full time and part time instructors collaborate, share best practices and continuously participate in course updates, course assessments and new course development. | | | The department continues to meet twice a semester discussing best practices and strategizing on department goals. |

| Program Goal<br><br>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.<br><br>These are suggested categories of goals. | Which institutional goals will be advanced upon completion?<br><br>(PCCD and MC Goal Mapping) | Progress on Goal<br><br>(indicate date next to the appropriate status for the goal) | Goal Detail and Measurement – How did you/will you evaluate this Goal?<br><br>(If your goal was **completed**: How did you **evaluate** or determine the **outcome**?<br><br>If your goal is **ongoing**: What is your **measure** and **target**? If your goal is **new or revised**: What is your **measure and target**?) |
|---|---|---|---|
| *Curriculum (if applicable)*<br><br>*To develop the Kinesiology transfer degree, add new activity courses.*<br><br>*Add a Health Ed. and KIN 150 Intro to Kinesiology Courses on line.* | 1. PCCD Goal: A, C<br><br>2. Merritt Goal  A, C | Completed: _____<br>(date)<br><br>Revised/New: _____<br>(date)<br><br><br>Ongoing: 10/24/2017 | These goals are in progress.  Health Ed has an online presence on Canvas fall 2017; Kin 150 has been offered for the first time as a face to face class in the fall semester 2016 and is planning to expand to Canvas in fall, 2017; Dept. Chair has met with relevant curriculum development professionals on campus (Sept. 2017) in preparation for adding the AA transfer degree, creating new activity classes and updating course outlines.  The target for an AA degree is fall 2019. |
| *Instruction (if applicable)*<br><br>Maintain and update facilities and | 1. PCCD Goal:  A, C, E | Completed: _____<br>(date) | Dept. Chair has discussed available budget with division dean and begun preparations to |

| Program Goal | Which institutional goals will be advanced upon completion? | Progress on Goal | Goal Detail and Measurement – How did you/will you evaluate this Goal? |
|---|---|---|---|
| *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.

These are suggested categories of goals. | (PCCD and MC Goal Mapping) | (indicate date next to the appropriate status for the goal) | (If your goal was **completed**: How did you **evaluate** or determine the **outcome**?

If your goal is **ongoing**: What is your **measure** and **target**? If your goal is **new or revised**: What is your **measure and target**?) |
| equipment to provide the best instruction possible for student success.

Continue offering classes during the day and evening. | 2. Merritt Goal  A, C, E | Revised/New: _____

(date)

Ongoing: 10/24/2017 | maintain and update facilities in the 2017-18 school year.  This is a continuing process of evaluating what we have, what our student needs are and what is available in the budget. |
| In collaboration with our department staff, to create a marketing plan to advertise the personal Trainer Certificate, Kinesiology and Athletic courses to increase the enrollment and productivity. | 1. PCCD Goal:  A, B, C, E

2. Merritt Goal  A, B, C, E | Completed: _____

(date)

Revised/New: 10/24/2017

Ongoing: _____

(date) | This is a new goal established 2017-18 school year addressing the need for awareness of our offerings and increased enrollment.  The target is for spring 2018. |

| Program Goal | Which institutional goals will be advanced upon completion? | Progress on Goal | Goal Detail and Measurement – How did you/will you evaluate this Goal? |
|---|---|---|---|
| *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.<br><br>These are suggested categories of goals. | (PCCD and MC Goal Mapping) | (indicate date next to the appropriate status for the goal) | (If your goal was **completed**: How did you **evaluate** or determine the **outcome**?<br><br>If your goal is **ongoing**: What is your **measure** and **target**? If your goal is **new or revised**: What is your **measure and target**?) |
| *Student Success and Student Equity*<br><br>Expand student access by extending hours in the Fitness Center to accommodate evening students.<br><br>Find new ways to recruit and attract new students to complete the Personal Trainer certificate.<br><br>Help students attend and complete Fitness Center courses with passing grades.<br><br>Add more requested /popular activity courses so that more students engage in physical activity and improve their overall well-being. | 1. PCCD Goal: A, C<br><br>2. Merritt Goal  A, C, E | Completed: _____<br><br>(date)<br><br>Revised/New: _____<br><br>(date)<br><br><br>Ongoing: 10/24/2017 | Fitness Center hours in the Spring, 2016 semester included 5-7pm hours on Tuesday/Thursday but were cut back to 5pm for fall 2016 leaving evening students without access.  The relatively small cost of instruction for an additional 4 hours per week so that our evening students can maintain enrollment is worth revisiting ASAP.  Goal is for fall 2019.<br><br><br>Student success and equity funding was requested through a grant proposal in the 2016-17 school year but was not approved by the SSSP/Student Equity Committee.  A new request will be made in 2017-18. |

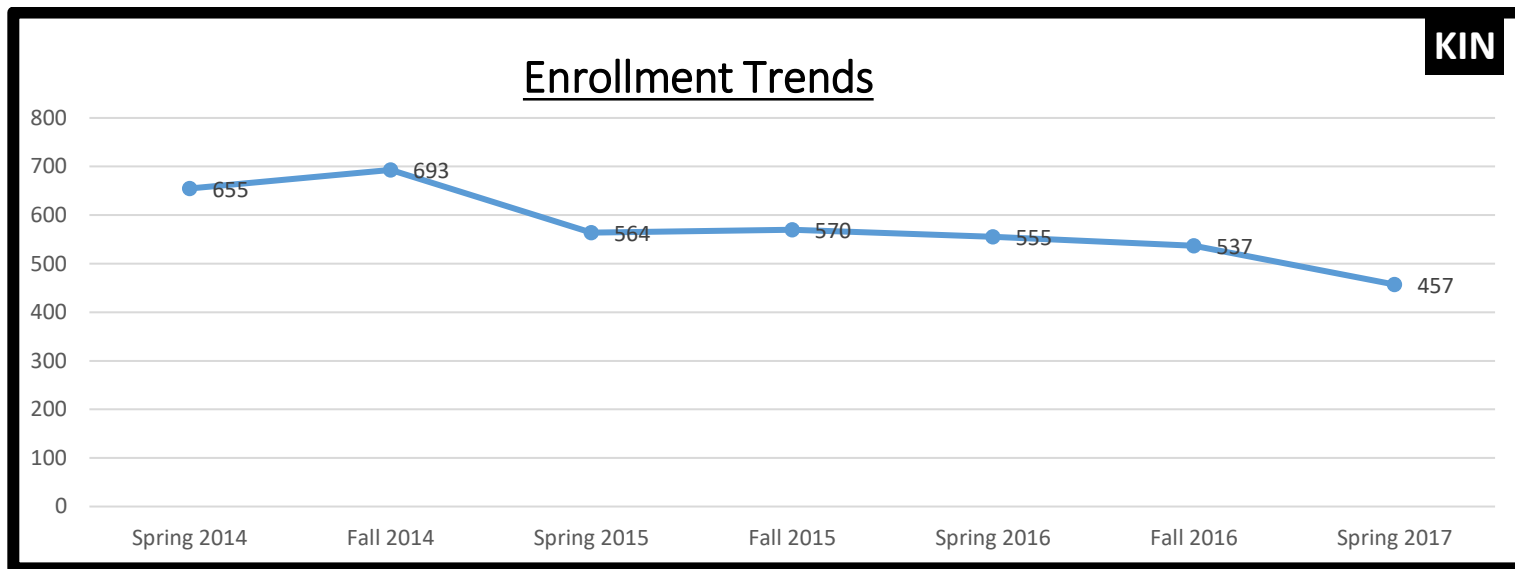| Program Goal | Which institutional goals will be advanced upon completion? | Progress on Goal | Goal Detail and Measurement – How did you/will you evaluate this Goal? |
|---|---|---|---|
| *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.<br><br>These are suggested categories of goals. | (PCCD and MC Goal Mapping) | (indicate date next to the appropriate status for the goal) | (If your goal was **completed**: How did you **evaluate** or determine the **outcome**?<br><br>If your goal is **ongoing**: What is your **measure** and **target**? If your goal is **new or revised**: What is your **measure and target**?) |
| Professional Development, Institutional and Professional Engagement, and Partnerships<br><br><br>Recruit, update, and mentor our new part-time instructors.<br><br>Encourage part time instructors to attend and participate in Flex days/ professional development workshops.<br><br>Participate in collegial governance<br><br><br>Attend external professional workshops or other similar professional activities. | 1. PCCD Goal: B, D<br><br>2. Merritt Goal: B, D | Completed: _____<br>(date)<br><br>Revised/New: _____<br>(date)<br><br><br>Ongoing: 10/24/2017 | The department has made a concerted effort to participate in campus-wide collegial governance and maintain a presence on decision-making bodies.  We currently have representation on the academic senate, technology committee, facilities committee and are seeking college council and district facilities by fall 2018.<br><br><br>There was more part time participation on flex days in fall 2017 and we will continue to expand involvement for October 26, 2017 flex day. |

