

Golden West College

INSTRUCTIONAL PROGRAM REVIEW Spring 2013

Program Name: Health, Kinesiology & Athletics

Division Name: Health, Kinesiology & Athletics

Overview of Program:

The Golden West College Athletic Department currently offers 15 intercollegiate athletic teams serving over 350 full time student-athletes. Each student-athlete is required by rule to take a minimum of 12 units per semester with at least 9 of the units being remedial, vocational, or transferable. The current sport offerings match the number of sports offered when the college opened in 1966. This is down from a high of 23 teams in the 1990's. The primary goal of each of the student-athletes involved with the program is to transfer to a four-year institution within a two-year time frame.

Golden West Intercollegiate Athletics direct its activities to encourage positive attitudes in student-athletes and motivate them to be the best they can be in athletic achievement, academic development and moral character. Golden West Athletic Department considers intercollegiate athletics an integral part of the educational and developmental progress of the complete student-athlete.

Golden West Athletics contributes to the College mission by creating a new and enhanced "school spirit" by working with faculty, administrators, student organizations, student leaders and alumni to rally our constituents around a drive for Rustler excellence. A strong, successful, respected and visible athletics program can greatly benefit the college by generating alumni pride and support, energizing school spirit on campus, and developing strong bonds within the community.

Golden West's student-athletes have consistency achieved a higher overall GPA, course retention rate, and course success rate than the College's normal student population. We will continue to work to enhance and improve these athletics graduation rates and academic progress rate.

The Health and Kinesiology departments encompass all of the courses in the division not associated with intercollegiate athletics. These courses include health education courses, Kinesiology major courses, and a variety of physical education activity courses. All courses are transferable and have been articulated with the California State University and many have been articulated with the UC system.

The curriculum in the division was reviewed and modified over the past three years and as a result the Kinesiology Associate of Arts-Transferable degree was approved by the state chancellor's office in 2012. Kinesiology is the sixth most popular major in the California State University System and there is tremendous room for growth in this area for Golden West students.

The department offers an array of courses covering traditional physical education activities including, basketball, swimming, tennis, yoga, Pilates, soccer, volleyball, strength & fitness, and many others. These courses fulfill requirements for transfer and graduation.

Program Contact Information:**Program Contact Information:**

<u>Program Contact Name</u>	<u>Phone #</u>	<u>E-mail prefix</u>
Leilani Johnson	52586	ljohnson

<u>Program Manager</u>	<u>Title</u>	<u>Salary Sched/Column</u>	<u>Phone #</u>	<u>Office Location</u>	<u>E-mail prefix</u>
Albert Gasparian	Dean	D-32	x58334	Rec Ed 113	agasparian

<u>Classified Staff</u>	<u>Title</u>	<u>Salary Sched/Column</u>	<u>Phone #</u>	<u>Office Location</u>	<u>E-mail prefix</u>
Noreen Yoshida-Peer	Division Area Coordinator		58333	Rec Ed 110	nyoshida
		E 52 5			
Suzanne Brazney	Women's Equipment Manager		58282	WPE 107	sbrazney
		E 48 5			
Kyle Kawabata	Men's Equipment Manager		58271	MPE 107	kkawabata
		E 47 5			
Sonny Pa'u	Assistant Equipment Manager		51205	MPE 107	spau
		E 38 5 (10 month, currently on the 39 month list)			
Danny Johnson	Sports Info/Athletic Facilitator		58344	WPE 101	djohnson
		E 56 5			
Patrick Frohn	Certified Athletic Trainer		58165	Rehab Center	pfrohn
		E 55 5			
Constance George	Certified Athletic Trainer		58285	Rehab Center	cgeorge
		E 55 5			

<u>Full-Time Faculty</u>	<u>Phone #</u>	<u>Office Location</u>	<u>E-mail</u>
Leilani Johnson	52586	WPE 101	ljohnson
Michael Shaughnessy	58365	Rec Ed 204	mshaughnessy
Scott Taylor	58235	MPE 102	staylor
Kyle Kopp	58246	MPE 101	kkopp
Roberto Villarreal	58260	WPE 113	rvillarreal
Nicholas Mitchell	58277	Rec Ed 207	nmitchell
William Lawler	58331	WPE 112	wlawler

