

Instructional Program Review Template

What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

Program Name

Indicate the type of program here: AA; AS; AA-T; AS-T; Certificate

Program Name: Kinesiology

Academic Year: 2023-24

Name of Faculty Submitter(s): Dr. Michael Karpel/Taylor Puryear

I. Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

- A. What is the program mission and how does it support the institutional mission?
The Barstow Community College Kinesiology Department is dedicated to enhancing the students and the communities educational experiences through a wide variety of movement activities and academic development. We aim to energize, educate, and foster lifetime fitness/wellness values to students of all cultures and diversities.
- B. What is the program vision and how does it support the institutional vision?
To develop the current certificate program to meet the students' and communities affective, psychomotor and cognitive (domains) needs relating to health and wellness.
- C. Please provide a short program description:
The Kinesiology department consists of two full-time instructors and 4 part-time/adjunct instructors, which includes coaches in the athletic department. We service the entire college community who participate in our various activity courses and general education lecture courses. We service this community by providing quality instruction and science-based information about the discipline encompassing Kinesiology. This is accomplished by offering a variety of activity classes and in lecture/lab settings, both online and in traditional/live formats.
- D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?
We offer quality academic courses that align with innovative and current content that connects within the overarching discipline of kinesiology, that fosters a culture of learning and innovation.

Instructional Program Review Template

We are an open access program to the public and greater college community through our course offering and program design, utilizing the Wellness Center and other facilities. Our program aligns primarily with strategic priorities two and three.

- Innovate to Achievable Equitable Student Success
 - Ignite a Culture of Learning and Innovation
 - Build Community
 - Achieve Sustainable Excellence in all Operations
-

II. Program Effectiveness

The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

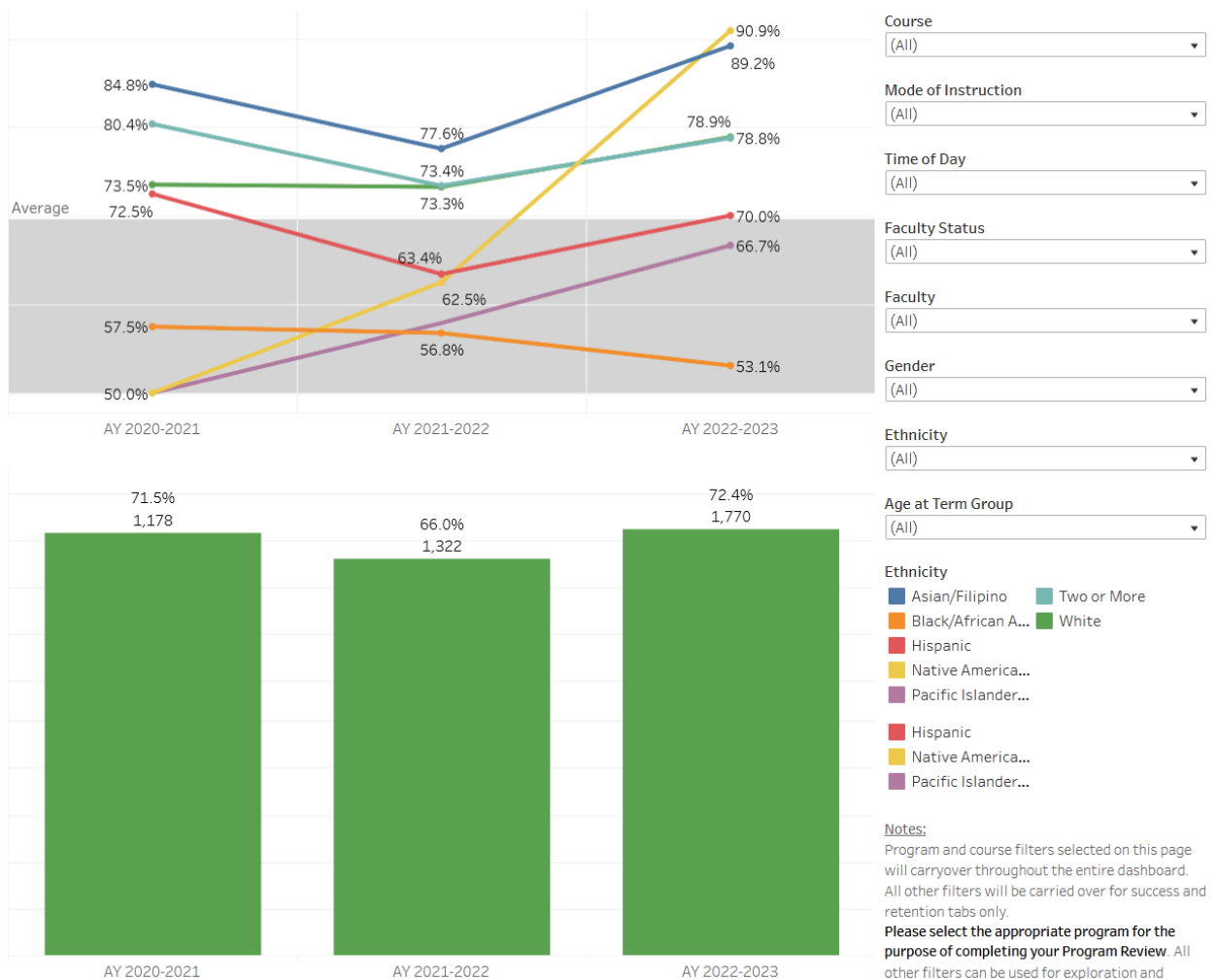
Instructional Program Review Template

Course Data and Analysis

A. Course Success Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

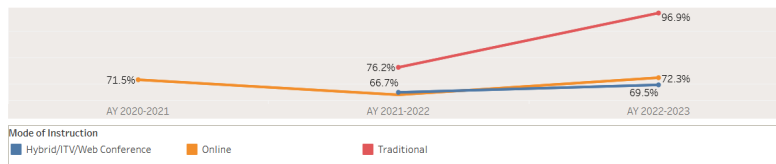
Program Course Success Rates



First, the x-axis or horizontal portion of the graph, this represents academic years (2020-2021, 2021-2022, 2022-2023) moving left to right. The y-axis or vertical portion is the percent (%) average for the criterion shown. As the data demonstrates in regards to overall course success rates, as of the last academic year (2022-2023), our program was at 72.4%, just below the institutional target of 74%. As a result, there is a bit of improvement needed. However, we have increased from the previous two academic years, 2021-2022 at 66.0%, and 71.5% in 2020-2021. So it appears we are on the right course. Perhaps, more collaboration with the science and math faculty who teach many of the core courses in our major will help bridge the gap.