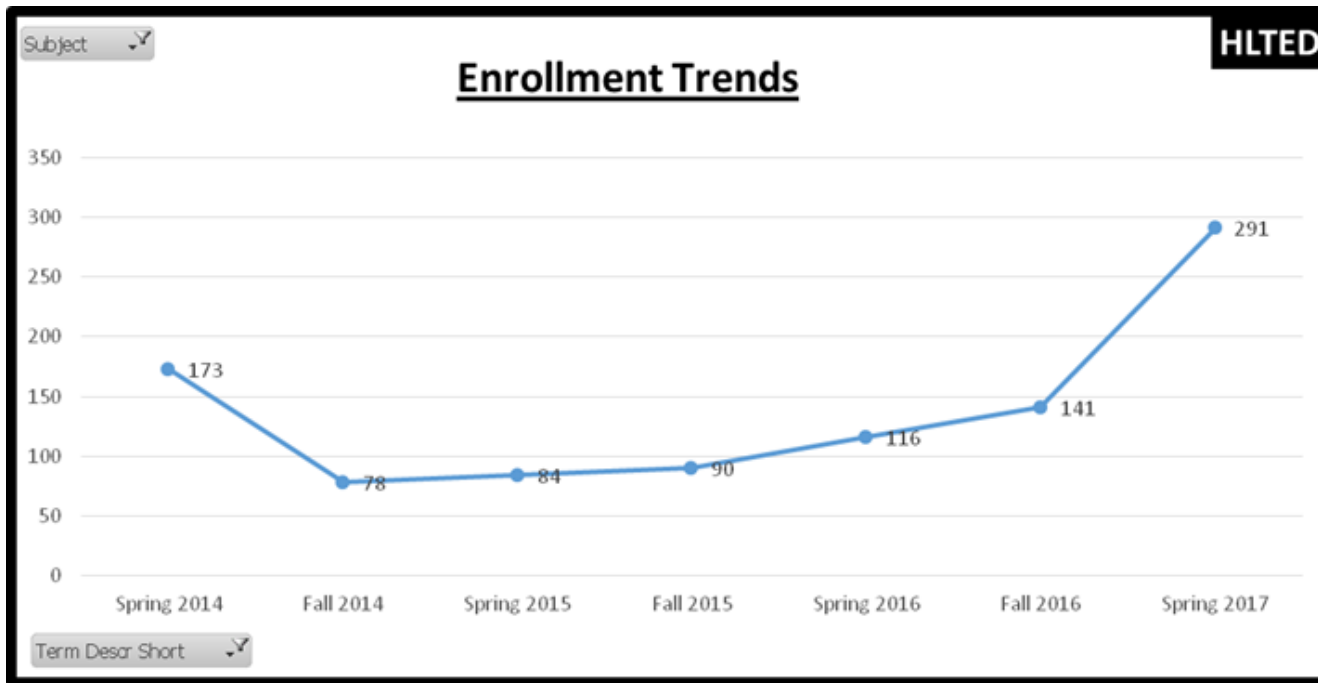| Program Goal | Which institutional goals will be advanced upon completion? | Progress on Goal | Goal Detail and Measurement – How did you/will you evaluate this Goal? |
|---|---|---|---|
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| *Other Goals*<br><br>Increase enrollment by expanding academic curriculum for student retention and success | 1. PCCD Goal: A, B, C<br><br>2. Merritt Goal A, B, C | Completed: _____<br>(date)<br><br>Revised/New: _____<br>(date)<br><br><br>Ongoing: 10/24/2017 | The department has added a distance learning class in Health Education in the fall 2016 and transitioned from Moodle to Canvas for fall 2017. Health Education is now embedded at the high school level as well. A face-to-face Introduction to Kinesiology class began being offered in the fall 2016 and will expand as a distance learning opportunity by fall 2018. Continued efforts to develop an AA degree in Kinesiology and market our certificate in personal training will help increase our enrollment, retention and success. |

# III. Data Trend Analysis

_**Purpose:**_ In this section, you will report, review and reflect on your program data. You may copy and paste the tables that were provided to you in your data packet via email.

**Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review.** _*If you have questions or concerns regarding your data, please contact Samantha Kessler, Research and Planning Officer:_ _skessler@peralta.edu_.