Current State of the Program

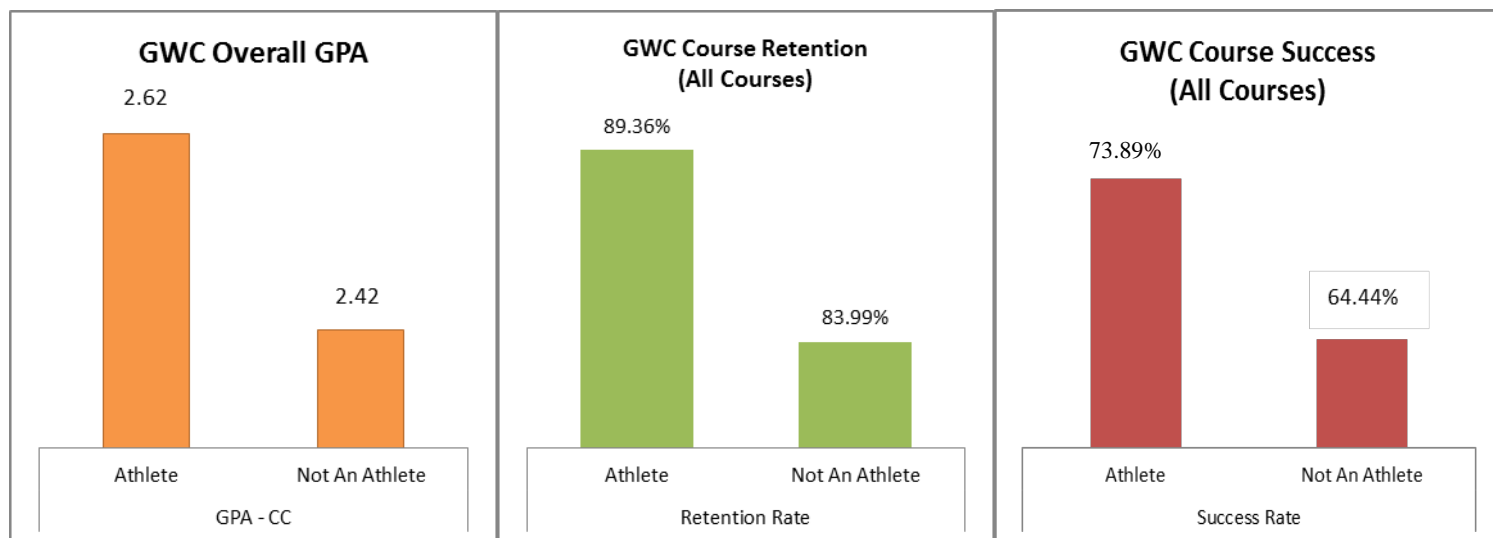
1. What noteworthy trends do you notice in your data tables?

- From 2008-09 to 2012-13 the number of sections within the division has been reduced by 49%.
- From 2008-09 to 2012-13 the fill percentage of sections has increased from 66.4% to 106.8%.

	Sections (adj)	Fill Rate (adj)	Success	Retention
2008-2009	197.0	66.4%	71.3%	91.8%
2009-2010	184.7	85.4%	84.7%	92.5%
2010-2011	144.7	94.6%	85.5%	91.8%
2011-2012	102.0	106.4%	84.9%	93.0%
2012-2013	92.0	106.8%	83.7%	94.5%