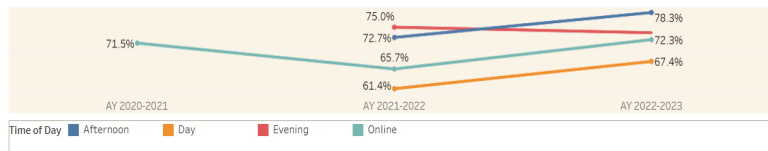
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Method of Instruction



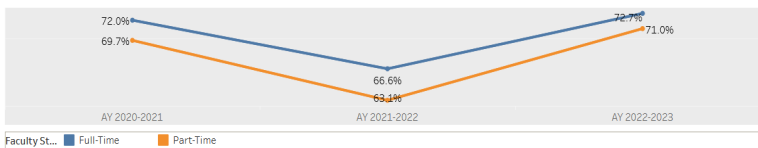
For the most recent academic year 2022-2023, our online format success rate was 72.3%. This is a substantial increase from the previous academic year 2021-2022 of 65.7% and consistent with 72.5% going back two years (2020-2021). Our Traditional/Live Success Rate was 96.9%, a substantial increase from 76.2% from the previous academic year of 2021-2022; although the overall students (n=) sample size were small. Finally, our hybrid course success rates were at 69.5%, a slight uptick from the previous academic year (2021-2022) reported at 66.7%. It is quite apparent given the data presented and the institutional trend that the mode of instruction most preferred by students coming out of the pandemic is online.

Time of Day



As aforementioned above, our online format course success rate was at 72.3% for the previous academic year, 2022-2023. Regarding our live/hybrid course offerings, our course success rate was at 73.1% for academic year 2022-2023, a large uptick from the previous academic year 2021-2022 of 68.6%. However, it must be reemphasized that the total amount of students taking traditional/hybrid course offerings is less than 1/5th of the students taking courses online.

Faculty Status



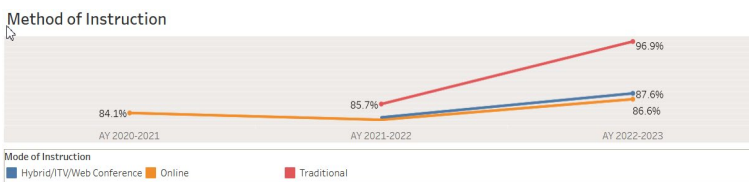
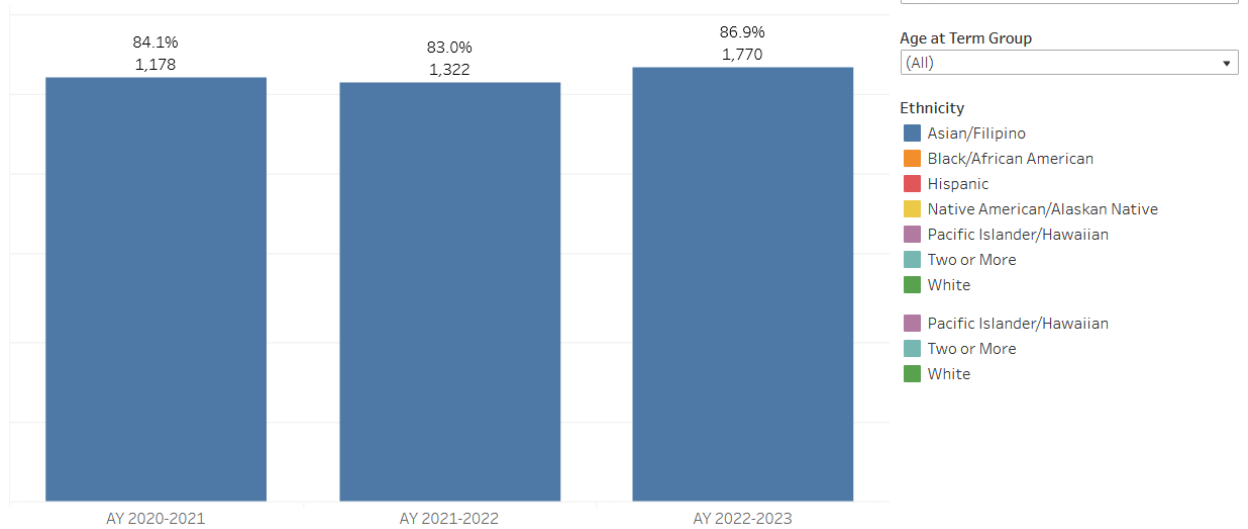
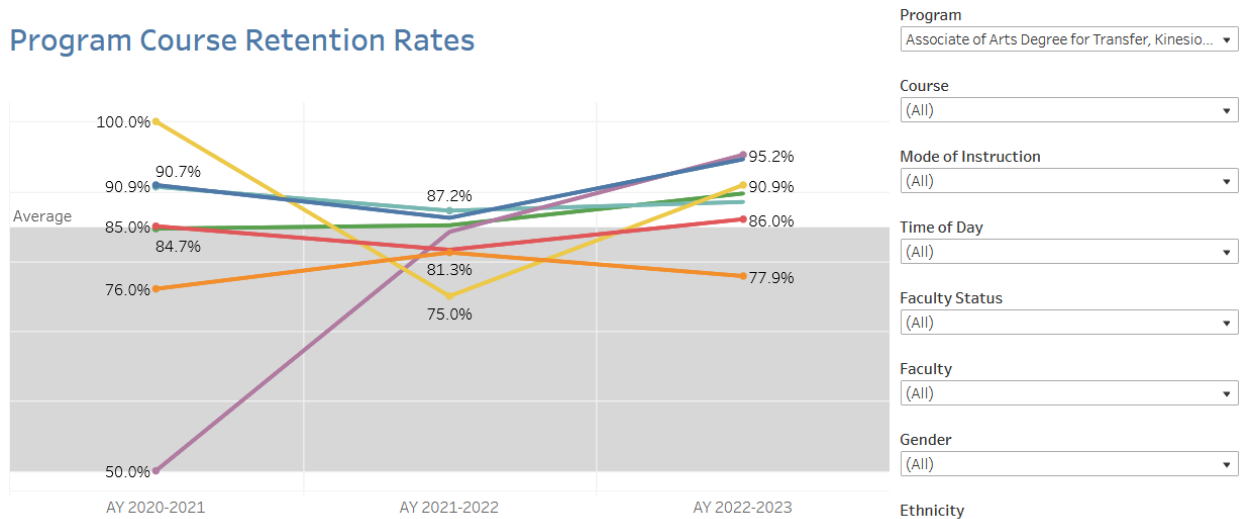
Full-time faculty status regarding course success rates were at 72.7%; whereas, part-time status was at 71.0% for the 2022-2023 academic year. Full-time status was marginally higher than part-time status for the previous academic years of 2021-2022 and 2020-2021. Full-time status was at 66.7% and 72.0% respectively; whereas, part-time status was 63.1% and 69.7% for the previous two academic years.