**Student Enrollment Demographics**:

**Enrollment Trends**

HLTED

- Spring 2014: 173
- Fall 2014: 78
- Spring 2015: 84
- Fall 2015: 90
- Spring 2016: 116
- Fall 2016: 141
- Spring 2017: 291

1. **What changes have occurred in enrollment since 2015-2016 program review?**

*Enrollment continues to climb in Health Ed classes as we have expanded our offerings by adding a distance learning class and several sections at the high school level.  This course is an elective for a Social and Behavioral Science Degree and is a requirement in the COPED Certificate program.  Connecting the class to these larger student educational goals is helpful for enrollment.  Despite the fact that Health Ed is taught by Kinesiology Department faculty, productivity data is not included in Kinesiology Department statistics.  The department is seeking a change in the way this data is reported.  As a department, Kinesiology intends to develop its certificate program in personal training while pursuing an AA degree in Kinesiology.  An AA degree makes department offerings more meaningful to students with larger educational goals. For fall 2017, the Personnel Trainer Certificate course was offered. It is a required course to complete Personnel Trainer Certificate.*

## Course Sections and Productivity:

| Subject | KIN |
|---------|-----|

| Course | Spring 2014 # Sections | Prod. | Fall 2014 # Sections | Prod. | Spring 2015 # Sections | Prod. | Fall 2015 # Sections | Prod. | Spring 2016 # Sections | Prod. | Fall 2016 # Sections |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100A GOLF 1-FUNDAMENTALS | | | 1 | 11.28 | | | | | | | |
| 103A SOCCER I - FUNDAMENTALS | 1 | 15.62 | | | 2 | 10.94 | | | 3 | 7.84 | |
| 140 FITNESS FOR PERSONAL TRAINERS | | | 1 | 7.84 | 1 | 10.26 | | | 1 | 5.43 | |
| 150 INTRO TO KINESIOLOGY | | | | | | | | | | | 1 |
| 36 AEROBIC CIRCUITS | | | | | | | 2 | 8.79 | 1 | 5.00 | 1 |
| 51A YOGA I - FUNDAMENTALS | 1 | 19.99 | 1 | 16.87 | 1 | 11.25 | 1 | 20.62 | | | 1 |
| 54A CROSS FITNESS I | 1 | | 1 | 6.76 | 1 | 4.12 | 1 | 5.19 | 1 | 4.31 | 1 |
| 54B CROSS FITNESS II - BEGINNING | | | | | | | | | | | 1 |
| 58A FITNESS/STRENGTH TRAINING I | 3 | 11.89 | 4 | | 3 | | 3 | | 3 | | 1 |
| 58B FITNESS/STRENGTH TRAINING II | | | | | | | 1 | | | | |
| 58C FITNESS/STRENGTH TRAINING III | | | 1 | | | | | | | | 1 |
| 58D FITNESS/STRENGTH TRAINING IV | | | 1 | | | | 1 | | | | |
| 60A CIRCUIT TRAINING FOR STRENGTH | | | | | 2 | | | | 2 | | |
| 67A SPORTS TRAINING I | | | | | 3 | | 2 | 18.12 | 5 | | 1 |
| 67B SPORTS TRAINING II - BEGINNING | | | | | | | 2 | | | | 2 |
| 67C SPORTS TRAINING III | | | | | | | 3 | | 1 | 14.37 | 1 |
| 67D SPORT TRAINING IV | | | | | | | | | | | 3 |
| 74A BADMINTON I - FUNDAMENTALS | 1 | 17.49 | 1 | 11.87 | 1 | 14.37 | | | | | |
| 80A BASKETBALL I - FUNDAMNTLS | 2 | 10.94 | 2 | 10.66 | 2 | 9.45 | 2 | 12.11 | 1 | 20.14 | 2 |
| **Total Sections and Productivity by Subject and Term** | **9** | **16.55** | **13** | **17.51** | **16** | **12.85** | **18** | **13.59** | **18** | **12.08** | **16** |

| Subject | HLTED |
|---|---|

| TERM | | | | | | |
|---|---|---|---|---|---|---|
| Spring 2014 | Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 | Fall 2016 | Spri 201 |

| Course | # Sections | Prod. | # Sections | Prod. | # Sections | Prod. | # Sections | Prod. | # Sections | Prod. | # Sections | Prod. | # Sect |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 EXPLORE HEALTH ISSUE | 3 | 28.83 | 2 | 19.50 | 2 | 21.00 | 2 | 22.50 | 2 | 29.00 | 3 | 23.50 | 6 |
| **Total Sections and Productivity by Subject and Term** | **3** | **28.83** | **2** | **19.50** | **2** | **21.00** | **2** | **22.50** | **2** | **29.00** | **3** | **23.50** | **6** |

Please see the link for Kinesiology courses data here: https://www.dropbox.com/s/s92rzp7cyp7lbie/KIN.xlsx?dl=0

Please see the link for Health Ed. courses data here: https://www.dropbox.com/s/nfui34lqjogt4nq/HLTED.xlsx?dl=0

1. **Please comment on changes that have occurred in productivity since the 2015-2016 program review.** (e.g. increase, decrease or no change)

    *As mentioned above, enrollment in Health Ed has continued to rise strongly and now has a distance education component, two sections of dual enrollment at the high school level.  Again, despite the fact that Health Ed is taught by Kinesiology Department faculty, productivity data is not included in Kinesiology Department statistics.  The department is seeking a change in the way this data is reported.  Since changes to repeatability have caused an increase in class offerings that can confuse students, efforts are continuing to try to simplify fitness center class offerings while abiding by repeatability rules.  Changes in hours have limited evening students accessibility to the fitness center and impacted enrollment.  In order for students to enroll in and successfully complete Kin courses, it is important to create opportunities for enrollment and completion.  This means increasing hours of operation even minimally at 4 hours a week T/TH 5-7pm as was done with great success in spring 2016 would have a small impact on budget and big impact on enrollment and completion.  We can't expect any evening students to enroll in Kin activity classes if there are none that are offered in the evening or if our fitness center closes at 5pm.  Evening class enrollment thrived many years ago from students who worked during the day and were night students. The evening cuts when the economy was poor were never reinstated and we have not recouped our evening student losses.*
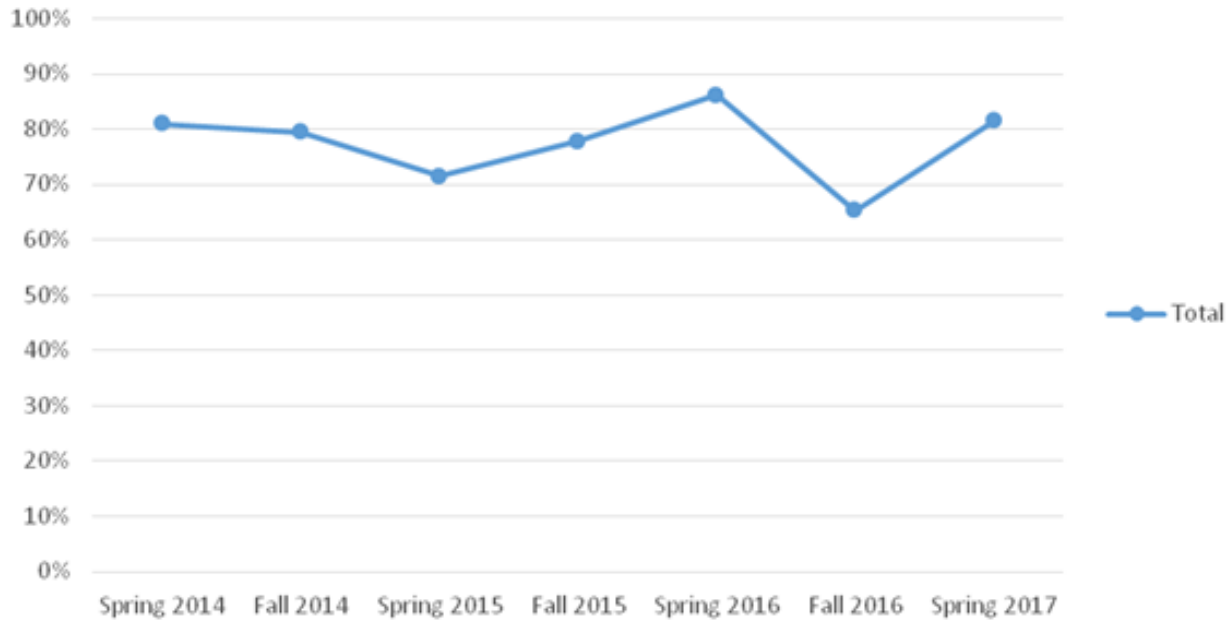
**Student Success**:



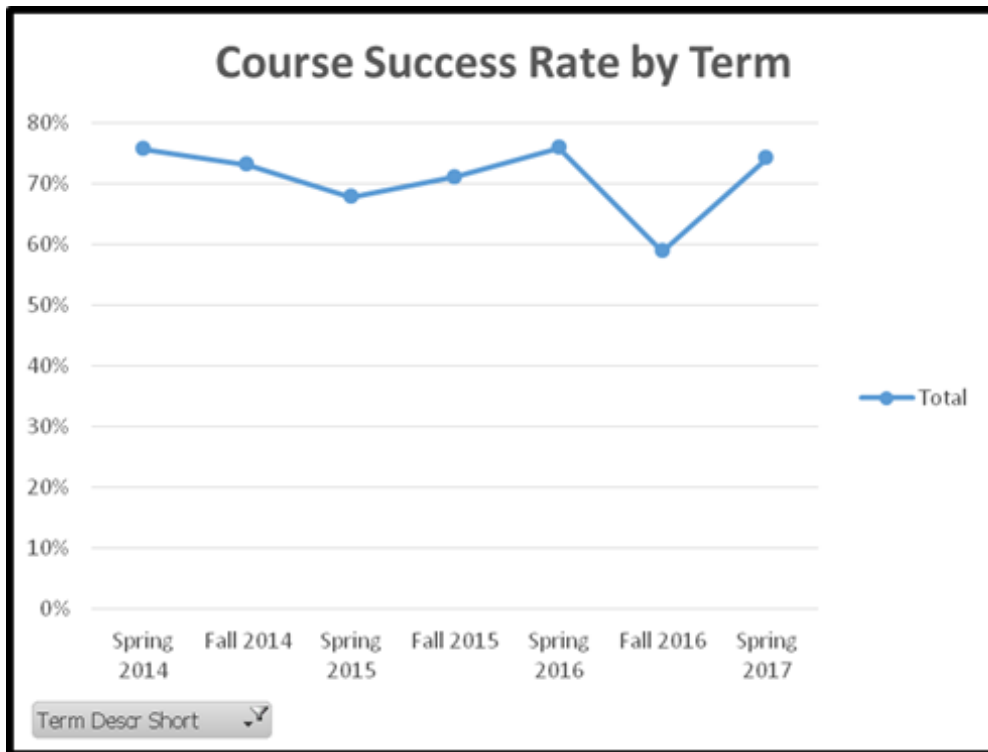**Course Retention Rate by Term** — KIN
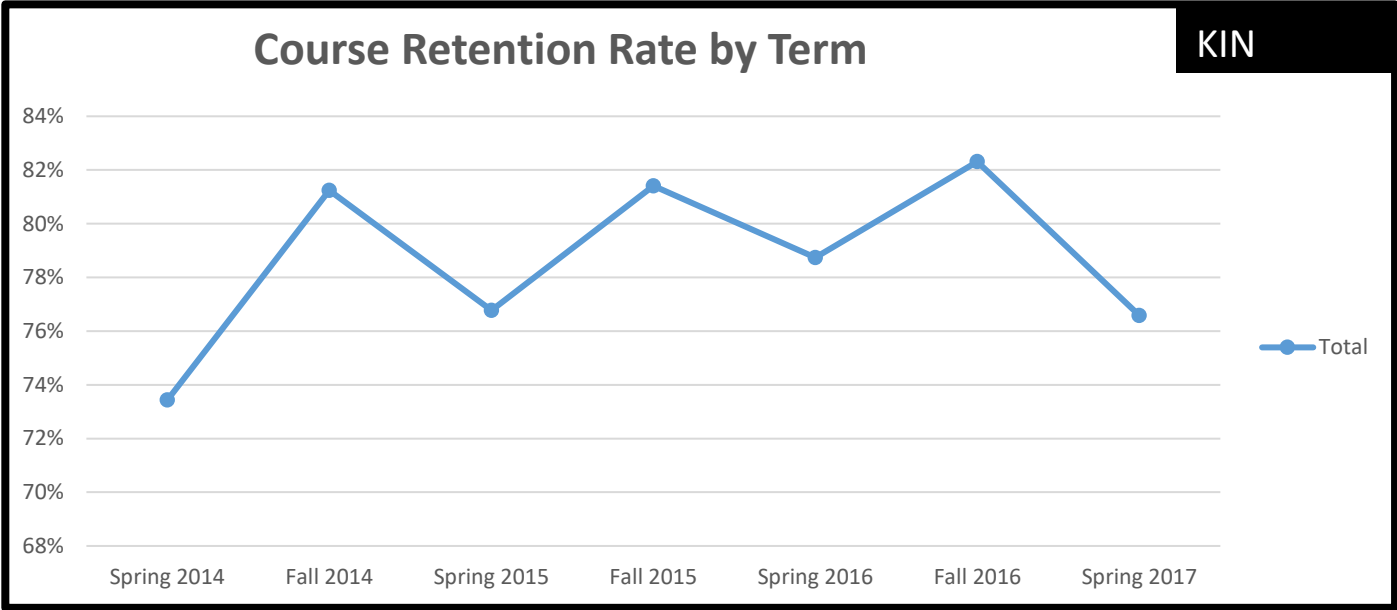
**Course Success Rate by Term**
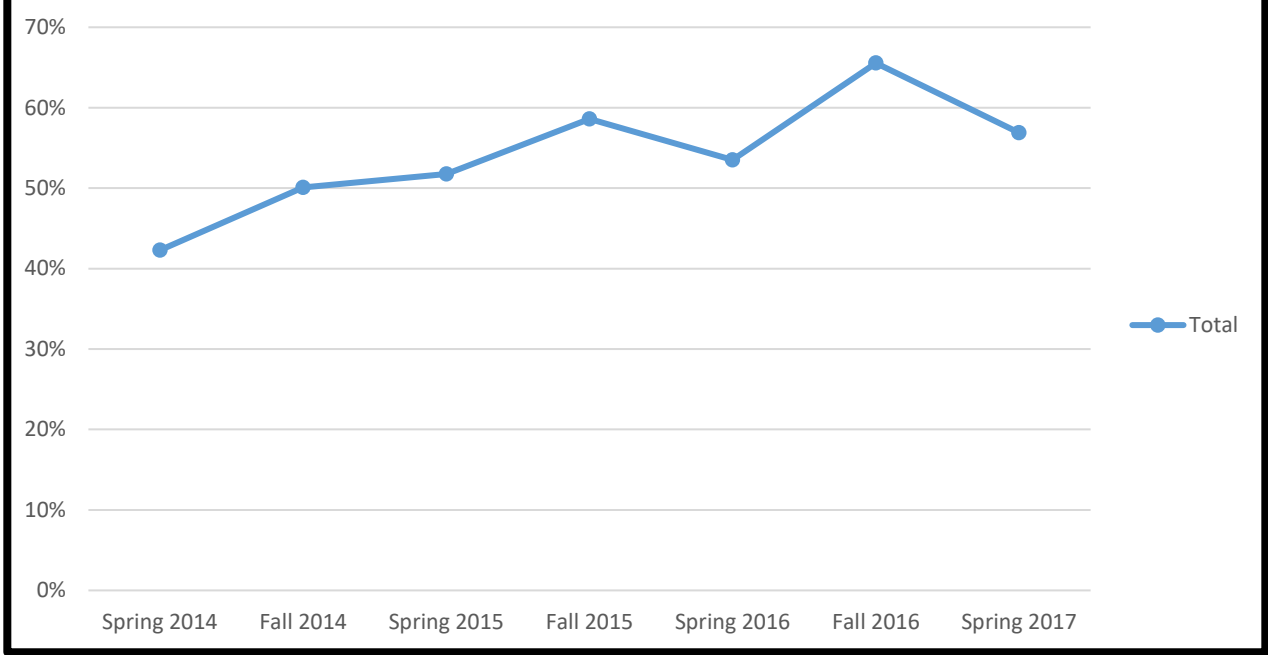
**Course Retention Rate by Term**