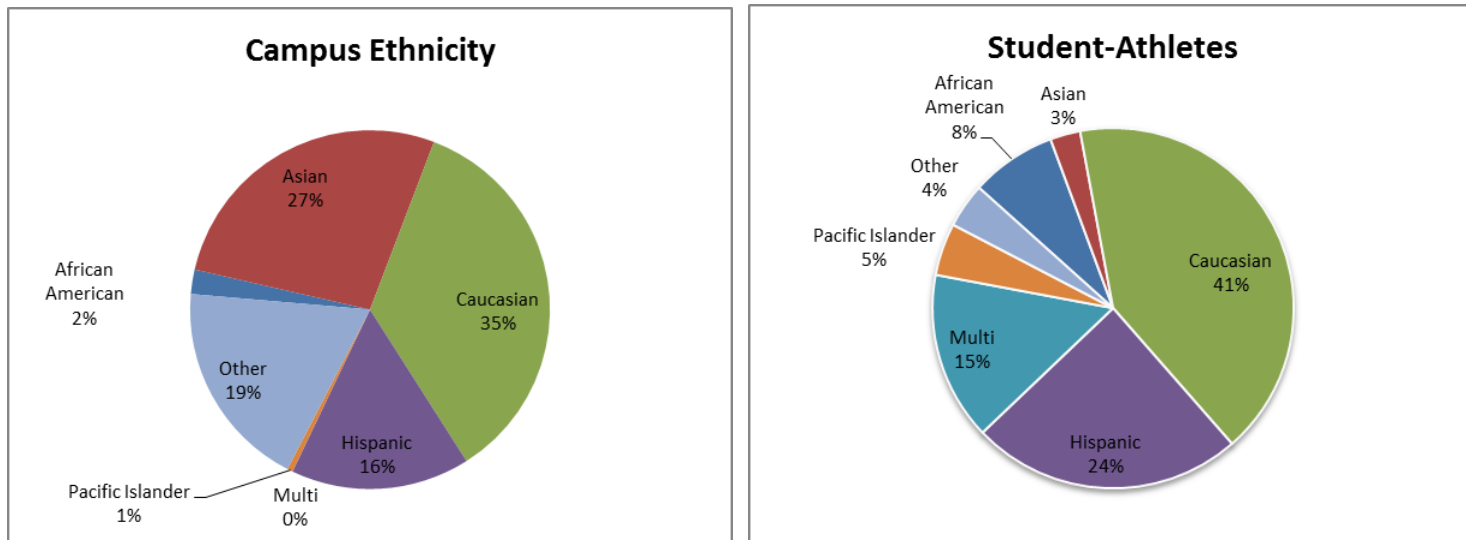
- GWC Student-Athletes have an overall GPA of 2.62 compared to GWC non-student-athletes 2.42.
- GWC Student-Athletes have a retention rate of 89.36 compared to GWC non-student-athletes 83.99%.
- GWC Student-Athletes have course success of 73.89% compared to GWC non-student-athletes 64.44%.

GPA COMPARISON GWC GENERAL POPULATION TO GWC STUDENT-ATHLETE POPULATION



GPA		Retention Rate		Success Rate	
Athlete	Not An Athlete	Athlete	Not An Athlete	Athlete	Non An Athlete
2.62	2.42	89.36%	83.99%	73.89%	64.44%

DIVERSITY COMPARISON OF GWC GENERAL STUDENT BODY TO GWC STUDENT-ATHLETE POPULATION



- The GWC Student-Athlete population brings increased diversity to the campus.

2. What are your analyses of the causes or reasons for those trends?

- The division has been taken a higher percentage of reductions than many other areas on campus.
- The reduction of sections and revision of curriculum has improved the overall quality of instruction and increased demand.
- There is a high level of engagement on campus by student-athletes due to their participation in athletics. This is in part a result of having high academic requirements for participation and transfer.
- There is a high level of student-faculty engagement within the athletic department beginning with recruitment of high school students, continuing throughout their attendance, and a high level of involvement by faculty in placing participants at four year institutions with the majority receiving scholarships.

3. What does your program do well?

- Transfer and Scholarships- An average of 75-80% of GWC second year athletic participants transfer to a four-year institution the following year.
- Curriculum and Major-The curriculum and major requirements have been adapted to meet current academic requirements and all courses have been articulated for transfer. The establishment and approval of the AA-T in Kinesiology has enhanced the overall curriculum.
- Student Engagement and Input-Student Athlete Advisory Council, Fall and Spring BBQ, Fall and Spring Orientation/Workshop includes Code of Conduct, Sexual Harassment and Academic Honesty training, wear your colors Wednesdays, and other activities.
- Generate Revenue through non-traditional sources- The department has increased the ability

to generate revenue through non-traditional sources (e.g. fundraising endeavors, rental of facilities, donations, etc.) to offset the previously identified underfunding from traditional sources.

