



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

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

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

Cañada College

Mission Statement

Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Vision

Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.



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Document Map:

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



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

Department/Program Title: Kinesiology, Athletics and Dance

Date submitted: 3/28/14

0. Key Findings

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

List of names and positions:

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

1. Writing Team and Contact Person:

Contact Person: Ana Miladinova

During the Flex Day, the following faculty and staff contributed to the annual program writing:

Ana Miladinova, Mike Garcia, Kurt Devlin, Cindy Jimenez, Athletic Trainer, Nick Carr, Vera Quijano, Erik Gaspar, and Rick Velasquez

3. Program Information

A. Program Personnel

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

FT Faculty	PT Faculty	FTE	FT Classified	
Mike Garcia	Mike Reynoso		Cindy Jimenez	
Ana Miladinova	Linda Breen		Nick Carr	
Kurt Devlin	Tony Lucca			
	Erik Gaspar			
	Alicia Karver			
	Vera Quijano			
	Casandra Owen			
	Rick Velasquez			
	Annie Roake			
	Mike Keller			
	Steve Nicolopulos			



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B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

The Cañada College Department of Kinesiology, Athletics and Dance is dedicated to promoting physical activity as an essential component in achieving educational goals, lifelong learning and self-development. The department strives to provide a variety of courses in fitness, dance, individual and team sports that will develop fitness components, a sense of body awareness, positive attitudes, and pride in individual and team achievement. In addition, the department is dedicated to developing future educators and professionals in the field of kinesiology, athletics, dance and fitness via our certificate and degrees. The faculty and staff aim to inspire our students to believe in themselves and strive for excellence in personal growth, health and wellness.

C. Expected Program Student Learning Outcomes

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

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

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

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

Assessment: written test, student log.

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

Assessment: Observation, group projects.

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

Assessment: written exam, portfolio, case studies.

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

Assessment: Pre and post testing, observation with rubric



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

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

4. Response to Previous Annual Program Plan & Review

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

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

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

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

The Department has updated all of its curriculum components. Activity courses were updated, banked and leveled in order to comply with new Title 5 Guidelines for course repeatability. The leveling of courses took an effect in the Fall 2013.

All coaches and instructors will continue to become CPR/First Aid and AED certified. The college offers free CPR/AED workshops every semester and faculty and staff are encouraged to attend.

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

“Personal training (practiced by one referred to in this book as the “Personal Trainer” but often described as a “fitness trainer,” “personal fitness trainer,” “fitness professional,” or “exercise professional”) is emerging as one of the fastest growing professions in the United States. According to the U.S. Department of Labor, Bureau of Labor Statistics, the job outlook for this profession is projected to “grow much faster than average” for all occupations between 2008 and 2018, which is further defined as an increase of 29% during this decade (ACSM, 2014)”. Therefore, it is very important to continue promoting the Cañada College Fitness Professional Certificate and Degree.

The full time fitness/dance faculty, Ana Miladinova, responsible for the Fitness Professional Program established a partnership with the National Academy of Sports Medicine (NASM) in Fall 2013. The NASM website <http://nasm.org/SchoolDetails?SchoolID=e4b2fb03-1ede-4d2c-9c8f-1c57db73e4fa> promotes our college and fitness professional program as one of the schools to become a personal trainer/fitness professional. The NASM website brings many new incoming students to the classroom.



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The Dance Degree was approved by the state in Spring 2013. The Dance Degree will contribute to strengthening the dance classes and will attract new students who would like to focus on the Dance Degree.

A new course, Modern Dance, was added to the course offerings with success. A new adjunct faculty, Casandra Owen, was hired to teach Modern Dance and Choreography Classes starting from Fall 2013.

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

In Spring 2013, faculty and staff, Cindy Jimenez and Ana Miladinova, developed the necessary curriculum to offer distance education classes. As of Spring 2014, we are currently offering three distance education classes: KINE 308: Introduction to Fitness-Related injuries, FITN 304 Walking Fitness I and II, and a hybrid course KINE 251: Personal Trainer: Health Appraisal and Exercise Prescription.

Our department is in the process of hiring a new Soccer/ Kinesiology instructor by May 2014. The department underwent a structural organization in order to support the following: Athletics, Kinesiology & Dance/Learning Center and Library. A new position was formed: Dean of Athletics, Kinesiology & Dance/Learning Center/Library. A committee was formed and they are in the process of hiring the new Dean in May 2014.

A better flow of information going through the proper/required positions. Specifically, having the Athletic Director involved in all decisions concerning the Department. Example – hiring of faculty and staff, budget allocation per sport, changes or modifications in curriculum, etc. In the current state, each Department grows, evolves, or changes but that information is kept within that specific Department. The problem is that instructors overlap into other Departments and do not know of the current developments that have taken place with each Department.

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

Percentage of rental fees of the Dance Studio should be going toward the Dance Department to help with yearly funding.

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

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



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SLOAC = Student Learning Outcomes Assessment Cycle

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

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

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC)).

- List courses with COR's over 6 years old (attach documents from [Curriculum Committee](http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/))
 - All of our courses were leveled and updated in the Fall 2012/Spring 2013 semester in order to comply with new Title 5 Guidelines for course repeatability.

B. Identify Patterns of Curriculum Offerings

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

The Department of Kinesiology, Athletics, Dance has made tremendous strides towards curriculum offerings. Recently, a Kinesiology Degree along with Dance Degree was instituted.

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

The Dance Degree (approved by the state in Spring 2013): Allows students to complete 21 core units along with 9 selective units and 18 general education requirements to total 48 units in the dance area.

The Fitness Professional Degree: Consists of 27 core units along with 4 selective course units and 18 general education requirements for a total of 49 units.

The Fitness Professional Certificate: Within the Fitness Professional Certificate 18 core units are asked along with four selective course units for a 22 unit Fitness Professional Certificate. A Fitness Professional Advisory meets every year to discuss recommendation for the Fitness Professional Degree and Certificate. The advisory committee proposed to move the CBOT 430: Computer Application class (1.5 unit) to selectives.



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The offerings of the core classes for the fitness professional are planned each year. Core classes KINE 245 and 250 are offered in the Fall semester and KINE 251 and 308 are offered in the Spring semester so students are able to complete the certificate within a year and the degree within 2 years. The other core classes are offered every semester.

All of the above Degrees require a minimum of 2 years to complete which addresses the curriculum cycle.

Faculty and staff is working and planning together to allow offering of variety of courses that students can choose from to fulfill their PE, certificate and degree requirements.

6. Program Level Data

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

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

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

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

The Department of Kinesiology, Athletics & Dance has undergone a series of course leveling in Fall 2012/Spring 2013 in the TEAM, DANC and FITN Sections in order to comply with new Title 5 Guidelines for course repeatability. The leveled courses were offered in the Fall 2013 for the first time. The impact on these classes will be determined in the following years starting from Fall 2013 and it will be reported in the Annual Program Review.

A bright spot to note in the Athletic Department are favorable comparisons with the Varsity Section compared to the rest of the college. The average GPA of our student-athletes is 2.85, which again ranks in the top 3rd (17th) of all 52 Departments on the Cañada campus. Better yet, the Cañada student athlete is second only to the students within the Radiation Technology Department in units attempted (13.4) and units completed (11.4). Radiation Technology leads the college with 14.7 units attempted and 14.2 units completed. The college average is 7.1 units attempted and 5.2 units completed.



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DANCE

The Dance Program includes a variety of courses including salsa, jazz, hip-hop, modern dance, dance production, ballet, social dance and conditioning for dance technique. The aerobic nature of the dance classes definitely supports the importance of the “healthy body, healthy mind” philosophy.

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
DANC	Student Headcount	278	311	264	246	211
	Total Course Enrollments	292	348	284	277	227
	# of Course Offerings	9	10	10	11	8
	# of Section Offerings	11	12	12	13	10
	Ave Enrollment per Section*	26.5	29.0	23.7	21.3	22.7

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

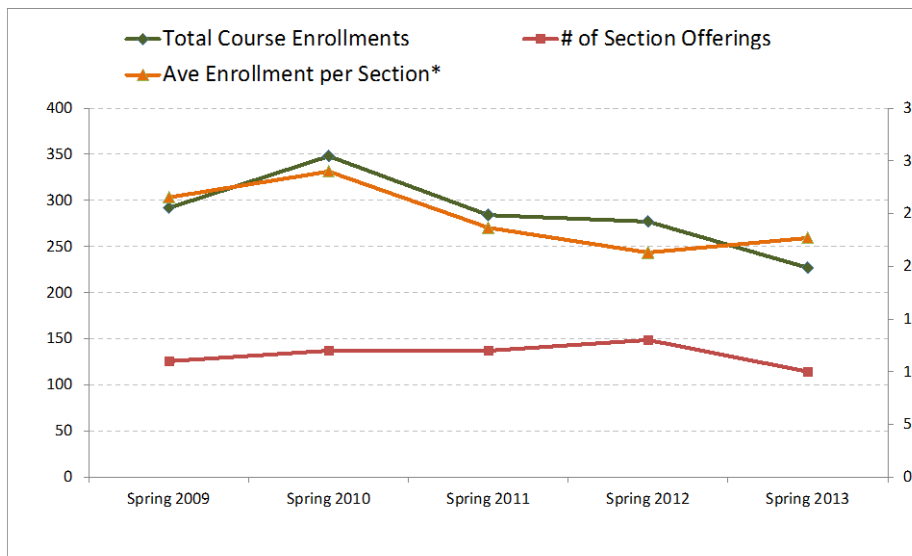
Data Definitions: Student Headcount is the count of individual students (no duplicates) enrolled in all courses within the Department

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

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

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

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



When comparing total course enrollments from Fall 2011 to Fall 2012, the total course enrollments have increased from 211 to 216. When comparing Spring 2012 to Spring 2013, total course enrollment have slightly decreased from 277 to 227. Some of the class offerings have been moved from Spring to Fall offerings, which could be an explanation on why the total course enrollments have decreased. The department’s goal is to further increase the number of course offerings and increase the total course



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enrollments. By offering the dance degree, which took effect in Spring 2013, the department needs to make sure a variety of courses are offered so students can complete their core classes in a timely manner.