HLTED

**Course Success Rate by Term**

1. **Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review**

*Kinesiology courses were severely reduced in the past few years. For example: Fitness center lab hours were cut from 6am-8pm to 7am-5pm. The enrollment numbers decreased in several of the last semesters. The department is working hard to maintain the retention numbers. That is a powerful indication of the quality instruction of dedicated faculty. Continued course offerings, increased variety of activities and maintenance or extension of Fitness Center hours are critical to continued retention success.*

*As for the Health Ed., student barriers to success in the classroom are lack of financial resources and family issues. Faculty works hard to help students succeed by giving individual attention and motivation to deal with their personal issues.*

2. **Describe any achievement gaps present in your disaggregated enrollment, retention and successful course completion data. (Your data is disaggregated by Gender, Race/Ethnicity, Age, and student populations: DSPS, Low Income, Foster Youth and Veterans)**

Please see the link for Kinesiology courses data here: https://www.dropbox.com/s/s92rzp7cyp7lbie/KIN.xlsx?dl=0

African-American men and Latino populations are defined as the ideal demographic in Merritt's SSSP and Student Equity plans and Kinesiology Department data supports the notion that this demographic is heavily enrolled in Kin classes. The achievement gap is apparent and as a department we are seeking to ameliorate the gap through grant funding. Our 2016-2017 proposal was denied but we will try again in 2017-18.

Please see the link for Health Ed. courses data here: https://www.dropbox.com/s/nfui34lqjogt4nq/HLTED.xlsx?dl=0

## Student Success in Distance Education/Hybrid classes versus face-to-face classes: (copy/paste the Distance Ed retention and course completion data here.)

**NO DATA AVAILABE for recent semesters?**

1. **Describe any difference in the Retention and Success of face-to-face and distance education courses.**

Comparing change from Fall, 2014 to Fall 2015 and Spring 2014 to Spring 2015, there is some positive change in the student success rate while the retention rate has remained steadily strong. Perhaps one of the reasons is the increase in operating hours of the fitness center on Tuesday and Thursday from 5pm-7pm. Also, the department will pursue initiatives to increase success through active student engagement by developing extrinsic motivation opportunities and encouraging intrinsic motivation of our students.

Continued course offerings, increased variety of activities and maintenance or extension of Fitness Center hours are critical to continued and increased success.

In the Health Issues courses, enrollment is steady and strong. The success rates increased by 0.08%. The barriers to success in the classroom are lack of financial resources and family issues. Faculty works hard to help students succeed by giving individual attention and motivation to deal with their personal issues.

**Other program specific data.** Other data could include: departmental research via survey or special projects that significantly supports the goals or future plans for the program.

The Department is planning an AA degree in Kinesiology that will provide students excellent degree and transfer opportunities at Merritt College. We are exploring the possibility of including Kinesiology courses in the degree requirements of other disciplines on campus. For example, Fire Science, Police Academy and Administration of Justice can require a .5 unit of fitness center activity that would enhance their programs by preparing candidates for fitness criteria while supporting our department's enrollment. These win/win arrangements should be no brainers.

# IV. Aligning Program Goals, Activities and Planning

***Purpose:*** In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

*2015-2020 EMP Goals*

**Foundations:**
1. Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.
2. Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.
3. Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.

**Career Technical Education:**

1. Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.
2. Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.
3. Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.
4. Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.

**Transfer:**

1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.
4. Augment and strengthen support services for transfer students campus-wide.
5. Augment and strengthen support for transfer students within academic programs.

*Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.*

| Program/ department or unit Goal | Foundations | Transfer | CTE | How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals? | Measurable Outcomes: Institution Set Standards and IE Goals | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Successful Course Completion Rate | Retention Rate (F to F Persistence) | Degree or Cert. Completion | Transfer | Remedial Rate Math (Basic Skill Success) | Remedial Rate English (Basic Skills Success) |
| *1. Assess annually a minimum of 1 SLO per regularly taught course*<br><br>*2.. Continue to engage in campus wide dialogue around assessment.*<br><br>4. *KIN Transfer Degree*<br>5. *Develop new KIN courses* | *1,2* | *5* | *1,3,4* | *In our assessment process, we are continually assessing and making changes based on student performance and feedback to ensure students engagement in experiences that enhance learning and student success.* | X | X | X | X | | |
| CTE, Personal Trainer Certificate | 1,21,2 | 3,4,5 | 1,4 | The course must be offered for students to complete the certificate | X | | X | | | |
| Kinesiology Transfer Degree | | | | | X | x | X | X | | |

2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).

a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College's Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

## *2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary*

| The **Student Equity Plan, SSSP Plan,** and **Basic Skills Plans** outlined goals and activities to increase the following indicators, with special focus on the student populations below: | Access (Headcount) | Successful Course Completion (All Subjects) | Math Course Completion | English Course Completion | Fall to Spring Retention | BS Math Course Completion | BS English Course Completion | BS ESL Course Completion | Number of Degrees | Number of Certificates | Number of Transfers to UC and CSU |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Males | E S | E | S | | | | | | | | |
| African American | E S | E | E S | E | E | | | E | E S | E S | E S |
| Hispanic/Latino | E S | E | | | E | | | E | E | E S | E S |
| Native American | | | | | | | | E | E S | E S | E |
| Hawaiian/Pacific Islander | | E | | | | | | | | | |
| Foster Youth | E | E | | | | | | E | E | E | E |
| Disabled | E | | | | | | | | | | |
| Veterans | E | | | | | | | | | | |
| Low Income | | E | | | | | | | | | |
| All Students | | S | B | B | | E S B | E S B | S | S | S | |