Instructional Program Review Template

B. Retention Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Program Course Retention Rates

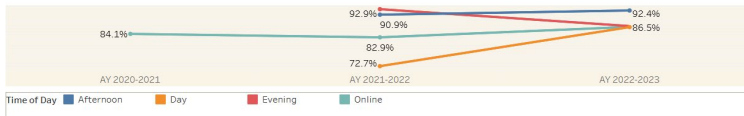


Overall retention rates were 86.9% for all courses in our program for the academic year 2022-2023. This was up from 83.0% and 84.1% in academic years 2021-2022 and 2020-2021 respectively. Online offerings were 86.6%, again an increase from the academic year 2021-2022 (82.9%) and the academic year 2020-2021 (84.1%). Traditional/Live was 96.9% for the academic year 2022-2023; although with only 32 students, there is no statistical significance to

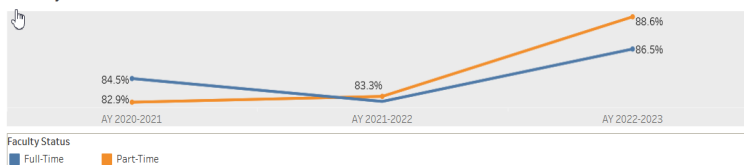
Instructional Program Review Template

be gained. Likewise, there were only 21 students in the academic year 2021-2022 at 85.7%. Hybrid offerings had overall retention rates of 87.6% for the academic year 2022-2023; a bit higher than the previous academic year 2021-2022 at 83.3%. At this particular moment (post-pandemic) we need to focus more on how to increase our retention of our online students; more so than a much smaller percentage of traditional/hybrid students. Although, we should be doing all we can to increase live/hybrid course offerings to encourage more students back on campus.

Time of Day



Faculty Status



Full-time faculty status was 86.5% for the academic year 2022-2023; an increase from 82.9% in the academic year 2021-2022 and 84.5% in 2020-2021. Regarding part-time faculty, for the academic year 2022-2023; retention rates were 88.6%, a similar increase as full-time faculty for the 2021-2022 at 83.3% and 82.9% for the academic year 2020-2021.

C. Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Section Count by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferencing		6	13	19
Online	49	46	60	155
Traditional		2	4	6
Grand Total	49	54	77	180

Section counts for online offerings were 60 for the academic year 2022-2023, up from 46 in 2021-2022 and 49 in 2020-2021. Traditional/Live offerings were only 4 for the academic year 2022-2023, 2 for the academic year 2021-2022 and 0 due to the pandemic for 2020-2021. Hybrid offerings were at 13 for 2022-2023, 6 for 2021-2022, and 0 again for 2020-2021. The trend coming out of the pandemic still appears to remain that students prefer taking online courses.

Section Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Afternoon		2	7	9
Day		4	6	10
Evening		2	4	6
Online	49	46	60	155
Grand Total	49	54	77	180

Instructional Program Review Template

Scheduling indicated that online classes were preferred with 60 sections, compared to live course offerings in the afternoon at 7, Day at 6, and evening at 4 for the academic year 2022-2023. Due to the pandemic, the academic years of 2020-2022, were none of just a few.

Section Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	41	44	64	149
Part-Time	8	10	13	31
Grand Total	49	54	77	180

Full-time faculty taught 64 sections in the academic year 2022-2023; whereas part-time taught 13. For the academic year 2021-2022, full-time faculty taught 44 sections, part-time 10 sections; and for the academic year 2020-2021, full-time taught 41 sections and part-time 8.

D. Enrollment Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Enrollment Count by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferencing		83	209	292
Online	1,178	1,233	1,511	3,922
Traditional		21	34	55
Grand Total	1,178	1,337	1,754	4,269

Total enrollment counts were 1754 for the academic year 2022-2023, of which online was 1511, hybrid 209, and traditional/live were 34. For the academic year of 2021-2022, enrollments counts were 1337, of which 1233 students were taught online, 83 hybrid, and only 21 traditional/live. For the academic year 2020-2021, all students (n=1178) took online courses, as no live or hybrid courses were offered. This again indicates that students are electing to take online classes predominately, based on the most current 2022-2023 data.

Enrollment Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Afternoon		33	92	125
Day		44	90	134
Evening		27	61	88
Online	1,178	1,233	1,511	3,922
Grand Total	1,178	1,337	1,754	4,269

There were a total of 1754 students for the academic year 2022-2023, 1511 of them or 86.1% of the aggregate students took classes online. Now, when we look at the traditional and hybrid students for this year, by time of day, the afternoon had 92, the day had 90, and the evening had 61. For the academic year of 2021-2022, the numbers purported were similar in ratio; with less traditional and hybrid students. Everything was online in the 2020-2021 academic year.