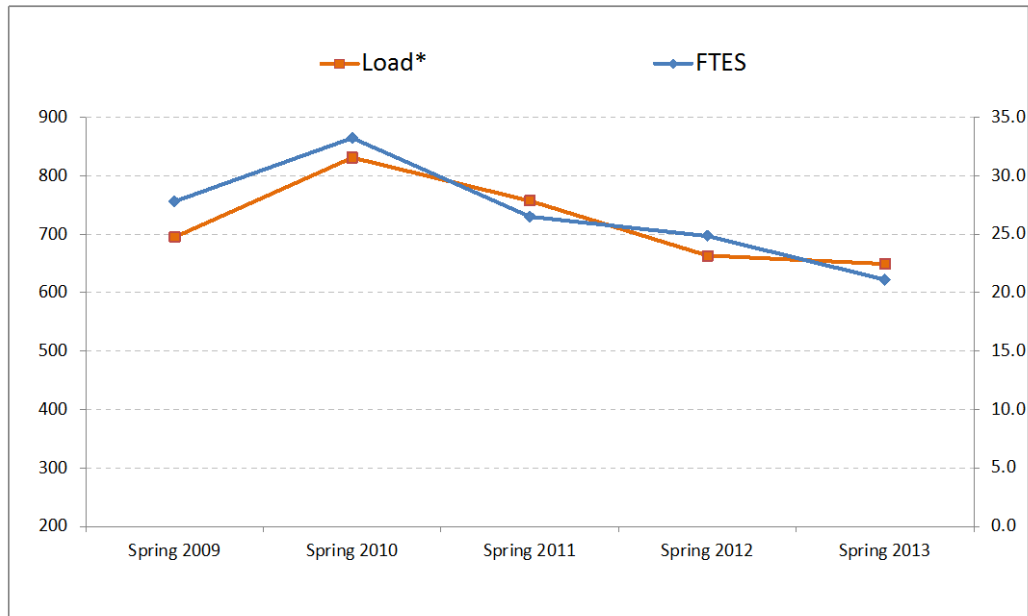
Table 2. Department Efficiency

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
DANC	WSCH	834	997	795	746	633
	FTES	27.8	33.2	26.5	24.9	21.1
	FTE	1.2	1.2	1.05	1.13	0.98
	Load*	695	831	757	663	649

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FTES is the total Full Time Equivalent Student value resulting from all enrollment within the department.
FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that term.
Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Department Overview



When comparing Fall 2011 and Fall 2012, the LOAD has increased from 530 to 636. A slight decline in LOAD has been seen in Spring 2013, which is 649, however, the load is very high in all years when compared to the College Load, which is 479.



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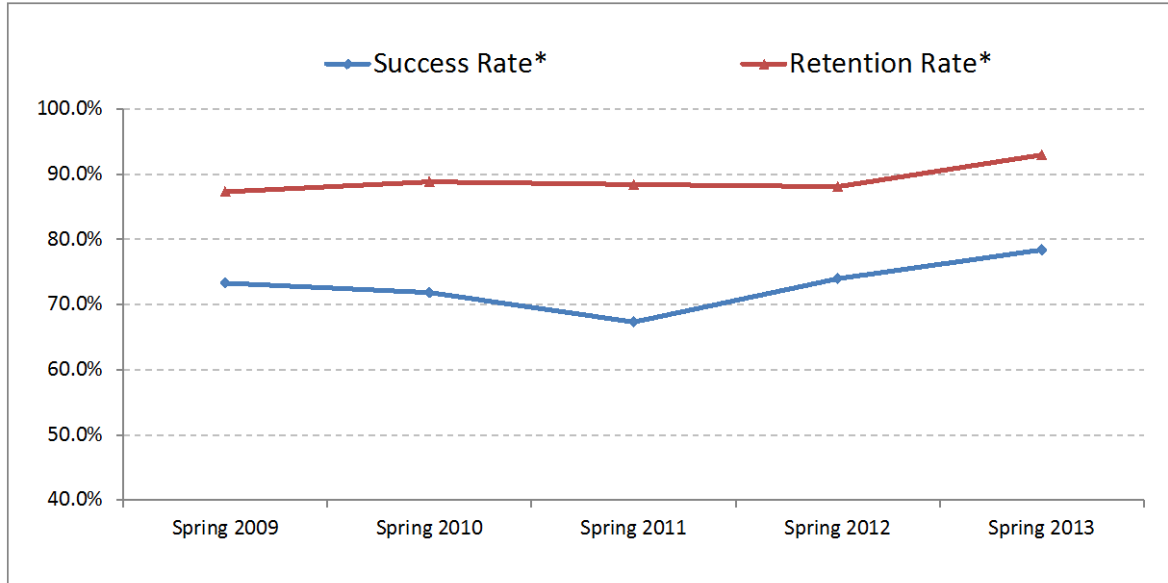
Table 3. Student Performance Profile

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
DANC	Success Rate*	73.3%	71.8%	67.3%	74.0%	78.4%
	Retention Rate*	87.3%	88.8%	88.4%	88.1%	93.0%
	Ave Units Attempted this Term	5.2	6.3	6	6.5	6.2
	Ave Units Earned this Term	3.5	4.7	4.2	4.9	4.4
	Ave Term GPA	2.08	2.12	2.07	2.4	2.33
	Ave Cumulative GPA	2.69	2.75	2.7	2.88	2.79

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

Student Performance Profile



Faculty did an excellent work in student retention and student success area. In the classes, there is 93% of student retention with a 78% of success rate. Both the student success and retention have improved compared to Spring 2012.



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FITNESS

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 20
FITN	Student Headcount	805	854	926	878	869
	Total Course Enrollments	896	967	996	973	929
	# of Course Offerings	13	15	14	13	13
	# of Section Offerings	45	36	36	47	50
	Ave Enrollment per Section*	19.9	26.9	27.7	20.7	18.6

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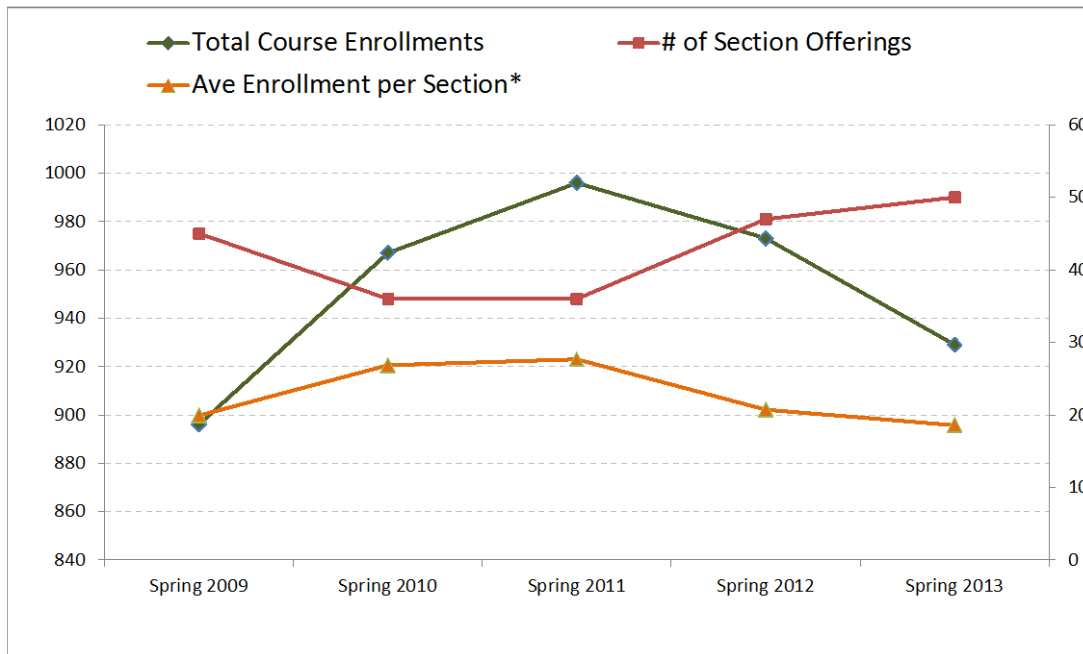
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of Section Offerings is the number of course sections offered within the department for that term.

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



In the last five years from 2009 to spring 2013, the total student headcount have increased from 805 to 869. The total course enrollments improved from 896 to 929 in the same timeframe. Despite the fact that the college enrollments have decreased, our fitness course enrollments have increased in the past five years.



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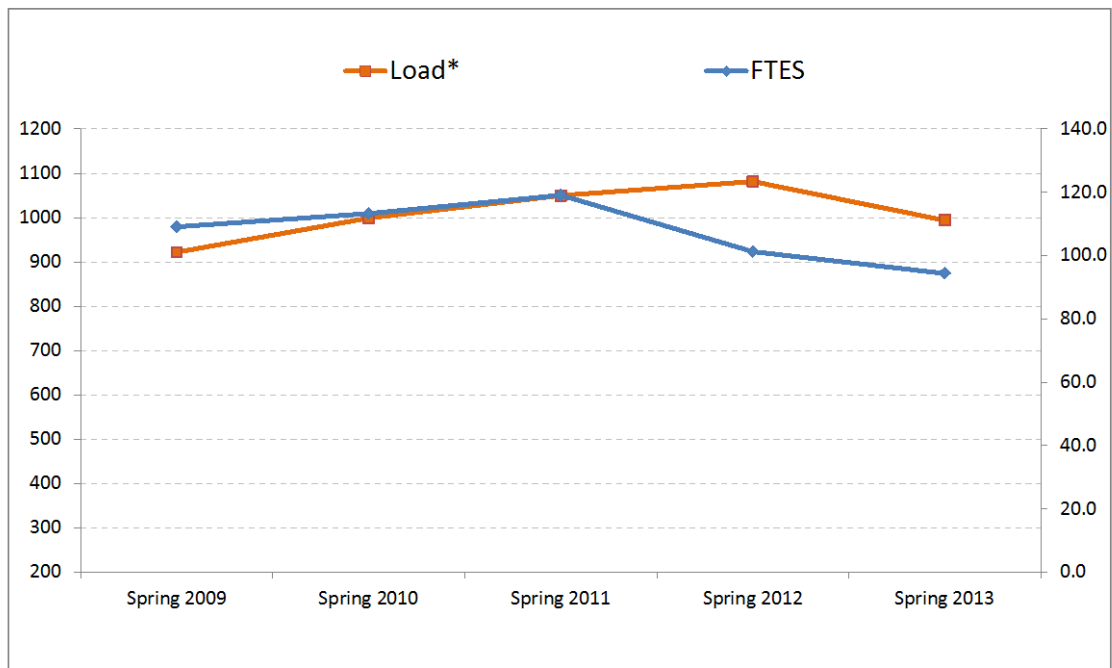
Table 2. Department Efficiency

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
FITN	WSCH	3273	3398	3571	3037	2832
	FTES	109.1	113.3	119.0	101.3	94.4
	FTE	3.55	3.4	3.4	2.81	2.85
	Load*	922	999	1050	1082	994

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FTES is the total Full Time Equivalent Student value resulting from all enrollment within the department.
FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that term.
Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Department Overview



In the last five years from 2009 to Spring 2013, the load has increased from 922 to 994. The fitness load is significantly higher than the college load, which was 427 in Spring 2013.