- Outreach and Marketing- The athletic staff is extremely involved in outreach to high school students through the recruitment efforts. The GWC Athletic website has been used as a model for other colleges and proves popular. The GWC Athletics page and other social media outlets, provide a connection within the campus community as well as around the world. Marketing and advertisement materials are updated and created within time and budget constraints.
- Collaboration with other areas on campus- The department routinely participates in collaboration with other areas on campus. Examples of this are joint events at athletic contests with ASGWC and International students including “Dig Pink” cancer research fundraising at Women’s Volleyball and International Student Awareness lunch at Water Polo matches. The department actively helps administer and participates in High School Preview Day, Chicano Latino Day, and other activities.
- Community Engagement- The department is actively involved in community engagement; several thousand people attend the variety of athletic contests on campus each year. The summer swim programs works closely with El Vento and the Boys and Girls Club and teaches over 2,000 community children to swim each year. The men’s soccer program puts on multiple youth soccer camps throughout the year and the softball team participates in the “Adopt a family” during the holiday season are just a few examples of engagement within the community.
- Operate Efficiently- Out of necessity the department runs its budgets efficiently. GWC is on the low end of funding in comparison to other community colleges in the areas of funding and staffing but is able to excel through being efficient and having a tremendous staff.
- Competitive Excellence- The GWC Athletic program maintains competitive excellence. Since 1966 the college has won more state championships than any CCC and consistently finishes higher in rankings than other larger and better-funded programs.
- Environmental Awareness and Sustainability- The department has been actively involved in environmental and sustainability efforts. There have been several beach cleanups being led by the baseball team and softball teams that have resulted in hundreds of pounds of refuse being removed from local beaches. The department has been working with members of the Sustainability Committee on campus for over two years to find ways to be more energy efficient.
- Diversity- Student-Athletes at GWC are a much more diverse population than the general student population. This specifically relates to the African-American, Hispanic, and Pacific Islander student-athletes.

4. What are the challenges to your program.

Within your program’s control

- To maintain and improve the current level student engagement as well as academic and athletic success with limited funding and changing policies and procedures.

- To efficiently schedule sections to provide the widest pathway for students to complete general education and major requirements with limited resources.
- To equitably distribute budgetary resources to have an appropriate breadth of offering and programs with limited resources.
- To successfully navigate through the budgetary process and changing policies, procedures and practices to continue departmental financial and resource efficiency.

Beyond your program's control

- To be able to maintain competitive programs despite the historically identified, underfunding and unstable budget process for GWC athletics as described in the 2005 Program Vitality Report, 2007 follow up report, and previous program reviews.
- To maintain the level of academic standards and vitality with reduced full-time faculty.
- To maintain and upgrade aged and deteriorated facilities.
- To continue the high rate of transfer despite the increased academic requirements imposed by the NCAA for Community College transfer without the priority registration and academic counseling resources that surrounding colleges provide for student-athletes.

5. What are the opportunities for your program

- To increase the size of the college by increased recruitment of high school seniors throughout Orange County and Long Beach.
- To generate revenue for the college by increasing the total of international and out-of-state student-athletes who make first contact with the college that enroll.
- To develop and increase non-traditional revenue streams including alumni and donor support.
- With obesity and cardio pulmonary disease at epidemic proportions in the United States, improving curriculum and instruction in Physical Education, Health, and Kinesiology courses can provide an opportunity for students of all ages to learn the skills that allow them to live a longer, healthier, and more productive life.
- With Kinesiology being one of the most popular majors in the CSU system there is opportunity to grow and refine the Kinesiology AA-T degree to current and future students
- To formally implement the Student Success Initiative to form Student-Athlete Cohorts in order to increase student success, retention and transfer.

6. Identified areas in need of improvement

- To improve the academic services provided to student-athletes due to the unique requirements and time demands placed upon them. This includes the availability of an

engaged academic counselor during the summer as well as priority registration and other services. There is a specific need to increase the academic success of African American and Pacific Islander student-athletes to match rates of other groups of student-athletes

- There is a need to align and increase the curriculum to allow more students to meet major requirements for Kinesiology and other related majors. Additional work to coordinate and publicize offerings for transfer and four year graduation is needed.
- There is a need for both full-time and adjunct faculty to implement of Student Learning Outcome Assessments in relation to individual courses and program level outcomes.

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12*Complete a separate page for each major and/or certificate you assessed.*

Program Name: Physical Education Semester Fall Spring Year:12
 Program Type: Transfer Major Assessed: Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	The number of students awarded Associate of Arts Degrees with a major in Physical Education will be increased by 5% per year.
Step 2	What method did you use to assess the SLO?	The SLO was measured by comparing the number of degrees in the major awarded through Admissions and Records at Golden West College.
Step 3	Describe the results of your assessment.	The number of AA degrees in the major has dramatically dropped since 2008.
Step 4	Describe your analysis of the data.	With the changes from physical education to Kinesiology there has been a reduction in degrees given in the area. The courses continue to be popular and serve as a requirement for Area E of the AA degree requirement as well as the major requirements for Kinesiology.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	The analysis of this data has confirmed the validity of the ongoing restructure of the curriculum and course offerings. The department has placed greater emphasis on encouraging students to obtain the transfer AA-T in Kinesiology. Student-Athletes that do not want to major in Kinesiology tend to major in Liberal Arts for a transfer major.

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12

Complete a separate page for each major and/or certificate you assessed.