Enrollment Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	927	1,104	1,401	3,432
Part-Time	251	233	353	837
Grand Total	1,178	1,337	1,754	4,269

Full-time faculty taught 1401 of the 1754 students in the academic year 2022-2023; whereas part-time taught only 353. For the academic year 2021-2022, full-time faculty taught 1104 students, while part-time taught 233; and for the academic year 2020-2021, full-time taught 927

Instructional Program Review Template

students and part-time taught 251. The ratio's were pretty uniform through these three years (FT/PT). They were 79.9% in 2022-2023, 82.6% in 2021-2022, and 78.7% in 2020-2021.

E. Class Size Average by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Students per Section by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferen..		13.83	16.08	15.37
Online	24.04	26.80	25.18	25.30
Traditional		10.50	8.50	9.17
Grand Total	24.04	24.76	22.78	23.72

The grand total was 22.78 student average for all modes of instruction. During the 2022-23 academic year the online average was 25.18 student average, hybrid was 16.08 student average, and traditional/live was 8.50 student average. For the academic year of 2021-2022 the grand total average of students for all courses was 24.76. For our online courses, we averaged 26.80 students per course, hybrid was 13.83 student average, and traditional/live was 10.50 student average. For the academic year of 2020-2021, we only offered courses online and had an average of 24.04 students per online course offering.

Students per Section by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Afternoon		16.50	13.14	13.89
Day		11.00	15.00	13.40
Evening		13.50	15.25	14.67
Online	24.04	26.80	25.18	25.30
Grand Total	24.04	24.76	22.78	23.72

Again, the grand total was 22.78 student average for all modes of instruction for the academic year 2022-2023. Our online classes as aforementioned had 25.18 student average. Now, focusing on the hybrid/traditional course formats, the afternoon was 13.14 average students, the day was 15.00 average students, and the evening was 15.25 average students for the 2022-2023 academic year. For the 2021-2022 academic year, looking at online was 26.80 (listed above); however, for the limited courses offered of the hybrid/traditional formats, the afternoon was 16.50 student average, the day was 11.00 student average, and the evening was 13.50 student average. The grand total student average for this academic year was 24.76. For the academic year of 2020-2021, there were no hybrid/traditional course offering; therefore, there is nothing to report regarding this inquiry. Again, all our courses were offered online and we averaged 24.04 students per course.

Students per Section by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	22.61	25.09	21.89	23.03
Part-Time	31.38	23.30	27.15	27.00
Grand Total	24.04	24.76	22.78	23.72

Once again, the grand total was 22.78 student average for all modes of instruction during the 2022-2023 academic year. Full-time instructor sections was 21.89 student average and part-time was 27.15 student average. For the academic year 2021-2022, the full-time instructor sections averaged 25.09; whereas the part-time faculty sections averaged 23.30 students. For the

Instructional Program Review Template

academic year 2020-2021, we were all online, and full-time faculty taught courses averaged 22.61 students, compared to part-time faculty who averaged 31.38 students.

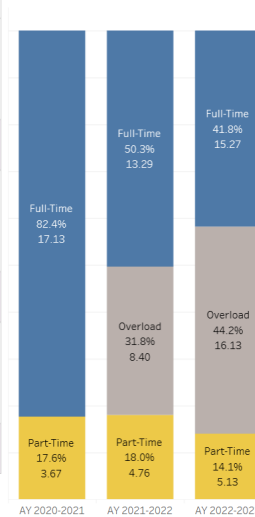
F. Efficiency: WSCH, FTES, FTEF

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2020-2021	Full-Time	6,018	200.60	17.13	351	12
	Part-Time	1,724	57.47	3.67	470	16
	Total	7,742	258.08	20.80	372	12
AY 2021-2022	Full-Time	7,887	262.90	21.69	364	12
	Part-Time	1,550	51.68	4.76	326	11
	Total	9,437	314.58	26.44	357	12
AY 2022-2023	Full-Time	9,080	302.68	31.40	289	10
	Part-Time	2,136	71.20	5.13	416	14
	Total	11,216	373.88	36.53	307	10

Efficiency Targets: WSCH/FTEF = 525 OR FTES/FTEF = 17.5

FT/PT/OL Faculty Load Ratio (FTEF)



For the academic year 2022-23, Weekly Student Contact Hours (WSCH) was 11,218. The Full-time Equivalent Student (FTES) was 373.88 and Full-time Equivalent Faculty (FTEF) was 36.53. The efficiency ratio (WSCH/FTEF) was at 307, well short of the State mark of 525. However, we are a much smaller institution and this was to be expected. For the academic year of 2021-2022 our WSCH was 9,437. Not surprising as we were still on the back-end of the pandemic. Our FTES for this academic year was 314.58 and FTEF was 26.44. Our efficiency ratio (WSCH/FTEF) was 357. For the 2020-2021 academic year, our WSCH was significantly lower at 7,742. To be expected as we were in the beginning of the pandemic. Our FTES was 258.08 and FTEF was 20.80. Our efficiency ratio (WSCH/FTEF) was 372.

Student Equity Course Data

- A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

Multiple options for knowledge acquisition

OER materials

Use of Early Alert

Audio files as video alternatives

Provides students an opportunity for feedback on instruction

Ensures all student races and backgrounds are represented in the classroom and the curriculum