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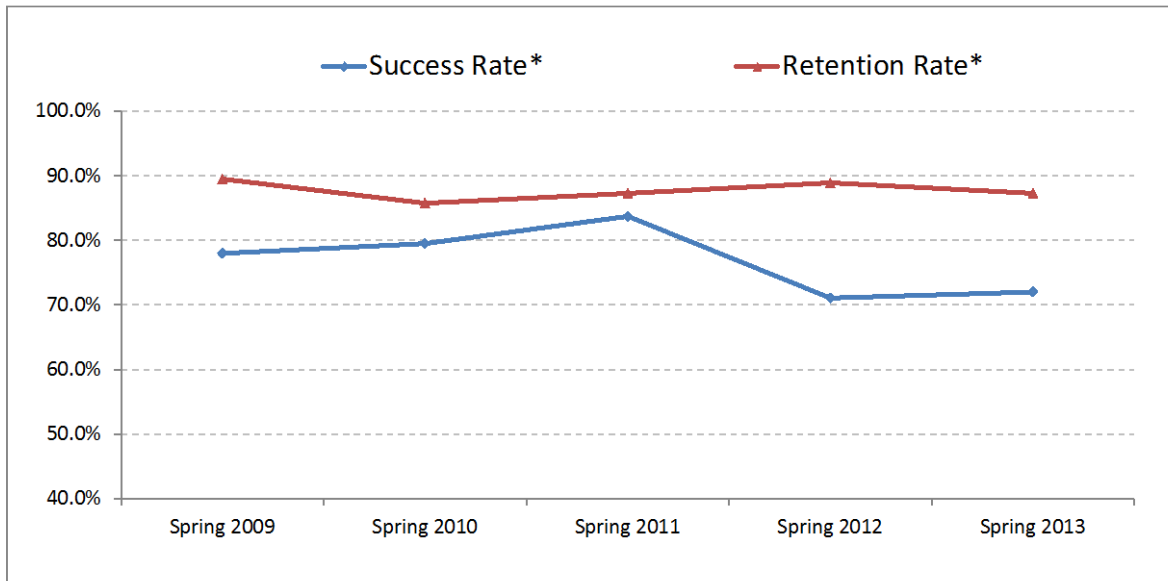
Table 3. Student Performance Profile

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
FITN	Success Rate*	78.0%	79.5%	83.7%	71.1%	72.0%
	Retention Rate*	89.5%	85.8%	87.3%	88.9%	87.3%
	Ave Units Attempted this Term	7.6	8.3	8.2	7.9	8.3
	Ave Units Earned this Term	5.3	5.9	5.8	5.5	5.9
	Ave Term GPA	2.22	2.31	2.48	2.42	2.35
	Ave Cumulative GPA	2.76	2.73	2.75	2.79	2.69

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 - Ave Term GPA** is the average current term GPA of all students taking courses in the department for the given term.
 - Ave Cumulative GPA** is the average cumulative GPA of all students taking courses in the department for the given term.

Student Performance Profile



The overall trend in Retention Rate has stayed the same comparing Spring 2012 with Spring 2013. The Fitness Program has a better Success Rate (72%) as compared to the college Success Rate (69%). The Fitness Program has a slightly higher Retention Rate and average GPA compared to that of the college. Despite better comparisons to the college Success and Retention Rates, a department goal is to increase success and retention.



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INDIVIDUALS

Individuals (INDV) consists of one class offerings: Golf

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
INDV	Student Headcount	28	22	18	17	17
	Total Course Enrollments	28	22	18	17	17
	# of Course Offerings	3	3	3	3	3
	# of Section Offerings	3	3	3	3	3
	Ave Enrollment per Section*	9.3	7.3	6.0	5.7	5.7

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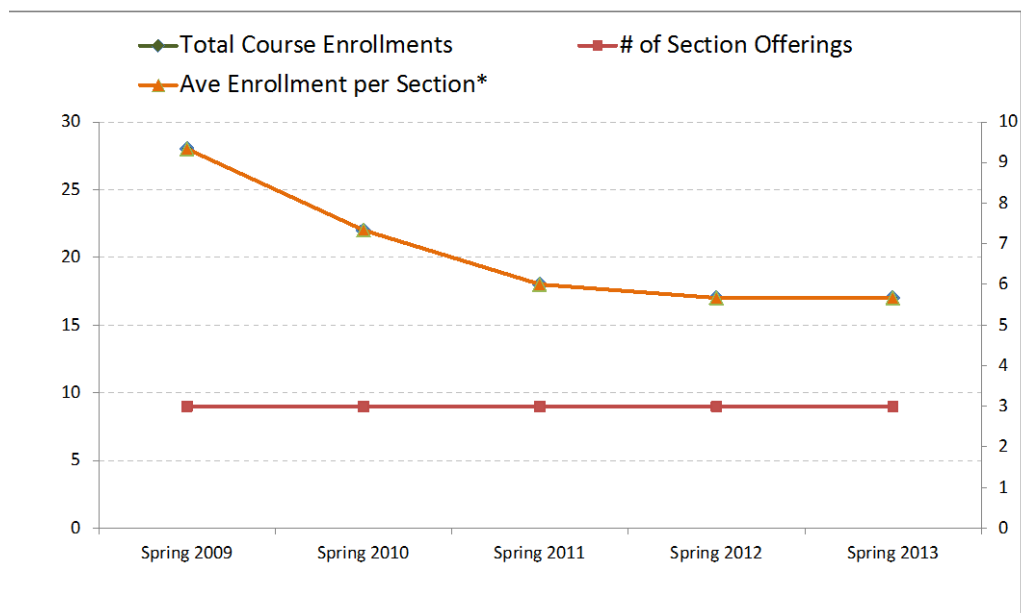
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The student headcount and total course enrollment have been affected by the combining of beginning, intermediate/advanced, and expert classes into one class due to budget cuts.



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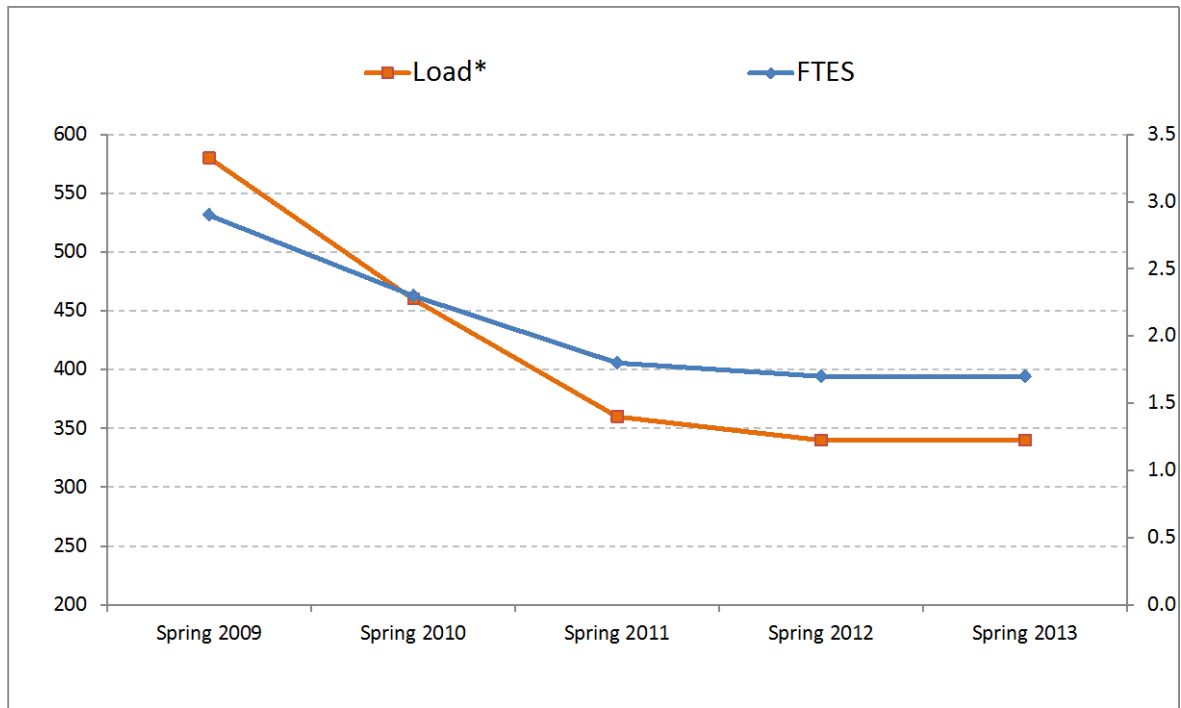
Table 2. Department Efficiency

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
INDV	WSCH	87	69	54	51	51
	FTES	2.9	2.3	1.8	1.7	1.7
	FTE	0.15	0.15	0.15	0.15	0.15
	Load*	580	460	360	340	340

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

Department Overview



The WSCH have dropped from 87 to 51 and the Load has stayed the same at 340 for the last 3 years.