**\*S = SSSP, E=EQUITY, B=BASIC SKILLS**

*Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)*

| **Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the *PLANNING* for 2017-2018.** | | | | |
|---|---|---|---|---|
| **Problem, Achievement Gap or Observation (data)** | **Activity/Intervention** | **Target Student Population** | **Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)** | **Relevant College Equity/SSSP/BS Goal** |
| | | | | |
| Collegiate level achievement gap for traditionally underserved populations | Partnering with Oakland Unified School District to address achievement gap by taking our Health Ed classes to the high school. | Traditionally underserved populations including African-Americans, Hispanic/Latino and low-income students | The intended outcome will be access, course completion, enrollment in college and a confidence that college level success is achievable. | This will address SSSP and Equity Plan through direct college access for current Oakland high school |

| | | | | students a |
|---|---|---|---|---|
| | | | | SSSP and Equity |
| Improve Completion rate for Kinesiology classes | Continue encouraging students while expanding access through extended hours. | African-American, Hispanic/Latino and low-income students as well as other populations listed above for SSSP and student equity. | Completion rates were higher in Fall 2015 and Spring 2016 when we had just 4 more hours a week of access (T/TH 5-7PM). Those hours were cut again beginning fall, 2016. | SSSP and Equity |

b. Are additional resources required to facilitate the activities or interventions related to this area? If yes, make sure to discuss with your Dean.

**3.** Student Equity, Student Success and Support Program (SSSP), and Basic Skills Funding: In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding?**

Department faculty spent approximately 6-10 hours in the 2016-17 school year preparing a grant proposal under student equity and SSSP but was unfortunately denied funding by the committee.  It is the department's intention to use that experience and pursue the funding again this school year.  A large majority of the student-athlete population consists of traditionally underrepresented, underserved, low-income groups including African-American men and women and Latino men and women.  Both soccer teams are heavily Latino populated while the basketball and track programs are primarily African-American.  These students are under the Kinesiology Department umbrella and can be better supported through student equity, SSSP and Basic Skills Funding.  They are also the demographic specifically sought after in the SSSP and Equity documentation.

Athletics has a huge impact on these students and is a great attraction that helps students gain access, successfully complete classes and graduate/transfer.  The discussion of SSSP and Equity should ALWAYS include athletics.  Coaches provide frontline, first contact community outreach and wrap around service for these potential Merritt student-athletes as well as continuing support throughout their Merritt College

experience. Our department faculty spend enormous amounts of time with these targeted students and have an opportunity to change the historical achievement gap through advocacy and support for our students.

Future grant proposals (which will be in 2017-18) will ask for embedded tutors, study support, special counselling time commitments and nutrition support.

| Please report on the outcomes from 2016-2017 funding. | | | | |
|---|---|---|---|---|
| **Plan** | **What was funded?** | **Was this part of a larger activity or initiative?** | **What need did this address?** | **What measurable outcome resulted in this funding?** |
| **Student Equity Plan** | **See Above Description** | | | |
| **SSSP Plan** | **See Above Description** | | | *The request for SSSP funding was prepared by the department, but was denied, not approved by VPSS office.* |
| **Basic Skills Plan** | **See Above Description** | | | |
| **Strong Workforce** | | | | |

# V. Curriculum and Assessment Status

***Purpose:*** In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META,* and *Taskstream.*

## Curriculum Review Plan

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

### *Directions*

All department chairs, program directors, and full-time faculty members should have access to CurricUNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at lfitch@peralta.edu.

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).
- Add more rows to each table as needed.

| College | Subject Code | Course # | Course Title | Created On | Status | 16-17 | 17-18 | 18-19 |
|---------|--------------|----------|--------------|------------|--------|-------|-------|-------|
| Merritt College | HLTED | 001 | Exploring Health Issues | 11/8/2009 | Active | | X | |
| Merritt College | ATHL | 001 | Intercollegiate Women's Basketball | 2/6/2013 | Active | | | X |
| Merritt College | ATHL | 006 | Intercollegiate Men's Basketball | 9/19/2007 | Active | | X | |
| Merritt College | KIN | 036 | Aerobic Circuits | 1/24/2013 | Active | | | X |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Merritt College | KIN | 037A | Core and Restore I - Fundamentals | 9/1/2016 | Active | | | X |
| Merritt College | KIN | 051A | Yoga I - Fundamentals | 12/11/2012 | Active | | | |
| Merritt College | KIN | 51B | Yoga II - Beginning | 1/13/2013 | Active | | | X |
| Merritt College | KIN | 051C | Yoga III - Intermediate | 9/11/2014 | Active | | | X |
| Merritt College | KIN | 054A | Cross Fitness I - Fundamentals | 11/29/2012 | Active | | | X |
| Merritt College | KIN | 054B | Cross Fitness II - Beginning | 12/11/2012 | Active | | | X |
| Merritt College | KIN | 54C | Cross Fitness III - Intermediate | 12/11/2012 | Active | | | X |
| Merritt College | KIN | 058A | Fitness Center Strength Training I- Fundamentals | 1/8/2013 | Active | | | X |
| Merritt College | KIN | 058B | Fitness Center Strength Training II- Beginning | 1/9/2013 | Active | | | X |
| Merritt College | KIN | 058C | Fitness Center Strength Training III - Intermediate | 1/10/2013 | Active | | | X |
| Merritt College | KIN | 058D | Fitness Center Strength Training IV - Experienced | 1/10/2013 | Active | | | X |
| Merritt College | ATHL | 059 | Intercollegiate Track and Field | 9/19/2007 | Active | | X | |
| Merritt College | KIN | 060A | Circuit Training for Strength I- Fundamentals | 11/10/2009 | Historical? | Active | | X |
| Merritt College | KIN | 060B | Circuit Training for Strength II- Beginning | 11/10/2009 | Historical ? | Active | | X |