Presentation of resources from campus departments

ADA compliant materials

Use of graphic organizers

Promotes peer community building and support

Instructional Program Review Template

Seeks multiple perspectives

Correlates learning with real-life experience

Probing and clarifying techniques

Creates space for students to ask for help

Utilizes learning pact

Includes resources in syllabus

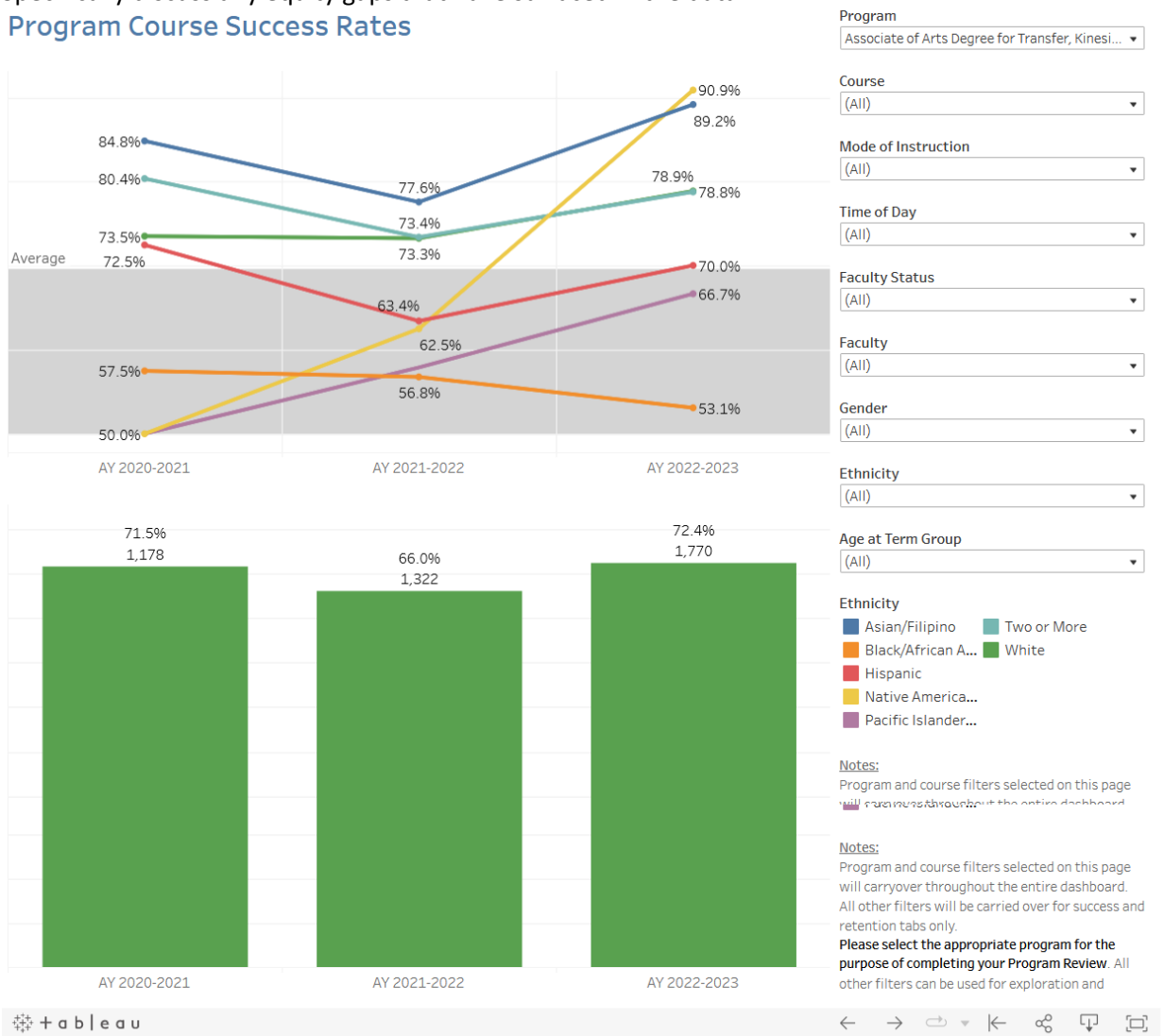
Provide reminders to students throughout course about resources available

Collaborative note-taking

Other:
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Instructional Program Review Template

B. Specifically discuss any equity gaps that have surfaced in the data.
Program Course Success Rates



In our program, we have an aggregate total for all ethnicities of a 71.2% success rate, slightly below the 74% institutional target for the 2022-23 academic year. Native American/Alaskan Native are well above at 90.95%, likewise Asian/Philipino are succeeding at 89.2%. Two or more are also above the target rate at 78.8%. Whites were at a 78.0% success rate. However, three groups were below the 74% success rate. They were Hispanics at 70%, Pacific Islander/Hawaiian at 66.7% and Black/African American at 53.1%. Looking back at the academic years of 2021-2022 and 2020-2021, the aggregate total for all ethnicities as it relates to success rates were almost identical.

Instructional Program Review Template

- C. What innovative plans or projects will help to close these gaps?

We can close these gaps by motivating and inspiring students that are underachieving and being sensitive to cultural differences. We can achieve this by using the principles of interactivity with smaller portions of content in attempts to make it more relatable. Being flexible in our instructional methods with their cultural background in mind; while being equity sensitive is another strategy that can be utilized. Also, coordinating with the TLSC and developing specific mentorship programs and reaching out to applicable student clubs on campus are other strategies to consider.

Curriculum

- A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)?
If no, please name the course and when it is scheduled for peer review.

Yes No

- B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

Yes No

Click or tap here to enter text.

- C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?

Yes, while buiding the Kinesiology ADT and the Professionl Preparation local degree, we have added several activity courses and modified several lecture courses to meet the online format and state requirements. We have also offered a standalone activity course in KINA 3A/Circuit Training and will be offering an additional individual activity course, KINA 24A/Pickleball.

- D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).

Not at this moment.

Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
PLO 1: Demonstrate an understanding of the scientific, functional, and mechanical	The Office of Institutional Research (OIR) provided us with data for these four semesters (Spring 2023, Fall 2022, Fall	Overall, our success completion rates are well over the 74% target rate and 76% (stretch goal) aspiration rate for the