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Table 3. Student Performance Profile

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
INDV	Success Rate*	89.3%	86.4%	100.0%	94.1%	94.1%
	Retention Rate*	89.3%	86.4%	100.0%	94.1%	94.1%
	Ave Units Attempted this Term	6.1	4.9	6.2	4.4	5.5
	Ave Units Earned this Term	4.4	3.4	4.8	3.7	5.5
	Ave Term GPA	2.9	2.92	2.98	3.22	2.95
	Ave Cumulative GPA	3.11	3.08	2.78	3.39	3.3

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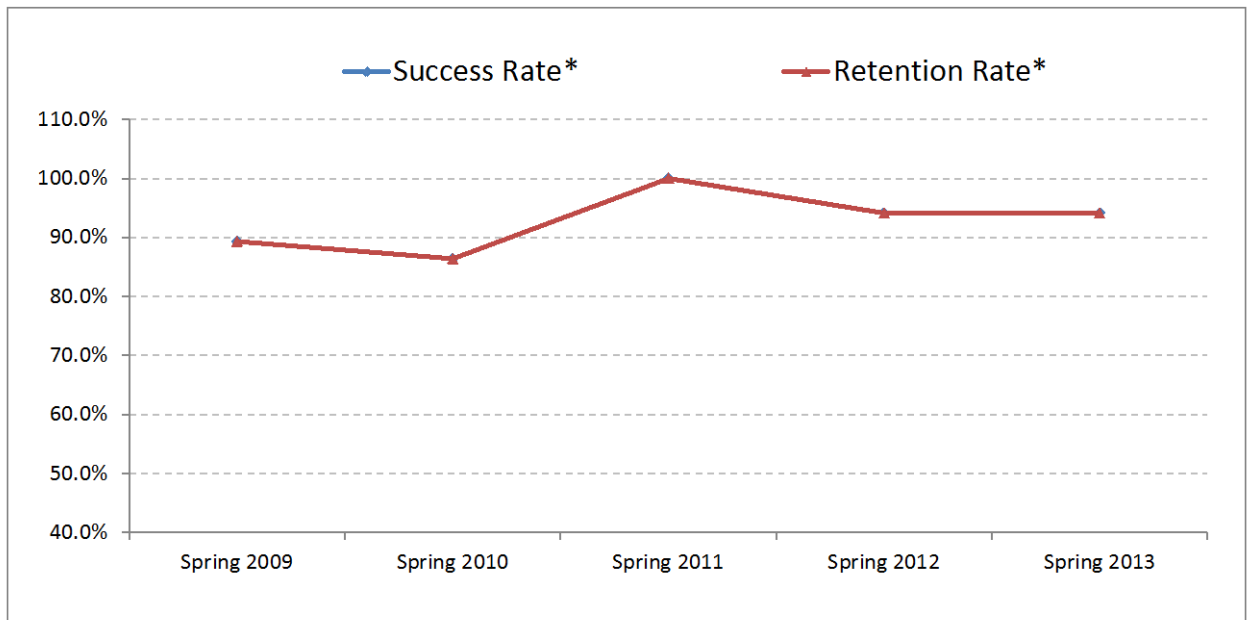
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Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given term.

Student Performance Profile



The numbers in student success and retention rate have stayed consistently at 94% for the last 3 years.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
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KINESIOLOGY

Kinesiology is comprised of 6 courses:

KINE 101, Introduction to Kinesiology

KINE 251, Personal Trainer Preparation: Health Appraisal and Exercise Prescription (Previously FITN 251)

KINE 308, Introduction to Fitness-Related Injuries (Previously P. E. 308)

KINE 672, Cooperative Education: Internship

KINE 245, Principles and Techniques of Resistance, Balance and Flexibility Training (Previously FITN 245)

KINE 250, Personal Trainer Preparation: Anatomy and Physiology (Previously FITN 250)

The KINE courses were previously offered as FITN. Therefore, the data was combined with the fitness program. Only two to three courses are offered each semester.



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Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
KINE	Student Headcount	0	0	0	49	58
	Total Course Enrollments	0	0	0	59	60
	# of Course Offerings	0	0	0	3	2
	# of Section Offerings	0	0	0	3	2
	Ave Enrollment per Section*	#DIV/0!	#DIV/0!	#DIV/0!	19.7	30.0

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

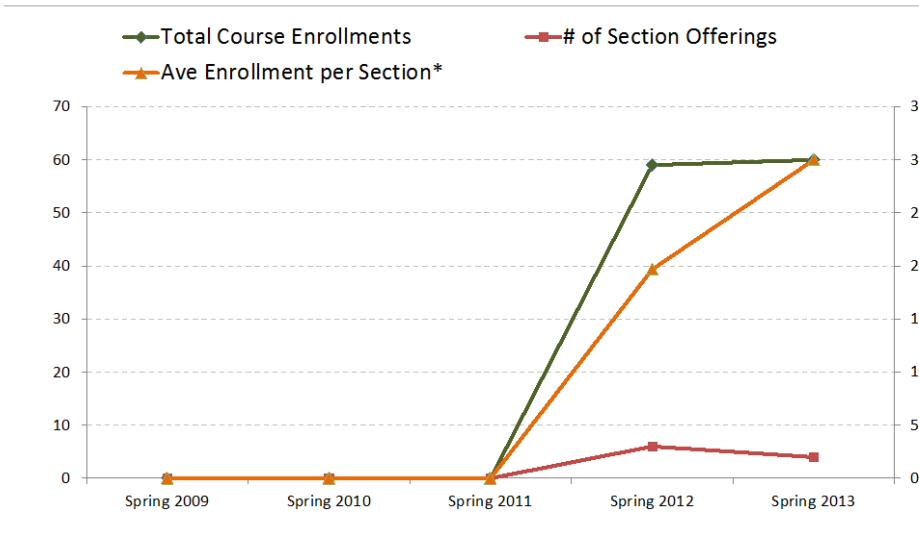
Data Definitions: Student Headcount is the count of individual students (no duplicates) enrolled in all courses within the Department

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

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

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

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



The Kinesiology courses have experienced a slight growth in student headcount and total course enrollment even though the number of classes offered from Spring 2012 to Spring 2013 has decreased from 3 to 2. One of the KINE classes has been moved to Fall offerings instead of the Spring Semester offering to allow better convenience for students and better flow of offerings of the Kinesiology classes. KINE 101, which is highly popular among students was offered in the Summer 2013, however the numbers are not reflected in this graph.



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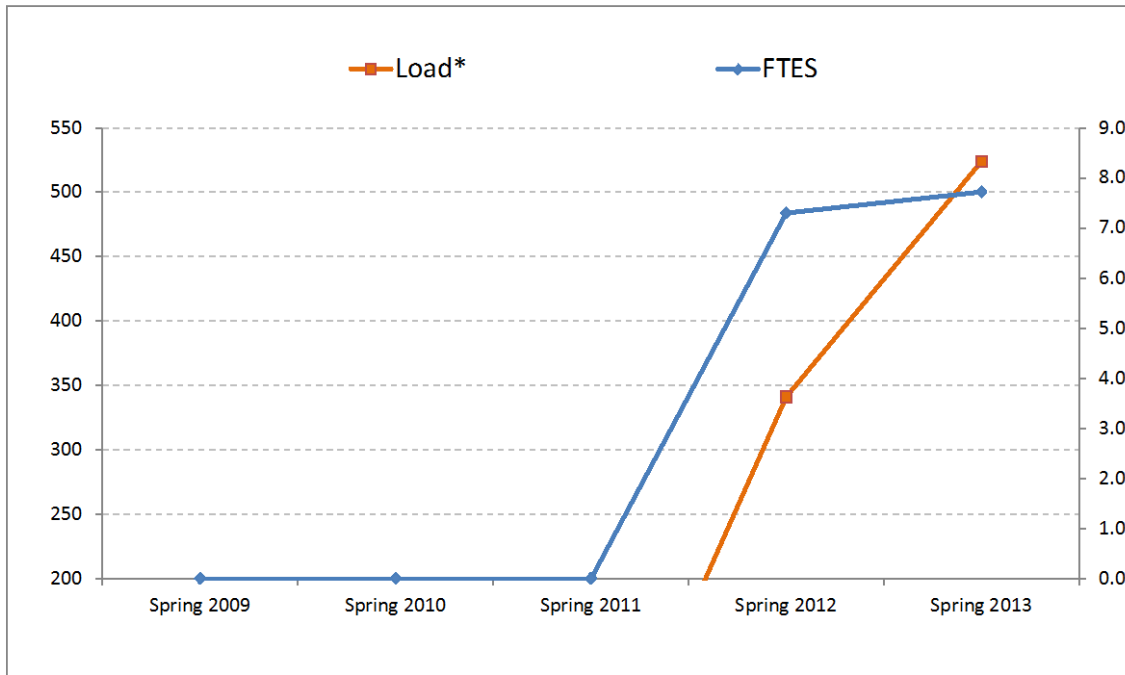
Table 2. Department Efficiency

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
KINE	WSCH	0	0	0	219	232
	FTES	0.0	0.0	0.0	7.3	7.7
	FTE	0	0	0	0.64	0.44
	Load*	0	0	0	341	524

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

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

Department Overview



Due to addition of the Kinesiology degree, high interest in the Kinesiology classes and decreased number of classes offered from Spring 2012 and Spring 2013, the Load has increased from 341 in Spring 2012 to 524 in Spring 2013.



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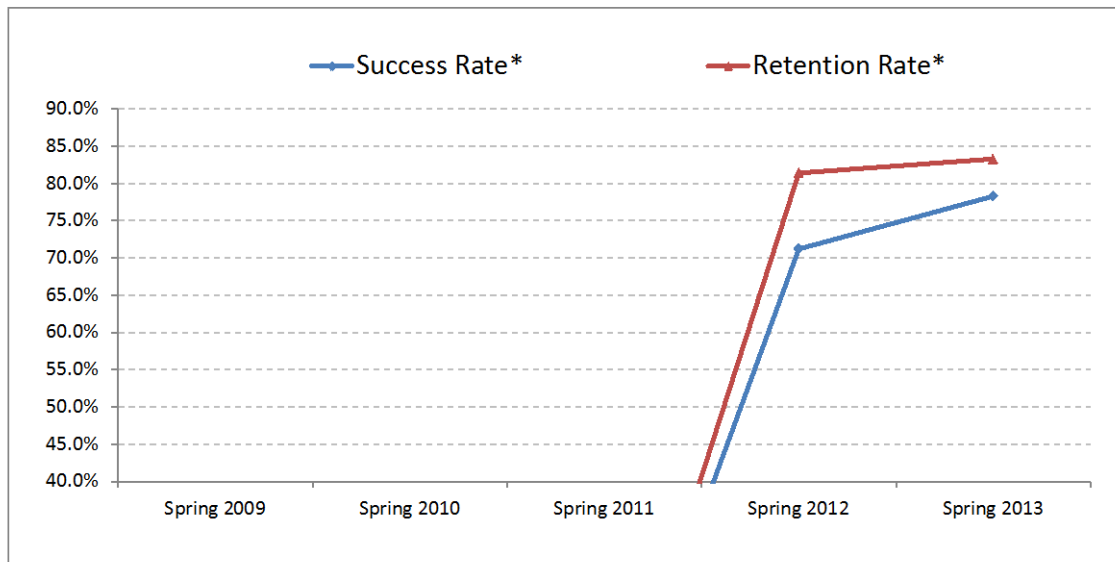
Table 3. Student Performance Profile

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
KINE	Success Rate*	0.0%	0.0%	0.0%	71.2%	78.3%
	Retention Rate*	0.0%	0.0%	0.0%	81.4%	83.3%
	Ave Units Attempted this Term	0	0	0	8.3	8.6
	Ave Units Earned this Term	0	0	0	5.7	6.2
	Ave Term GPA	0	0	0	2.49	2.5
	Ave Cumulative GPA	0	0	0	2.83	2.66

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

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

Student Performance Profile



The student retention and success has slightly increased from Spring 2012 to Spring 2013. The Kinesiology Program has a better Success Rate (78%) as compared to the college Success Rate (69%). The Kinesiology Program has a slightly higher Retention Rate compared to that of the college. Despite better comparisons to the college Success and Retention Rates, a department goal is to increase success and retention.