Program Name: Kinesiology Semester Fall Spring Year:12
 Program Type: Transfer Major Assessed: Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Development of an Associate of Arts Degree, Physical Education Transfer Major.
Step 2	What method did you use to assess the SLO?	Approval of new Degree through the college curriculum process with approval by the state chancellor's office.
Step 3	Describe the results of your assessment.	The AA-T Kinesiology Degree with the Transfer Model Curriculum is approved and in the college catalog.
Step 4	Describe your analysis of the data.	Analysis of the data has shown that Kinesiology is one of the most popular majors at the CSU's with a variety of fields for students to major in and receive jobs.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	The department name has been changed from Physical Education to Kinesiology to match the CSU system change. Both Health Education 100 and Kinesiology 100 have been articulated as Area E for CSU and to the UC system. The Kinesiology 103 class was changed to 3 units to match the CSU system.

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12*Complete a separate page for each major and/or certificate you assessed.*

Program Name: Health, Kinesiology & Athletics Semester Fall Spring Year:12
 Program Type: Transfer Major Assessed: Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Demonstrate an understanding of the basic principles of physical fitness.
Step 2	What method did you use to assess the SLO?	The methods of assessment were through a written paper and skills demonstration.
Step 3	Describe the results of your assessment.	28 students were assessed Spring semester, 2012. 24 of the 28 students attained competency in this particular SLO. 4 of the 28 students did not complete the paper or were absent for the skills demonstration testing.
Step 4	Describe your analysis of the data.	<p>I use a physical skills assessment at 3 different points in the semester to evaluate if the student is gaining strength, coordination and understanding the basic physiological fundamentals behind the physical activity they are doing.</p> <p>I also ask student to maintain a written evaluation of what their goals are, what they are learning from the class and how they will be able to apply it once the course is completed.</p> <p>Seeing growth through physical performance as well as in a written form throughout the semester is always encouraging for the student and allows me the opportunity to see which skills could use more attention.</p>
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	Through this process, I know that I must continue to have initial testing to see where students are in their physical strength. The written component is critical to students being able to reflect and apply what they have gained from the class in the future. Knowing what physical or psychological challenges might arise is also a helpful way to evaluate at the start of the semester.

Program-Level Student Learning Outcomes for 2012-14

(List the 3-5 most important expected student learning outcomes to be assessed over the next two years. Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.

Program Name: Health **Year:14**
Program Type: Transfer Major **Semester to be Assessed:** Fall Spring
 Certificate of Achievement Winter Summer
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Demonstrate an understanding of overall health and wellness.
Step 2	What method did you plan to use to assess the SLO?	Students will evaluate their personal lifestyle choices and assess if there are any changes they could make for lifelong health.
Step 3	When is the assessment going to be done and who is going to conduct it?	Assessment will be done in the second half of the semester and conducted by the instructor of record.

Program Name: Physical Education/Kinesiology Semester to be Assessed: Fall Spring Winter Summer Year: _____

Program Type: Transfer Major
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Demonstrate an understanding of the basic components of physical fitness.
Step 2	What method did you plan to use to assess the SLO?	Skills Demonstration Pre and post testing of heart rate, body fat percentage, Max VO2
Step 3	When is the assessment going to be done and who is going to conduct it?	There will be a pre and post tests that are done on the components of physical education.

Program Name: Athletics Semester to be Assessed: Fall Spring Winter Summer Year: _____

Program Type: Transfer Major
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Demonstrate an understanding of the rules, skills and strategies for the specific sport they represent.
Step 2	What method did you plan to use to assess the SLO?	Skills demonstration, games statistics,
Step 3	When is the assessment going to be done and who is going to conduct it?	Assessments will be conducted during the pre-season and post-season. Head coaches will be conducting the assessment.

Resource Planning

Staffing What staff changes or additional employees does your program need to function adequately?

Faculty: A minimum of 3 full time faculty will be needed to offset the 70% reduction in the division.

Management: With increased NCAA, CCCAA, District, and College demands an Athletic Director to provide event and operational management is needed. This position would work along with the Division Dean to increase the amount of revenue generated through the department

Classified:

Replace vacant assistant equipment manager's position.

Fulltime grounds keeper to maintain athletic fields, gymnasium, and pool.

Hourly: Reestablish 160-day account to supplement assistant coaching needs.

Considering your current employees, what staff development/training does your program need?