Instructional Program Review Template

<p>processes of the human body.</p>	<p>2021, and Spring 2021). The success completion rates for the aforementioned terms are as follows: Spr. '23 – 83.4%; Fall '22 – 90.1%; Fall '21 – 72.4%; and Spr. '21 – 78.4%.</p>	<p>college. Only exception was Fall 2021; which fell just below. Without more data, the major contributor I would suggest is everything was still being completed remotely, the campus did not open until Spring 2022.</p> <p>We would like to see more disaggregated data.</p> <p>Discussion and collaboration with part-time faculty needs to be more consistent. Perhaps paid focus meetings for the part-time faculty?</p>
<p>PLO 2: Demonstrate competencies as it relates to psychomotor, cognitive, and affective domains relating to Kinesiology.</p>	<p>The Office of Institutional Research (OIR) provided us with data for these three semesters (Spring 2023, Fall 2022, and Fall 2021). The success completion rates for the aforementioned terms are as follows: Spr. '23 – 83.4%; Fall '22 – 90.1%; Fall '21 – 72.4%.</p>	<p>Overall, our success completion rates are well over the 74% target rate and 76% (stretch goal) aspiration rate for the college. Only exception was Fall 2021; which fell just below. Without more data, the major contributor I would suggest is everything was still being completed remotely, the campus did not open until Spring 2022.</p> <p>We would like to see more disaggregated data.</p> <p>Discussion and collaboration with part-time faculty needs to be more consistent. Perhaps paid focus meetings for the part-time faculty?</p>
<p>PLO 3: Examine and evaluate physical activities and their relationship to wellness and fitness.</p>	<p>The Office of Institutional Research (OIR) provided us with data for these three semesters (Spring 2023, Fall 2022, and Fall 2021). The success completion rates for the aforementioned terms are as follows: Spr. '23 – 83.4%; Fall '22 – 90.1%; Fall '21 – 72.4%.</p>	<p>Overall, our success completion rates are well over the 74% target rate and 76% (stretch goal) aspiration rate for the college. Only exception was Fall 2021; which fell just below. Without more data, the major contributor I would suggest is everything was still being</p>

Instructional Program Review Template

		<p>completed remotely, the campus did not open until Spring 2022.</p> <p>We would like to see more disaggregated data.</p> <p>Discussion and collaboration with part-time faculty needs to be more consistent. Perhaps paid focus meetings for the part-time faculty?</p>
1. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

- A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?

We can say that our program has taken several steps in a positive direction. The increase amount of activity course offerings has been a positive, along with the open lab course of KINA 150 has served our students and community making a positive impact in their overall health and wellness. We are looking forward to developing our new Professional Preparation Degree (Local) courses online and hope to offer them beginning next Fall 2024.

- B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.

The PLO data provided for us is a bit suspect. The data given or obtained was the exact same for each term and each PLO. We are not saying it was wrong; however, there should be a bit of fluctuation between each term and each PLO. We need to talk with the Office of Institutional Research (OIR) to find out why this occurred and to help us obtain a more accurate percentage of successful completion rates for each PLO. With that being said, with what we have, it looks like we are doing a good job for each PLO.

- C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.

- Are there specific courses/SLOs that the program would like to focus on for growth and improvement?

There is always room for growth and improvement. For the courses that we teach in this program, we need to be mindful of the Gateway course, KINL 1. We are at the 74% target, but we would like to see this increase. We will discuss the scope and sequence of the curriculum to guide us in making necessary adjustments. In addition, moving some assignments to a more student-centered instructional approach may help as well. For the courses we do not teach directly, that are still apart of our program, we are concerned about the 62% successful completion rate in Math 2. Again, this is a required course for our Kinesiology Majors and more discussion with both science and math faculty needs to take place. We would like to see a meeting scheduled once per month at minimum.

Instructional Program Review Template

- What actions can help grow or improve these areas moving forward?

The actions are explained above. Since, more than 75% of the course work is taught by our science instructors (exception Math 2), we need to be meeting on a regular basis (once per month) with them to implement strategies of curriculum development and instructional enhancements that will help all of our STEM students. This needs to be a concerted and collaborative effort.

- D. Please reflect on assessment data trends based on ethnicity, race, and gender.

- What actions can the program take to support equitable outcomes?

This area was already discussed early in this review under, "Student Equity Course Data".

- Are there specific student groups the program would like to focus their efforts on?

As mentioned earlier in this program review, there are three groups that fall short of our 74% Target Success Rate. However, there is one group that fall considerably short of that mark, and that is our Black/African American students. First, it is important to collaborate with the other programs and instructors that teach courses in our program. This would include all of the science instructors, why, because over 75% of our courses in our major are science courses taught by our science faculty. We should all be aware this gap and to come up with collective strategies to address this issue. One challenge that we do see is that so many of our courses are online, as a result, it is difficult to identify each population group. This would be an excellent topic to discuss institutionally. We do not know the policies and procedures of looking at demographic data before or while teaching a course. This is an area that needs to be clarified by the Office of Academic Affairs.

Program Data and Analysis

A. Demographics

Here are the enrollment counts for our program disaggregated by ethnicity. Also, we have designated the breakdown by 2020-2021/2021-2022/2022-2023 academic years for the purposes of this section.

Asian/Filipino: 33/58/148 – a drastic increase; rather small sample size

Black/African American: 167/192/226 – a very gradual and small increase

Hispanic: 574/648/801: a uniform increase that is close to overall institutional increase

Native American/Alaskan Native: 2/8/11 – small sample size, but an increase nonetheless

Pacific Islander/Hawaiian: 8/19/21 – small sample size, slight increase

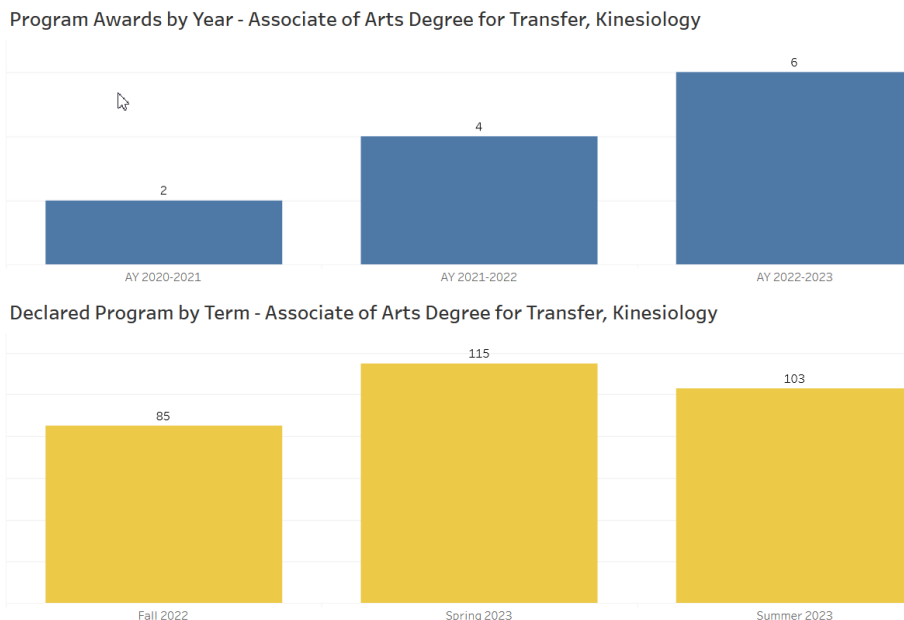
Two or More: 107/94/165: - a nice increase in the 2022-2023 academic year

White: 287/303/398: - uniform and gradual growth similar to institutional wide growth

Overall, we are seeing an incremental rise in our program and our overall pathway (cluster of programs).