| Merritt College | KIN | 060C | Circuit Training for Strength III-Intermediate | 11/10/2009 | Historical ? | Active | | X | |
|---|---|---|---|---|---|---|---|---|---|
| Merritt College | KIN | 060D | Circuit Training for Strength IV-Experienced | 11/10/2009 | Historical ? | Active | | X | |
| Merritt College | KIN | 067D | Sport Training IV-Experienced | 1/29/2013 | Active | | | X | |
| Merritt College | KIN | 067A | Sports Training I-Fundamental | 12/6/2012 | Active | | X | | |
| Merritt College | KIN | 067B | Sports Training II-Beginning | 1/29/2013 | Active | | | X | |
| Merritt College | KIN | 067C | Sports Training III-Intermediate | 1/29/2013 | Active | | | X | |
| Merritt College | KIN | 070A | Speed Training I - Fundamentals | 3/9/2016 | Active | | | X | |
| Merritt College | KIN | 074A | Badminton I - Fundamentals | 9/19/2007 | Active | | X | | |
| Merritt College | KIN | 074B | Badminton II - Beginning | 12/12/2012 | Active | | X | | |
| Merritt College | KIN | 074C | Badminton III - Intermediate | 12/12/2012 | Active | | X | | |
| Merritt College | KIN | 074D | Badminton IV - Competitive | 12/12/2012 | Active | | X | | |
| Merritt College | KIN | 80A | Basketball I - Fundamentals | 1/22/2013 | Active | | | | X |
| Merritt College | KIN | 080B | Basketball II-Beginning | 9/19/2007 | Active | | X | | |
| Merritt College | KIN | 080C | Basketball III - Intermediate | 1/22/2013 | Active | | | | X |

| College | Subject | Number | Title | Date | Status | | | |
|---|---|---|---|---|---|---|---|---|
| Merritt College | KIN | 080D | Basketball IV- Competitive | 1/22/2013 | Active | | | X |
| Merritt College | KIN | 103D | Soccer IV - Experienced | 9/30/2014 | Active | | | X |
| Merritt College | KIN | 107A | Tennis I Fundamentals | 9/19/2007 | Active | | | |
| Merritt College | KIN | 107B | Tennis II Beginning | 12/11/2012 | Active | | | |
| Merritt College | KIN | 110A | Track and Field I Fundamentals | 9/19/2007 | Active | | X | |
| Merritt College | KIN | 110B | Track and Field II Beginning | 12/11/2012 | Active | | X | |
| Merritt College | KIN | 140 | Fitness for Personal Trainers | | Active | | | X |
| Merritt College | KIN | 150 | Introduction to Kinesiology | 11/15/2016 | Active | | | X |
| Merritt College | KIN | 150 | Introduction to Kinesiology | 1/22/2017 | Active | | | X |
| Merritt College | KIN | 153A | Fitness for Public Safety Personnel I - Fundamentals | 11/26/2007 | Active | | | X |
| Merritt College | KIN | 153B | Fitness for Public Safety Personnel II - Beginning | 11/26/2007 | Active | | | X |

# Student Learning Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO's were assessed, the results, changes that were made or plan to be made.

*Total number of classes per Kinesiology Department in Taskstream cycles 15-16, 16-17, 17-18 is 32 classes. Total number of courses assessed cycles is 24, completion rate cycle is 2. As for Health Ed. The numbers are 1-1-1.*

| Learning Outcomes Assessed in 2016-2017 | | Results | Changes Made (or to be made) | Status (Completed or planned date) |
|---|---|---|---|---|
| Course/Program | Learning Outcome Assessed | | | |
| | | | | |
| | | | | |

1. **What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?**

*Our department meets twice a semester with. Division Dean is invited to every department meeting. At each meeting, we discuss how to improve enrollment, to maintain a high-quality instruction, budget, the assessment progress and results and changes that necessarily may flow from those results. Colleagues discuss ways to adjust based on student's current level of learning as reflecting in the assessment process. Through these discussions, the whole department becomes aware of best practices and opportunities to develop their classes in ways that will enhance student-learning outcomes.*

*For example, improvements have come through use of the latest technologies available. Colleagues suggest new training methods for use on our facilities and inside the fitness center. These methods provide further ways to enhance student learning.*

*The bases of the department are part time instructors. It is critical for our department to hire a full-time faculty. The adjunct commitment, decision-making and participation in Program Reviews, APUs, Staff Evaluations and completion of the Course Assessments are minimal.*

2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

*Please see the link for the template with the complete Fall Schedule here:*

**Kinesiology Department completed Fall Schedule Assessment Planning Template**

**Health Ed. Courses completed Fall Schedule Assessment Planning Template**

# VI.  Additional Questions for CTE, Counseling, Library and Student Services/Admin Units

*Purpose:*  In this section, certain programs or departments will answer questions specific to the program. **Leave the section blank if your program, department or unit is *not CTE, Counseling, Library or Student Services/Administration.***

## For CTE:

1.  Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

2.  Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements?

3.  Is your discipline/department/program currently participating in any grants specific to the program?  Please discuss your progress in meeting the stated goals in the grant.

## For Counseling:

1.  What has the counseling department done to improve course completion and retention rates?  What is planned for the future?

2.  What has the counseling department done to improve SSSP counseling services?  Please discuss your progress in improving SSSP counseling services.

## For Library Services:

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below:

| | **This Academic Year** | **Previous Academic Year (s)** | **Explanation of Changes** |
|---|---|---|---|
| Library Open Hours Per Week | | | |
| Library Visits (gate count) | | | |
| Other Library Usage | | | |
| Total Library Materials Expenditures | | | |
| Total Print Book Collection (Titles) | | | |
| Total E-book Collection (Titles) | | | |
| Total Database Subscriptions | | | |
| Total Media Collection (Titles) | | | |
| Total Print Periodical Subscriptions | | | |
| General Circulation Transactions | | | |
| Reserve Circulation Transactions | | | |
| In-house circulation Transactions (optional) | | | |
| Media Circulation Transactions (optional) | | | |
| E-book Circulation Transactions Describe (optional) | | | |

| | | | |
|---|---|---|---|
| Other circulations Transactions – Describe – (optional) | | | |
| Total circulation Transactions | | | |

## For Student Services and/or Administrative Units:

1. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?


2. Briefly describe any changes that have impacted the work of your unit.

# VII. New Resource Needs Not Covered by Current Budget

***Purpose:*** In this section, programs will documents new and repeat resource requests ***not covered by current budget***, and document the support of the request with data or evidence.

**Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

| Human Resource Request(s) | Dollar Amount | Already Requested in Recent Program Review or APU? (yes/no) | What Program Goal does this request align to? (cut and paste from section II) | What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.) | How will this resource contribute to student success? (1-3 sentences) |
|---|---|---|---|---|---|
| Three student Aids are hired every semester. | | **YES** | *Instruction*<br><br>Maintain and update facilities and equipment to provide the best instruction possible for student success. | *Two to help with the set-up, breakdown and general cleaning and maintaining the Fitness Center and one help with paperwork for Health Ed, department chair regarding department duties.* | This resource contributes to student success by allowing faculty more time to focus on larger needs of the student population and less brain intensive work assigned to aids. Specific aids who are always from a traditionally underserved population also benefit by working and getting paid. |
| ***Staff Assistant is needed for Kinesiology/Athletics*** | | **YES** | *Instruction*<br><br>Maintain and update facilities and | The Athletic Department has had an hourly staff assistant for the last three years. The Kinesiology department doesn't have a staff assistant and has been asking for an assistant for several years. A department chair completes | Again, this resource would free up faculty to |

| equipment to provide the best instruction possible for student success. | ALL paperwork regarding the department. We are asking to hire a full-time Staff Assistant who would serve both: Kinesiology and Athletics. The Staff Assistant need has been discussed at the Senate and at the Department Chair meetings. | focus on student success rather than menial paperwork and follow-up emails regarding office/department management issues |
| --- | --- | --- |

*New faculty and staff requests must be listed here.