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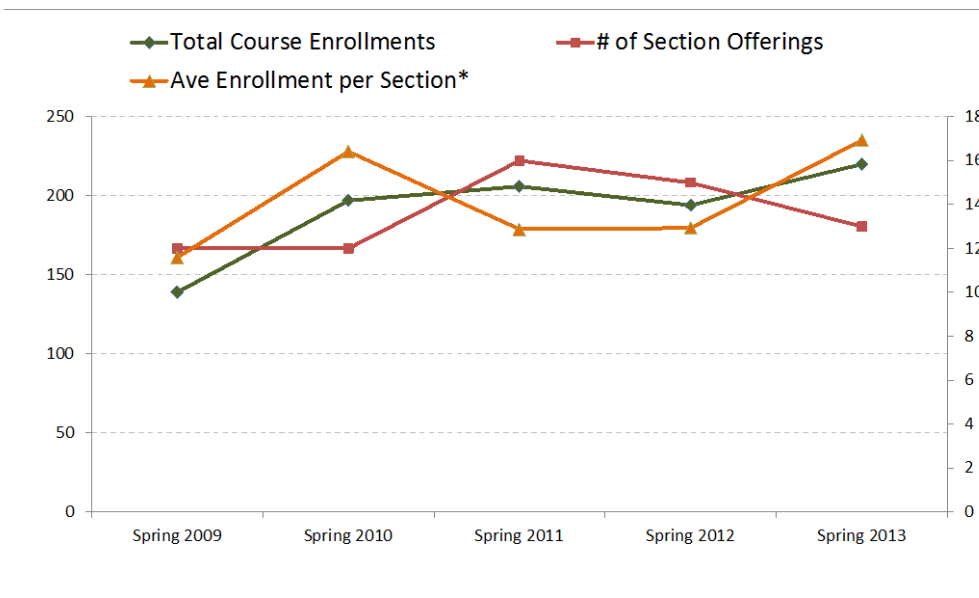
TEAM

The team program is comprised of the following sports: Basketball, Soccer, Indoor Soccer and Volleyball

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
TEAM	Student Headcount	137	191	198	190	209
	Total Course Enrollments	139	197	206	194	220
	# of Course Offerings	7	7	10	9	10
	# of Section Offerings	12	12	16	15	13
	Ave Enrollment per Section*	11.6	16.4	12.9	12.9	16.9

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



The Student Headcount grew from 137 to a total of 209 in the last 5 years. The total course enrollments also grew from 139 to 220 from Spring 2009 to Spring 2013.



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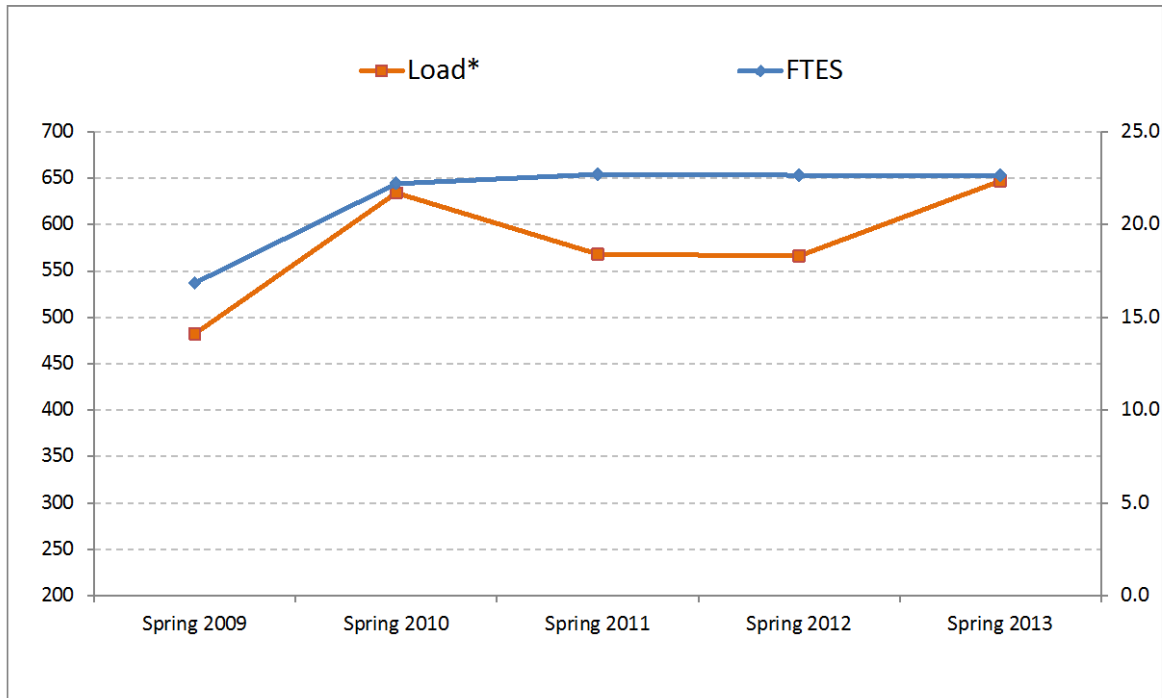
Table 2. Department Efficiency

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
TEAM	WSCH	506	666	681	680	679
	FTES	16.9	22.2	22.7	22.7	22.7
	FTE	1.05	1.05	1.2	1.2	1.05
	Load*	482	634	568	566	647

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

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

Department Overview



Volleyball was reinstated in Fall 2012. The Team Load improved from 566 in Spring 2012 to 647 in Spring 2013



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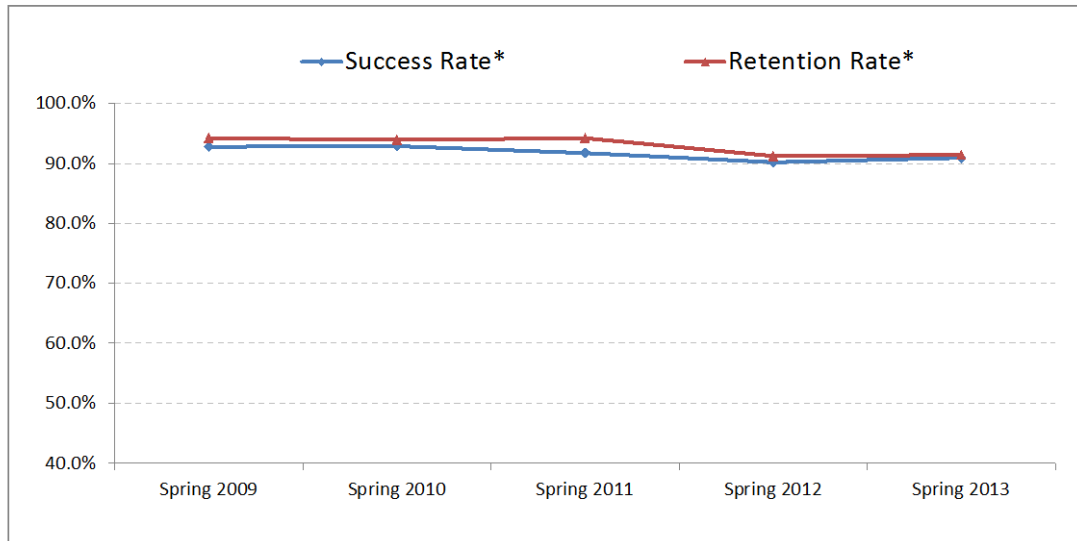
Table 3. Student Performance Profile

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
TEAM	Success Rate*	92.8%	92.9%	91.7%	90.2%	90.9%
	Retention Rate*	94.2%	93.9%	94.2%	91.2%	91.4%
	Ave Units Attempted this Term	7	8.2	8.4	8.1	8.5
	Ave Units Earned this Term	5.2	5.8	5.3	5.7	6.1
	Ave Term GPA	2.84	2.94	2.83	2.84	2.89
	Ave Cumulative GPA	2.84	2.83	2.77	2.82	2.89

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

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

Student Performance Profile



The student retention and success rates are consistently high. The college success rate is 69% while the Team success and retention rates have stayed consistent at 91.4% to 94.2% over the last 5 years. The average cumulative GPA for the last 5 years is 2.89 compared to the college average of 2.54



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VARSIITY

The varsity program is compromised of the following: Varsity baseball, golf, volleyball, basketball, men’s and women’s soccer and varsity weight conditioning.