Instructional Program Review Template

B. Award Count



As one can see, we have a uniform (doubled each year) in transfer degrees awarded over the past three years 2/4/6. Our declared majors were 85/115/103. I believe we need to develop some strategies in increasing degree completion rates in ratio to declared majors. We are on the rise with degrees awarded, but the proportion of declared majors to degree completion remains low. Since our degree is so science heavy, practically a pre-med degree path, it would be interesting to see how we can increase degree completions for a challenging and academic rigorous major. I did look at the course requirements for all courses (even those that our Kinesiology faculty do not teach) and it appears Math 2, has a low success completion rate. This is a statistics course and is probably an issue for other majors as well. I definitely believe we need to collaborate with the science faculty, counselors, and the academic support staff to address these types of issues to increase degree completions.

C. Student Equity Program Data

- Specifically discuss any equity gaps that have surfaced in the data. This has been addressed earlier in the program review; however, we will look at it closer as it relates to our Black/African American students. Their program course success rates were at 53.1%, over 20% lower than what our target is. This is significant and I believe it is important that we are mindful of this issue.
- What innovative plans or projects will help to close these gaps? To further expand on what has been identified above, there are several strategies that we can attempt to use to bridge this gap. First, we can look at some of the initiatives and learning strategies utilized by BRASS, Black Representation of Achievement through Student Success. We can also look into ways to implement more inclusive and culturally relevant curriculum in our

Instructional Program Review Template

courses. This would have to be coordinated with the science faculty as they teach a bulk of the courses embedded within our major.

D. Student or Program Satisfaction Survey Results

We do not have any program satisfaction survey data. This is something we can arrange in the future with the Office of Institutional Effectiveness.

E. CTE-specific data

- CTE Advisory Boards
- Labor Market data
- Program Viability

CTE Not Applicable

F. Comparative data (compared to BCC and/or compared to other programs)

Not Applicable, CTE required.

G. Institution-Set Standards and the Big Picture

This section provides an opportunity to tie in all the data about the program to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

1. How is your program doing overall based on observation of program data?

Overall, it appears that we are close to the overall success rates and standards set by the institution. As of the most recent 2022-2023 academic year, as an institution, the college was at a 71.2% program success rate, our program was slightly higher at a 72.4%. In regards to program course retention rates, the college was at 89.6% in the most recent academic year (2022-2023), our program was slightly lower at 86.9%. Since, many of our courses are now taught online, institutional wide our course success rates are at 72.3% online, a little higher than compared with the overall college course success rate of 70.1%. This is an area (online format), that we all must focus on, as it appears post-pandemic students prefer at our college to take online courses over traditional/live and/or hybrid courses. This might be a reality and not a trend moving forward, so we all must be flexible and adapt to our students needs.

2. Provide an analysis of the “big picture” by reflecting on how your program data compares to the Institution-set Standards below.

As the data shows above, our program is a bit below the standard set by the institution of course completion rates of 74%. We are not far off, and as we continue to promote our

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	74%	76%	
Certificates	81	97	
Degrees	437	524	
Transfers	213	287	
*Licensure Exam Pass Rates	70%	79%	
*Employment Rates	60%	73%	

program and enhance/broaden our curriculum, we believe we can hit the 76% stretch goal

Instructional Program Review Template

in the next year or two. At this moment, there is no institutional target for program retention, but we can improve on the 86.9% as a program. We will have to work closely with science faculty to accomplish these improvements. Once we begin our Kinesiology – Professional Preparation Local Degree (target for Fall 2024), then we should see some local degree completions. Lastly, it is important to increase our awarded degrees in relationship to our declared majors.

**Applicable to CTE*

Guided Pathways and Response

- A. Name of the Guided Pathway that your program is a part of
STEM
- B. List the other programs (clusters) that are part of your Guided Pathway
Life Science Programs/Cluster – Biology AS-T; Chemistry AS-T; Environmental Science AS-T'
Kinesiology AS-Degree (Professional Preparation).
- C. Provide a summary of how your program collaborates with other programs (clusters) in your Pathway.

Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.

As part of the STEM Guided Pathway, many of our course requirements are taught within our science programs. We meet with STEM; hopefully on a more regular basis moving forward to collaborate and strategize on how we can better increase the quality of all of our collective programs.

Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)

We have seen our overall FTEF Faculty Load increase each year as we came out of the pandemic year. For the academic year 2020-2021, we were at 20.80, 2021-2022, we were at 26.44, and for 2022-2023 we were at 36.53.

B. FT/PT/OL Faculty Ratio

As we are coming out of the pandemic and have reorganized our department a bit for the better, we are seeing our FT/PT/OL become a bit more distributed. There is more overload, as enrollment numbers have increased and I would expect these ratios to be stable moving forward, with perhaps an increase in part-time, if we can successfully recruit another part-time instructor or two. In the most recent academic year 2022-2023, our Full-time was at 15.27 (FTEF), our Over-load at 16.13 (FTEF), and our Part-time at 5.13 (FTEF).

Instructional Program Review Template

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)

There have been many professional development activities, practices, meetings, and roles that we have engaged in to support our program and college

- Attending trainings and best practices through each academic year.
- Elumen Trainings (need more)
- Faculty Evaluation Trainings
- Equity Trainings
- Professional Organizational Memberships (SHAPE America, NATA, ACSM, ABCA)
- Review and contribute to research journals in our program field including the AJHE, JTPE, and JOPERD).
- Members of committees on campus, and Co-Chair of the Enrollment Management Committee.