**Technology and Equipment:** How will the new technology or equipment contribute to student success?

| Technology and Equipment | Dollar Amount | Already Requested in Recent Program Review or APU? (yes/no) | What Program Goal does this request align to? (cut and paste from section II) | What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.) | How will this resource contribute to student success? (1-3 sentences) |
| --- | --- | --- | --- | --- | --- |
| *The Fitness Center requires maintenance on a regular basis at about two thousand five hundred dollars ($2,500) per year.*<br><br>*The fitness center lab needs to be cleaned twice a day, the machines must be wiped after every student to maintain a clean, healthy* | | | Maintain and update facilities and equipment to provide the best instruction possible for student success. | Evidence is based on experience and common sense. Equipment deteriorates and depreciates if not maintained properly. | Student success is often reliant on the quality of our facilities on campus. Maintenance of the facility itself and the equipment is critical to enrollment, retention and completion |

*environment.* **Cleaning supplies are not included in our budget and are not provided by the custodial staff. We must use department supply funds that are just $500.**

*We are asking to increase the supply budget to $1,000.*

*We finally received funding dollars for equipment upgrades to maintain current standards in 2016-17. At that time, the facility significantly improved through replacement of a very old treadmill, bicycles and other old equipment. **Additional needs are to replace an old treadmill and a shoulder press resistance machine.***

*For activity classes*

Maintain and update facilities and equipment to provide the best instruction possible for student success.

Maintain and update facilities and equipment to provide the best instruction possible for student success.

Maintain and update facilities and

Costs have increased over time while the amount of supply money has remained the same for the last 20 years.

High quality, well maintained equipment ensures enrollment and student safety. We have never had a liability issue and we never want to have one.

Activity classes require a certain amount of equipment to offer functional programming. Equipment degrades over time and has to be replaced.

Student success is often reliant on the quality of our facilities on campus. Maintenance of the facility itself and the equipment is critical to enrollment, retention and completion

Student success is often reliant on the quality of our facilities on campus. Modern, well-maintained equipment is critical to enrollment, retention and completion

Student success is often reliant on the quality of our facilities on campus. Modern, well-maintained equipment is critical to enrollment,

*equipment is needed: badminton rackets, yoga mats, golf balls, tennis balls and flags for flag-football, basket balls, soccer balls.*

*The department would like to add several activity courses that are popular among the students: cross fit, spin class, "pump" class. For that we must have additional equipment: small 2-3-5-8 pound weights for20-30 students, bicycles (20-25).*

*The department uses the basketball gym for intercollegiate basketball and activity classes like yoga and badminton. The soccer fields and track facility are used for intercollegiate soccer and track and field and cross - country.*

*The Fitness Center is a*

equipment to provide the best instruction possible for student success.

Maintain and update facilities and equipment to provide the best instruction possible for student success.

Add more requested /popular activity courses so that more students engage in physical activity and improve their overall well-being.

Maintain and update facilities and equipment to provide the best instruction possible for student success.

Adding popular activity classes will increase enrollment and improve productivity. Student surveys suggest these are classes that would be popular.

The 5 year master plan is being developed and the long term viability of the A building is in the discussion. If the A building is demolished or moved off line, the perfect solution for the fitness center is to move it into the area primarily connected to the rest of the department which is in the E/F building

retention and completion

Student success often is related to physical well-being. These suggested activity courses will allow our student population to maintain a healthy mental state and develop a life long commitment to a healthy lifestyle.

The health and safety of the student population would be best served by this move as it would place all facilities in the same building so that they could change and shower in the same place as the training facilties.

*department centerpiece and is utilized by students to exercise and strength train.  Tennis courts are available also for the activity class.*

**Department staff has discussed the idea of remodeling Building F, putting the men and women's locker rooms on the 2nd floor while the first floor would house the Fitness Center, moving it from building A to building F.**  *This would provide students an effective facility with a nearby place to change, secure their belongings and shower after workouts.  This would bring all the Kinesiology/Athletic facilities into one building.  The trainers office, also in the F building, is a very old space with aging equipment.  Remodeling this area would substantially increase the value of our athletics program by providing*

*adequate treatment facilities for our students. Similarly, remodeling and upgrading our kinesiology/athletics offices would support our staff and increase the effectiveness of our working environment.*

*Yoga, dance and aerobic classes in need a separate room that accommodates students for their activities. Locker rooms, however, do not have attendants.*

As for technology needs: Desktop computer and printer is needed ASAP for the fitness center lab.

Two laptop computers for two full time faculty.

Increase enrollment by expanding academic curriculum for student retention and success

Both instructors teach academic courses and do the brunt of the paperwork required to maintain a successful department. This would be more efficiently accomplished with appropriate technology.

Students are more likely to be successful when faculty are provided technological advances that improve their work productivity and allow them to spend more time on real issues and less on struggling to make things work.

**Facilities:**  Has facilities maintenance and repair affected your program in the past year?  How will this facilities request contribute to student success?

| Facilities | Dollar Amount | Already Requested in Recent Program Review or APU? (yes/no) | What Program Goal does this request align to? (cut and paste from section II) | What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.) | How will this resource contribute to student success? (1-3 sentences) |
|---|---|---|---|---|---|
| *The lab doesn't have air-conditioning.*  ***The lab should be repainted as soon as possible.***  *The last time the lab was painted, 19 years ago.* | | **YES** | Maintain and update facilities and equipment to provide the best instruction possible for student success. | Through philosophical reasoning the department has determined that basic upkeep of the facility is a necessity for the health and safety of the students. | Students will thrive in a safe, clean, well-maintained facility. |

**Professional Development or Other Requests:**  How will the professional develop activity contribute to student success?  What professional development opportunities and contributions make to the college in the future?

| Professional Development | Dollar Amount | Already Requested in Recent Program Review or APU? (yes/no) | What Program Goal does this request align to? (cut and paste from section II) | What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.) | How will this resource contribute to student success? (1-3 sentences) |
|---|---|---|---|---|---|
| *The professional development needs of our department include the ability to utilize the smart classroom to the fullest potential.*<br><br>*Support workshops are needed for course assessments and the use of Taskstream.*<br><br>*The department needs the training on how to access, use and interpret the BI tool to meet the needs of our students and continued success as a department.* | | YES | Assess all Kinesiology SLOs, ILOs and PLOs and improve the quality of course assessments.<br><br>Full time and part time instructors collaborate, share best practices and continuously participate in course updates, course assessments and new course development. | Faculty have expressed a lack of thorough knowledge regarding the smart classroom capabilities and a concern regarding the ease of use of other technology tools available to instructors | When faculty understand and can use available resources for the student's benefit, students will tend to benefit. |

# Signatures

*Inga Marciulionis, Kinesiology Department Chair*

_____       _____       _____

*Print name*       *Signature*       *Date*

*Dean, Ann Elliott*

_____       _____       _____

*Print name*       *Signature*       *Date*