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
VARS	Student Headcount	60	67	57	70	59
	Total Course Enrollments	60	67	57	70	59
	# of Course Offerings	3	3	2	2	2
	# of Section Offerings	3	3	2	2	2
	Ave Enrollment per Section*	20.0	22.3	28.5	35.0	29.5

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

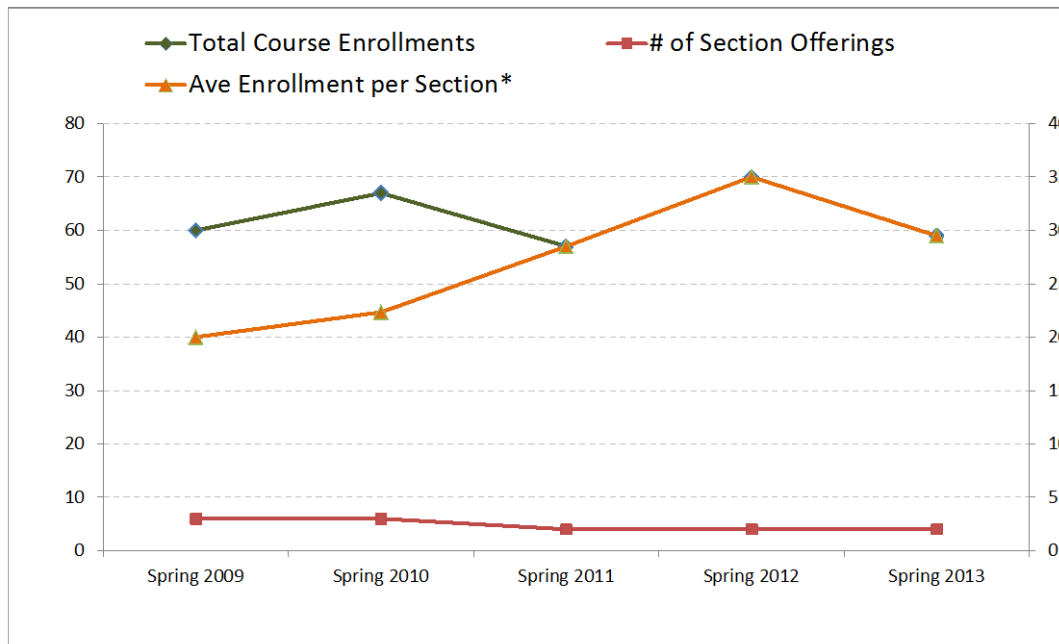
Data Definitions: **Student Headcount** is the count of individual students (no duplicates) enrolled in all courses within the Department

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

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

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

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



Student headcount is shown only in the Spring semester where the headcount and course enrollment is 59. The annual headcount and enrollment is 152 which is consistent for the past 5 years.



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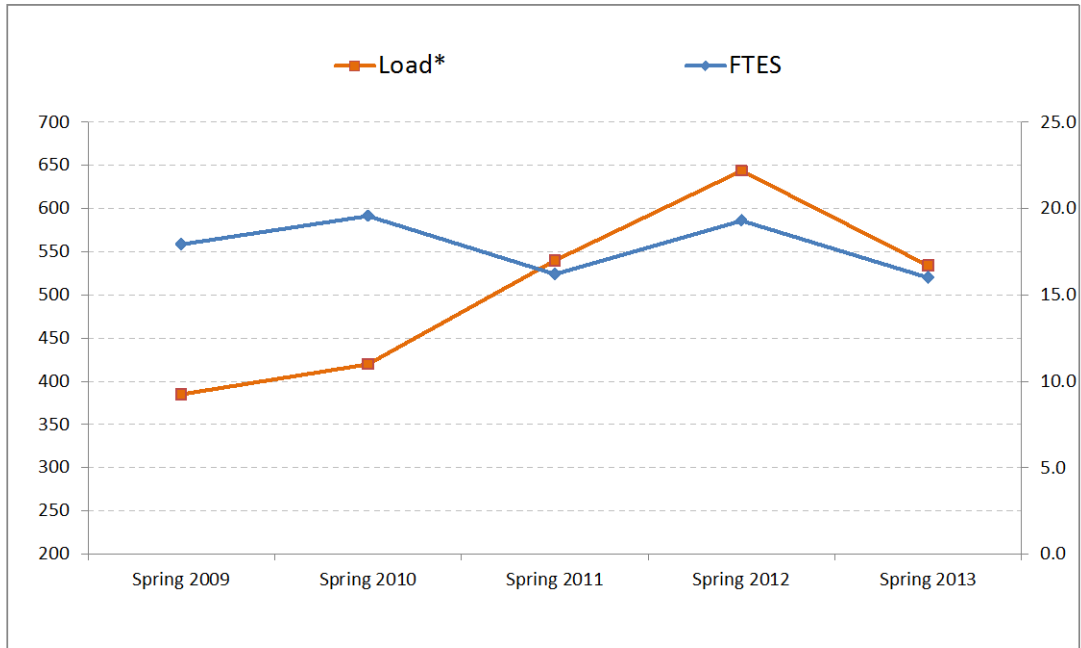
Table 2. Department Efficiency

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
VARS	WSCH	538	587	486	579	480
	FTES	17.9	19.6	16.2	19.3	16.0
	FTE	1.4	1.4	0.9	0.9	0.9
	Load*	385	420	540	644	534

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

Department Overview



The WSHC has fluctuated from 480 to 587 due to the addition/deletion of varsity sport offerings;
The LOAD has grown from 385 in 2009 to 534 in 2013.



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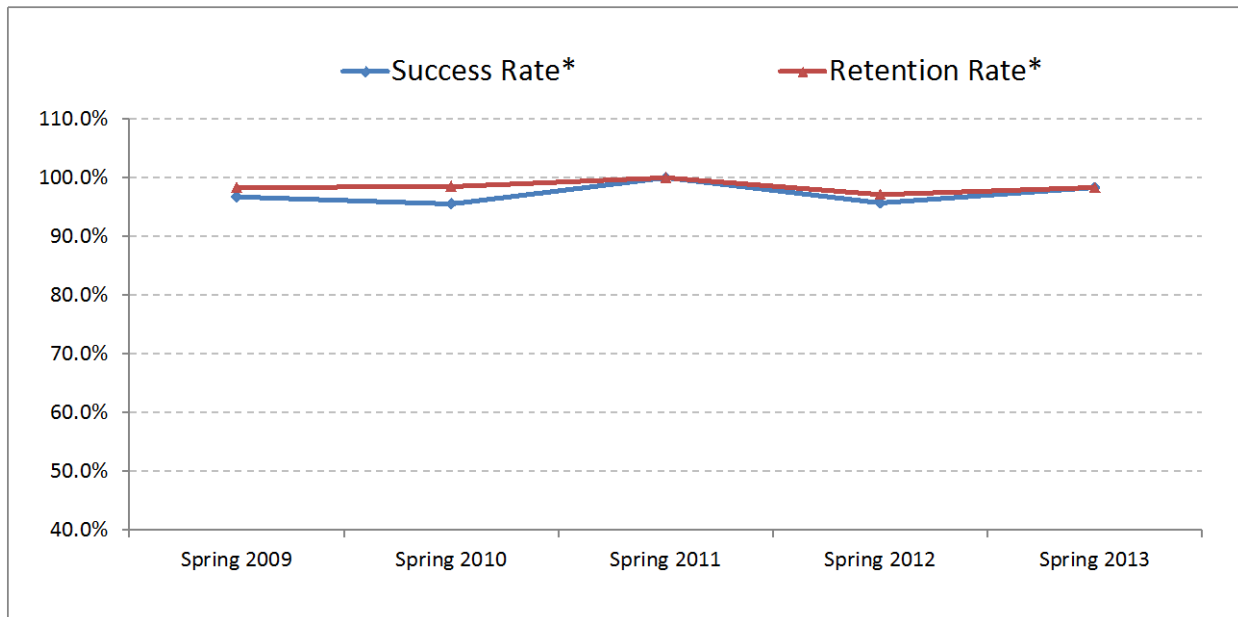
Table 3. Student Performance Profile

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
VARS	Success Rate*	96.7%	95.5%	100.0%	95.7%	98.3%
	Retention Rate*	98.3%	98.5%	100.0%	97.1%	98.3%
	Ave Units Attempted this Term	12.6	13	14	13.7	13.4
	Ave Units Earned this Term	10.1	10	10.8	9.9	11.7
	Ave Term GPA	2.74	2.7	2.87	2.73	2.93
	Ave Cumulative GPA	2.77	2.76	2.89	2.89	2.85

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

Student Performance Profile



The student success and retention rates have fluctuated from 95.5% to 100% over the past 5 years. The GPA for Spring 2013 is 2.85.



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

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

Guidelines:

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

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

Kinesiology and Physical Education sections fit into all 5 of the PSLO's.

With implementation of the Kinesiology Degree and Transfer Degree and the partnership of the Fitness Professional Program with the prestige National Academy of Sports Medicine, the Kinesiology classes are bringing many new students to the college. There is a high demand for fitness instructors in the Bay Area. In fact, the employment of fitness trainers and instructors is projected to grow 13 percent from 2012 to 2022, about as fast as the average for all occupations. The Kinesiology degree is popular among students and the Kinesiology program is expecting to increase the number of students in its classes in the following years. The expected increase in the number of students will open a possibility of new class offerings and sections, which will additionally strengthen the program.

C. Other Considerations

7. Action Plan

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

Guidelines:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.



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

During flex day, March 5th, 2014 our department had a discussion about Program Learning Outcomes. The following topics were discussed:

- The department needs to determine how many students have graduated from our programs (Dance, Kinesiology, Fitness Professional). The department will work with administration and the college researcher to identify who are the graduates of our three programs: Fitness Professional, Dance and Kinesiology
- How is the department going to assess the PLOs of those graduated students
- Using eportfolios to assess PLOs

A pilot program on using eportfolio was completed in the Fall 2013 college wide. Based on the results, the eportfolio was expanded to include any faculty who want to try it. In our department, there were some concerns about not understanding the process of using eportfolios and how to determine which students to use eportfolio. A meeting was set up to understand the eportfolios on March 10th, 2013. Faculty and staff present to the meeting (Erik Gaspar, Kurt Devlin, Cindy Jimenez, Vera Quijano and Ana Miladinova) discussed a plan that would integrate the eportfolio into their classes for the KAD department. The eportfolio is an electronic way to capture and examine the work of students and how the assignment learned in class are applied to Program Learning Outcomes. The eportfolio site for our department was developed after the meeting.

The eportfolio's purpose:

The instructor could ask the students to complete and reflect on a signature assignment under specific PLOs in the eportfolio. The idea is that each instructor finds an assignment (signature assignment) in his/her class, which could link to a certain PLO so student can complete his/her PLOs. Instructors discussed that the signature assignment could be added to the course syllabus at the beginning of the semester. Therefore, beginning Fall 2014 faculty could implement the already developed eportfolio for the Kinesiology, Athletics and Dance Department.

The department will strive to be informed about the college wide discussion on using eportfolios and other faculty experience with it.