- Increased training for Athletic Coaches and Counselors on NCAA transfer Regulations
- Increased training for all employees on Title IX regulations
- Training for all employees on requirements of reporting child abuse and the Clery Act.
- Training employees on all forms and policies related to fiscal and personnel services.
- Training to satisfy requirements for CPR and First Aid

Note: Complete all faculty request forms in separate files and submit with your program review report as an attachment.

Technology What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?

Equipment or Software (e.g., computers, AV, lab equipment):

Computers for Study Skills lab for Student-Athlete Cohort to increase academic performance and transfer.

Technical Infrastructure (e.g., AV or computer infrastructure, cabling):

Faster Internet across campus and improved wireless access on athletic fields

Facilities What improvements or changes to the facilities would you need to function adequately?

Physical Concerns (e.g. electrical, gas, water, foundation, space, ventilation).

- There has been and will be further loss of the instructional facility space. The effect of the removal of tennis courts for the main power plant on campus and racquetball courts which were removed for the Boy's and Girl's Club facility has been absorbed by altering the curriculum. The greater concern is the impact of the new Criminal Justice Facility on the land that is currently the Softball field. This will cause a domino effect for the Men's Soccer, Women's Soccer, Football, Men's Track and Field, and Women's Track and Field, Men's Cross Country, Women's Cross Country and Women's Softball Outdoor Instructional Labs which will be displaced by the project.
- Study Skills lab for Student-Athlete Cohort. (Could be housed in a portion of the new rehabilitation center when built.)

Health, Safety and Security (e.g.

- The Athletic Training Room/Rehabilitation Center bond project is needed.
- Installation of Air Conditioning in the WPE and MPE offices is needed to provide employees an appropriate work environment.
- AED Device on Pool Deck in case of an emergency.

Other What changes or other additions need to be made to your program to function adequately?

- Adequate Budget to properly maintain programs and be competitive with surrounding colleges.

Golden West Athletics 3 Year Goals:

To align all sports programs to support our student-athletes' efforts to achieve broad, institutionally-mandated learning objectives: improving collaboration & leadership capabilities, improving communication skills, enriching critical & creative thinking and enhancing ethical reasoning.

To assure the safest and highest-quality student-athlete experience measured by academic performance rates, student-athlete GPA and other metrics. To accomplish that goal we will provide the best educational opportunities, nationally recognized coaching, superior student-athlete support services, state-of-the-art athletic facilities and overall opportunities for competitive success.

Action Steps to Achieve 3 Year Goals:

Action Step #1: Identify sports that are highly competitive within their current conference and fit well within the context of Golden West Athletics as well as our most relevant conference competitors including emerging sports. Add resources to those programs and moderately raise expectations for their competitive success.

Action Step #2: Conduct comprehensive evaluation of existing facilities and pursue the most impactful additions and upgrades in order to enable key programs to elevate level of performance and recruiting.

Action Step #3: Design a 3 year financial plan that will both reflect goals for revenue generation and accountability measures for effective utilization of financial resources

IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

IUA/Dean

- () (0) a. Significant declines in enrollment and/or FTES over multiple years
- () (1) b. Significant change in facility and/or availability and cost of required or necessary equipment
- () (0) c. Scarcity of qualified faculty
- () (0) d. Incongruence of program with college mission and goals, state mandates, etc
- () (0) e. Significant decline in labor market
- () (0) f. Continued inability to make load for full-time faculty in the program
- () (0) g. An over-saturation of similar programs in the district and/or region
- () (1) h. Other Unstable Budget Model as identified in Program Vitality Report

Program Review Check-list

- () Department Contact Information is up to date: Department Chairs, full-time faculty, classified
- () Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel
- () Both the Dean and IUA has completed the Dean and IUA Review section.

Signatures, Individual Comments

Department Chair: Leilani Johnson Date: April 25, 2013
Comments:

Division Dean: Albert Gasparian Date: April 25, 2013
Comments:

(x) No further review necessary

() We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

- (x) Mike Shaughnessy
- (x) Roberto Villarreal
- (x) Bill Lawler
- (x) Kyle Kopp
- (x) Scott Taylor
- (x) Nick Mitchell

(Unanimous approval at division meeting April 15, 2013)

I have read the preceding report and wish to add signed comments to the appendices.
Signatures are on file in the division office.

- ()
- ()
- ()
- ()
- ()

Appendices

- A. Data Sets
- B. Signed Comments
- C. Classified Position Requests
- D. Faculty Position Requests
- E. General Fund One-Time Funds Requests
- F. Curriculum Inventory
- G. SLO Inventory