Besides the eportfolio, the department was discussing other ways of assessing PLO's. Some instructors have discussed that they could identify the graduates from Fitness, Dance and Kinesiology and incorporate their own signature assignment (portfolio or an exit interview).



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The largest question facing the Department is the process of starting the renovation of Building 1, the center of the Department, which is scheduled to start in summer 2015. The future expansion and growth of the Department depends mainly on Building 1 renovation and additional full time faculty positions. In the current state of Building 1, the Department of Kinesiology, Athletics and Dance is limited in what it can offer to the student body due to the restrictions placed upon it by its physical assets (the building itself) and therefore cannot reach its' full potential. A committee was formed to discuss the new design of the building and space.

Faculty will plan on expanding the curriculum offerings as soon as the renovation takes place in summer 2015. Possible listings of future classes in the Kinesiology Department include: TRX, Spinning, Boxing, Swimming, Total Core Training, Intro to College and Intercollegiate Athletics (PE 135), Plyometric Conditioning, Health and Wellness classes, Sports Management and Sports Officiating, Combatives, Dance Production, Theory of Dance, Jungle Gym, Beach Volleyball, First Aid, CPR, Spinning Class (room required), Volleyball, Hiking, Backpacking, Trail Running, Argentine Tango, Swing, Tap Dance, More Cardio Classes, Badminton.

Current offerings need to be offered at peak hours such as Boot Camp, Cross Training (FITN 112), and Jazz Class.

As of Spring 2014, the distance education classes (KINE 308: Introduction to Fitness-Related injuries, two sections of FITN 304: Walking Fitness I and II, and a hybrid course KINE 251: Personal Trainer: Health Appraisal and Exercise Prescription) are very successful in enrollment and our department will strive to develop and offer more distance education classes (for example KINE 101)

8. Resource Identification

A. Faculty and Staff hiring requests

Guidelines:

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



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Full-Time: Men's Basketball and Women's Volleyball

In this years' Annual Plan the Department again recommends the addition of two full time Head Coaches / Kinesiology/Fitness Instructors. One for Men's Basketball and one for Women's Volleyball. The basketball program averages 20-25 student-athletes a year while the volleyball program has 15-18. Two additional full-time Athletic Coaches / Kinesiology /Fitness Instructors would assist in recruiting, updating curriculum, and program information as well as help represent the Kinesiology / Athletic Department on college wide committees. Furthermore, all general students need two units of PE for their AS/AA Degree. By adding full time Instructors/Coaches, the college will then be able to offer a wider variety of classes in Kinesiology, Athletics and Dance. By moving into a new facility and possibly adding Varsity sport teams, full time instructors/coaches is needed. Each coach is also required to attend conferences and statewide meetings three times a year; Fall, early Spring and year ending. The intercollegiate teams allow our student athletes to complete general education requirements, maintain lifelong fitness, acquire skills in team and individual sports, and compete in intercollegiate competition.

The coaches have expertise in their specific sport by which they played the sport in high school, college and some, professionally. They also have prepared for the intercollegiate level by coaching in high school or at the college level to gain specialized knowledge for their specific sport. Development needs are in the recruitment area of the student athlete. Coaches get no additional pay for the hours spent going to high school games on weeknights, weekend competitions, summer tournaments and showcase events of the elite high school recruits. Our recruiting boundaries stretch from San Francisco to Santa Cruz and the entire east side of the bay, (Oakland, Hayward, Fremont), so one can imagine the cost of travel and time dedicated by our head coaches to increase enrollments of the specific programs. The rigorous schedules of our part-time coaches do not allow them to be at all of these important events.

Each varsity program at Cañada College gets an allotment of \$2,000 for assistant coaches. If a certain sport has two and three assistant coaches, this equals \$700/\$1,000 per coach, per year with ten months of training and dedication to our college, by each assistant coach. The availability of part a huge problem at the Community College level. The hours and pay do not add up for our part time coaches with families. We have had coaches leave for other full time positions that then sets the program back a couple of years starting from scratch We have been extremely fortunate at Cañada to have dedicated part-time head coaches along with their assistants, making minimum pay. The Athletic Department would reduce the part time faculty load to stabilize and grow a specific Varsity sport and improve instruction in the Kinesiology and activity class offerings by hiring a full time Coach / Kinesiology/ Instructor. This is further information on why we are requesting a full time Coach/Kinesiology /Instructor position.

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

The Cañada College Mission states: "To ensure that students from diverse backgrounds have the opportunity to achieve their educational goals..."and "activities that foster student's personal development and academic success". Nowhere on the Cañada College campus is this embodied more



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than in the Athletic Department. Our student athlete's graduate and transfer at a higher rate than the general student body while putting in long hours on the practice field and gym and, at the same time, representing the college in a respectful manner with honor and professionalism.

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

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

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

Comparatively, at our sister colleges, CSM has eleven varsity sports with seven full-time head coaches while Skyline has seven sports with four full-time coaches. Cañada has six sports with one full-time coach and new hire coming in Spring 2014.

Our coaches actively recruit from the community's rich cultural diversity by recruiting students from all ethnic and economic groups including international students. The diversity of the program has increased the last several years. Cañada had four varsity sports in 2004 -05 and now has six sports including



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women's volleyball, soccer and golf, men's soccer, basketball, and baseball. Men's Golf is currently on hiatus.

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

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

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

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

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

Our 2011 Annual Program Plan shows increases in both TEAM and VARS LOAD, Success, and Retention rates that support a full time hire. To ensure continued growth, and a high level of enrollment, requires the appointment of a full time Coach/Kinesiology position for the Fall 2013.

Part-Time Assistant Athletic Trainer

Qualifications needed: Bachelors of Science or Bachelors of Arts from an accredited athletic training program, and NATABOC certified.

An assistant athletic trainer is needed for both short and long term purposes. Currently there is only 1 full time Certified Athletic Trainer (ATC). With the impending reconstruction of Building 1 where the athletic programs are housed, while the field teams will remain, several teams will be moved off campus temporarily for an anticipated 1.5 years. During that time, home games may be scheduled closely so that the 1 ATC will not be able to move from one game to the next, depending on where the temporary locations for the gymnasium sports will be. (Currently, the ATC only has to go from a game on the soccer field to the gymnasium for a volleyball game if they are scheduled back-to-back). CCCAA regulations require that an ATC be on-site when serving as the host of an intercollegiate game.



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Once the building renovation is complete, we face long-term reasons. The Athletic Training Room strives to provide top-notch medical care for the student-athletes of Cañada College, but needs the institutional support to continue to do so. Currently there are no coverage protocols in place in the event the ATC is unable to report for duty. Over the past seven years, there has been an increase in the number of athletes, from 117 student-athletes in the 2007-08 academic year, to 153 student-athletes in the 2013-14 academic year. With the new facilities, more sports are anticipated to be added that will require increased coverage. Moreover, if we opt to participate in the nontraditional season, the workload for the ATC will double as all sports will be active all year round. The offseason will no longer be treated as just another fitness class. Since 2008-09 comp time accruals have totaled no less than 153 hours, with most years recently closer to 200 hours.

The anticipated increase in workload, schedule conflicts from Building 1 renovations, high levels of comp time accrued, and the desire to continue to provide high-level care justifies a need for a part-time assistant athletic trainer position.

B. Professional Development needs

Guidelines:

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

Completed Faculty and Staff Professional Development:

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

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

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

Nick Carr Attended 2 Northern California All-Sports Coaches Clinics, CPR/AED and First Aid Certification, June 2013

Ana Miladinova NASM Personal Trainer Certification, Spring 2014 and CPR/AED Certification, March 2014

Vera Quijano ACSM Personal Trainer Certification, January 2014 and CPR/AED Certification, February 2014



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Erik Gaspar CPR/AED Certification, February 2014
Linda Breen CPR/AED Certification, March 2014
Mike Reynoso CPR/AED Certification, 2014

Professional Development Plans for next year:

- a. US Soccer Federation C License and Spinning Certification: Erik Gaspar
 - I. Coaching/instruction
- b. Pilates Certification and ACSM CEC: Linda Breen
 - I. Instruction
- c. National Strength and Conditioning Certification - CSCS: Nick Carr
 - I. Instruction
- d. Ideafit Conference: Ana Miladinova
 - I. CECs are needed to maintain Ana's Personal Trainer ACSM Certification
- e. American Baseball Coaches Association: Tony Lucca
 - I. Coaching
- f. Functional Movement Screening Conference and TRX Certification: Cindy Jimenez
 - I. Offering new classes in future/instruction

Funds for CECs/CEUs for Cindy Jimenez to maintain her ATC certification, which is required for her position. The ATC certification (maintained through the NATABOC) requires 50 CEUs in each 3 year period. CEUs will and can be obtained via attending conferences/symposiums/workshops, online courses, and completing college coursework.

C. Classroom & Instructional Equipment requests

Guidelines:

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

During our Flex day, March 5th, the department discussed about equipment needs. Many faculty and staff pointed out how important it is to know the timeline of buying equipment. The department would like to understand and be informed on how the system and process of buying equipment and prioritization works.



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KINESIOLOGY, ATHLETICS AND DANCE EQUIPMENT NEEDS FOR 2014/2015

Item Name	Quantity	Vendor	Unit Cost	Sub Total Cost	Tax & Shipping 20% total	Total Cost	Requested by sport or class
Penn Champ Extra Duty Tennis Balls	1	tenniswarehouse.com	\$40	\$40	\$8.00	\$48	KINE 101 (Erik Gaspar)
NIKE Park Sock 507815-323 large	35	Soccer Pro	\$7	\$245	\$49.00	\$294	VAR5 154 (Erik Gaspar)
NIKE Park Sock 507815-100 large	35	Soccer Pro	\$7	\$245	\$49.00	\$294	VAR5 154 (Erik Gaspar)
NIKE Club Team Backpack DA4868 001	35	Soccer Pro	\$33	\$1,138	\$227.50	\$1,365	VAR5 154 (Erik Gaspar)
NIKE Tiempo Short 269752-012 large	15	Soccer Pro	\$10	\$156	\$31.20	\$187	VAR5 154 (Erik Gaspar)
NIKE Scrimmage Vests 459657-311	15	Soccer Pro	\$7	\$98	\$19.50	\$117	Team 141.1,2,3,4 (Erik Gaspar)
NIKE Scrimmage Vests 459657-820	15	Soccer Pro	\$7	\$105	\$21.00	\$126	Team 141.1,2,3,5 (Erik Gaspar)
Practice Jersey's for Team Instruction	20	Nike.com	60	\$1,200.00	\$240.00	\$1,440	Vars 114/Team 186 (Mike Reynoso)
Basketballs	12	Goetz Bros.	67	\$794.40	\$158.88	\$953	Vars 114/Team 186 (Mike Reynoso)
Court Clean	1	Goetz Bros.	230	\$229.95	\$45.99	\$276	Vars 114/Team 186 (Mike Reynoso)
Ball Cage	1	Goetz Bros.	350	\$350.00	\$70.00	\$420	Vars 114/Team 186 (Mike Reynoso)
Mounted white board	1	Office Depot	80	\$79.99	\$16.00	\$96	Vars 114/Team 186 (Mike Reynoso)
Stopwatch	2	Goetz Bros.	15	\$30.00	\$6.00	\$36	Vars 114/Team 186 (Mike Reynoso)
Ion Block Rocker Bluetooth Speaker System	1	Costco	150	\$150.00	\$30.00	\$180	Vars 114/Team 186 (Mike Reynoso)
Team Backpacks	30	Nike.com	55	\$1,650	\$330.00	\$1,980	Vars 114/Team 186 (Mike Reynoso)
Golf Mats	20	TGW.com	79	\$1,580	\$316.00	\$1,896	Golf Class (Mike Garcia)
Ipod touch (64 GB)	2	apple.com	400	\$800	\$160.00	\$960	Salsa And Jazz Classes (Vera Quijano and Linda Breen)
Itunes card	4	apple.com	100	\$400	\$80.00	\$480	Salsa And Jazz Classes (Vera Quijano and Linda Breen)
Elite/Commercial Medicine Balls	14	Perform Better	68	\$948	\$189.59	\$1,138	Fitness Center Classes (Nick Carr)
PB Elite Foam Roller 1' by 6"	6	Perform Better	11	\$66	\$13.14	\$79	Fitness Center Classes (Nick Carr)
PB Elite Foam Roller 3' by 6"	6	Perform Better	20	\$120	\$23.94	\$144	Fitness Center Classes (Nick Carr)
PB extreme Soft Toss Med Ball	6	Perform Better	83	\$495	\$99.00	\$594	Fitness Center Classes (Nick Carr)
Med Ball Rolling Rack	3	Perform Better	190	\$570	\$114.00	\$684	Fitness Center Classes (Nick Carr)
Weight Plate Tree	2	Precor	385	\$770	\$154.00	\$924	Fitness Center Classes (Nick Carr)
Wobble Board	1	Perform Better	175	\$175	\$35.00	\$210	Fitness Center Classes (Nick Carr)
Precor Elliptical EFX 835i	1	Precor	4,500	\$4,500	\$900.00	\$5,400	Fitness Center Classes (Nick Carr)
Titleist ProV1 Golf balls (dozen)	25	Acushnet	28	\$700	\$140.00	\$840	Golf (Rick Velazquez)
Polo Shirts	24	John Vedder Sales	22	\$528	\$105.60	\$634	Golf (Rick Velazquez)
Tennis training aids/Bag of Tricks	1	Oncourt/Offcourt Tennis	199	\$199	\$39.80	\$239	Golf (Rick Velazquez)
Golf Caps	24	Adidas Team Connection	12	\$288	\$57.60	\$346	Golf (Rick Velazquez)
Strength Band Training Book CX-680	1	Gopher Performance	19	\$19	\$3.79	\$23	FTIN 128 (Kurt Devlin)
Prescriptive Stretching Book CX70-890	1	Gopher Performance	20	\$20	\$3.99	\$24	FTIN 128 (Kurt Devlin)
Facilitated Stretching Book CX68-029	1	Gopher Performance	30	\$30	\$5.99	\$36	FTIN 128 (Kurt Devlin)
Strength Training Ball Book CX-108	1	Gopher Performance	20	\$20	\$4.00	\$24	FTIN 128 (Kurt Devlin)
Essence Medicine Ball Training CX70-702	1	Gopher Performance	60	\$60	\$12.00	\$72	FTIN 128 (Kurt Devlin)
DVD CX70-703	1	Gopher Performance	55	\$55	\$11.00	\$66	FTIN 128 (Kurt Devlin)
Pilates Book	1	Gopher Performance	20	\$20	\$4.00	\$24	FTIN 128 (Kurt Devlin)
Rainbow IntroFit Agility LaddersCX49-529	1	Gopher Performance	120	\$120	\$24.00	\$144	FTIN 128 (Kurt Devlin)
SecureStep Agility Ladders CX69-266	1	Gopher Performance	170	\$170	\$34.00	\$204	FTIN 128 (Kurt Devlin)
Rumble Roller CX74-272	2	Gopher Performance	45	\$90	\$18.00	\$108	VAR5 154 (Kurt Devlin)
Handheld Stopwatch CE-330	3	Sator Soccer.com	7	\$21	\$4.20	\$25	VAR5 154 (Kurt Devlin)
adidas Team Tiro Shorts GS 120297	10	eastbayteamservices.com	17	\$170	\$34.00	\$204	VAR5 154 (Kurt Devlin)
Deluxe Scrimmage Vests 19A1114	10	Kwikgoal.com	6	\$60	\$12.00	\$72	TEAM 148 (Kurt Devlin)
KEISER M3+ SPIN CYCLE W/ COMP	1	Medco	1,695	\$1,695	\$339.00	\$2,034	FTIN 122/235, KINE 308 (Cindy Jimenez)
BODYBLADE PRO	1	Medco	140	\$140	\$28.02	\$168	FTIN 122/235, KINE 308 (Cindy Jimenez)
BODYBLADE CLASSIC BLACK	1	Medco	87	\$87	\$17.45	\$105	FTIN 122/235, KINE 308 (Cindy Jimenez)
BODYBLADE CXT YELLOW	1	Medco	52	\$52	\$10.40	\$62	FTIN 122/235, KINE 308 (Cindy Jimenez)
Copa Zone sock II 5130280 For/whi	25	soccermaster.com	9	\$225	\$45.00	\$270	VAR5 154 (Kurt Devlin)
Copa Zone sock II 5130280 Sun/whi	25	soccermaster.com	9	\$225	\$45.00	\$270	VAR5 154 (Kurt Devlin)
Logo T Shirt M-3720 Forrest (Med)	20	soccermaster.com	8	\$160	\$32.00	\$192	VAR5 154 (Kurt Devlin)
Logo T Shirt M-3720 Forrest (Sm)	8	soccermaster.com	8	\$64	\$12.80	\$77	VAR5 154 (Kurt Devlin)
Logo T Shirt M-3720 Forrest (XL)	1	soccermaster.com	8	\$8	\$1.60	\$10	VAR5 154 (Kurt Devlin)
Logo T Shirt M-3720 Forrest (XXL)	1	soccermaster.com	8	\$8	\$1.60	\$10	VAR5 154 (Kurt Devlin)
Tabela II Jersey M-007612 Silv/whi (sm)	22	soccermaster.com	19	\$418	\$83.60	\$502	VAR5 154 (Kurt Devlin)
Tabela II Jersey M-007612 Silv/whi (M)	3	soccermaster.com	19	\$57	\$11.40	\$68	VAR5 154 (Kurt Devlin)
Estero 12 Jersey X20946 Silv/whi (M)	10	soccermaster.com	15	\$150	\$30.00	\$180	VAR5 154 (Kurt Devlin)
Select Pocket Short 111P (XL) Lead	1	soccermaster.com	28	\$28	\$5.60	\$34	VAR5 154 (Kurt Devlin)
Select Pocket Short 111P (XL) Black	1	soccermaster.com	28	\$28	\$5.60	\$34	VAR5 154 (Kurt Devlin)
Select Pocket Short 111P (XL) Khaki	1	soccermaster.com	28	\$28	\$5.60	\$34	VAR5 154 (Kurt Devlin)
Select Polo 1893 (XL) Lead	1	soccermaster.com	32	\$32	\$6.40	\$38	VAR5 154 (Kurt Devlin)
Select Polo 1893 (XL) Forrest	1	soccermaster.com	32	\$32	\$6.40	\$38	VAR5 154 (Kurt Devlin)
Select Polo 1893 (XL) White	1	soccermaster.com	32	\$32	\$6.40	\$38	VAR5 154 (Kurt Devlin)
Select Polo 1893 (XL) Black	1	soccermaster.com	32	\$32	\$6.40	\$38	VAR5 154 (Kurt Devlin)
Soccer Magnet Board MB-2	1	soccermaster.com	20	\$20	\$4.00	\$24	VAR5 154 (Kurt Devlin)
Coaches Player Board 18B601	1	soccermaster.com	16	\$16	\$3.20	\$19	VAR5 154 (Kurt Devlin)
Mesh Ball Bag 5B12	3	soccermaster.com	8	\$24	\$4.80	\$29	VAR5 154 (Kurt Devlin)
Tierro 13 GK Pant (sm) Z11474	2	soccermaster.com	45	\$90	\$18.00	\$108	VAR5 154 (Kurt Devlin)
Hack Attack baseball pitching machines	2	www.sportsattack.com	2,999	\$5,998	\$1,199.60	\$7,198	Baseball (Tony Luca)
Total			13,355	\$29,153	\$5,830.57	\$34,983	

* If the above table is blurry, please click on the table and it will open the document in a separate clear window.



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D. Office of Planning, Research & Student Success requests

Guidelines:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

The department would like to request data on the:

- Enrollments by academic year instead of semester.
- Number of students graduating from the Kinesiology Degree, Dance Degree, Fitness Professional Degree and Certificate.
- Number of students transferring to CSU and UC with the Kinesiology transfer degree.

E. Facilities requests

Guidelines:

- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

Building one is going to be demolished. A new building has been scheduled to be built in summer 2015. The plan is to build new classrooms and training rooms for Athletics, Dance, Fitness Professional, Kinesiology Fitness and Team classes. Faculty and Staff will need to plan on finding a swing space for all of the classes being offered starting in the summer 2015.

As soon as the scheduling for summer 2015 begins, faculty and staff need to find and plan for a swing space and equipment needs.

For the Fall 2014 and Spring 2015, these are the facilities request made by faculty and staff:

1. A daily schedule (or at least 3 times per week) of sweeping the gym floor and dance room. These areas are in constant use and need regular cleaning and sweeping.
2. The dance floor needs to be waxed and polished every semester.



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

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