2. Please list any professional development that faculty members would benefit from (Standard 3.2)

I believe there needs to be more training on Elumen. So far, this system is not providing us the adequacy and accessibility of quality data and user-friendly inputs. In our opinion, this is an institutional need and is long over due to address.

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)

We could use one or two more part-time faculty members; especially to covers the KINA 150, KINA 10A, and KINA 9A courses in the Wellness Center for open lab hours and/or any evening course offerings. In addition, we should be actively recruiting an instructor that can teach KINA 30 and KINA 31, our Martial Arts options within our major/program. With the student emrollment with KINA 150 over 350 and rising, we need at least one more part-timer to cover the necessary hours. The word is spreading throughout the community and we foresee the enrollment to continually rise for KINA 150.

D. Overall Observation of Data on Faculty

This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

Provide an analysis of the “big picture.”

Our program is in alignment with our College’s Mission and Strategic Priorities. The data purports and supports this claim. In regards to the bigger picture and the future, it has been discussed and experienced that our online course offerings are the primary mode of instruction. Therefore, having a mindset of CANI (Constant and Never-ending Improvement) in online delivery will be important. Our program does have some staffing challenges; especially with the offering of KINA 150A and with only 2 full-time faculty members, it would be nice to add an additional one or two part-time faculty members. Finally, our department supports not only our

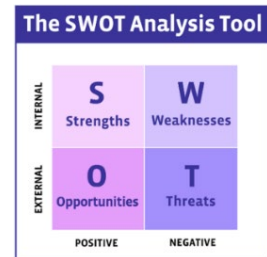
Instructional Program Review Template

students, but our employee's as well with access to our Wellness Center. We would like to see more of our college community utilize this outstanding facility.

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	<p>STRENGTHS Faculty is cohesive and works well together in ensuring quality courses and supporting student needs (cognitively, affectively, and from the psychomotor perspective).</p> <p>Faculty are engaged in important committee roles and has proportionally more face-to-face contact with students on campus.</p> <p>With a new full-time Dean; it appears the channels of communication can be clear and we anticipate this to be a positive step in the right direction.</p> <p>The college has an excellent online support department lead by Nancy Olson and her team.</p>	<p>WEAKNESSES Communication channels with administration have been a bit problematic in the past. There has been turnover and changes, so we are hopeful this will turn into a strength.</p> <p>Part-time faculty recruitment for our department is needed at some point.</p> <p>Our budget is extremely small. Would like to see a marginal increase to our budget in meeting the needs of our students.</p>
External	<p>OPPORTUNITIES Post-pandemic, it appears one lesson people in general have learned is that their health is important and this directly</p>	<p>THREATS Drastic reduction of traditional/live course offering due to lower enrollments.</p>

Instructional Program Review Template

	correlates to what we advocate and teach in our department.	With less live courses, we all need to be sensitive in creating strong cohesiveness between students, staff, faculty, and administration.
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III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- Formulate **two to three Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).
- indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)
- Indicate how each Goal is **aligned** with the College's [Strategic Priorities](#).
- Indicate how each goal is **aligned** with the [Pillars of Guided Pathways](#).
- List at least one **objective** for reaching each goal.
- Develop an **outcome** statement for each objective.
- Explain how you will **measure** the outcome.
- List any **resources** that will be needed to achieve the goal.

GOAL #1

Begin offering courses for our newly developed Kinesiology – Professional Preparation Degree.

A. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

B. Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

Instructional Program Review Template

Choose an item.

C. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

D. Please list objective(s) for achieving this goal.

To complete and create all course offerings for our Kinesiology – Professional Preparation Degree in an online format, as this mode is the most feasible manner to increase enrollment and interest at this point in time.

E. Please list outcome statements for each objective.

Transfer the scope and sequence of all content for the courses in our Local Degree, and to Canvas Shells, in order to offer these course on a 2-year cycle online.

F. Briefly explain how you will measure the outcome.

We will coordinate efforts with our Online Department and A&R.

G. Please list resources (if any) that will be needed to achieve the goal.

None

GOAL #2

Expand our activity course offerings and develop the current ones to intermediate courses.

B. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

Instructional Program Review Template

- C. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

- D. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

- H. Please list objective(s) for achieving this goal.

To develop and evaluate the curriculum and scope and sequence for these intermediate courses.

- I. Please list outcome statements for each objective.

Once completed, move these intermediate activity courses through the proper channels Curriculum Committee, Tech Review, Academic Senate, Board Approval, and up to the Chancellor's Office. Upon the completion of this process, we will be able to offer these intermediate courses on a regular cycle.

- J. Briefly explain how you will measure the outcome.

This will be "measured and monitored" throughout each step with each constituent group along the process chain.

- K. Please list resources (if any) that will be needed to achieve the goal.

None

Instructional Program Review Template

GOAL #3

To utilize OER textbooks, resources and or free texts and resources for all courses.

C. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

D. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

E. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

L. Please list objective(s) for achieving this goal.

To apply and implement OER resources within our course offerings.

M. Please list outcome statements for each objective.

By completing this goal, we hope our courses will be more attractive and inclusive for all of our students.

N. Briefly explain how you will measure the outcome.

Instructional Program Review Template

We will examine enrollment, retention, and completion rates with support from Academic Affairs and the Office of Institutional Effectiveness.

- O. Please list resources (if any) that will be needed to achieve the goal.

We will work with Kyri on the adaptations; as well as curriculum and tech review to modify our courses effectively utilizing OER materials in conjunction with best practices.

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

None at this time.

Instructional Program Review Template

IV. Resource Requests:

What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

For all resource requests programs should utilize the Budget Allocation Proposal form and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
#2 Expand our activity course offerings to include intermediate courses.	To develop and evaluate the curriculum and scope and sequence for these intermediate courses.	When developing or expanding activity courses, there are instructional supplies/equipment needed. We currently need equipment for Pickleball, Golf, Tennis, and Circuit-training (beginning and intermediate).	For all the equipment requested it will be in excess of \$100,000. Please see the BAPS for specific breakdowns.	Yes	Click or tap here to enter text.
#2 Expand our activity course offerings to include intermediate courses.	To develop and evaluate the curriculum and scope and sequence for these intermediate courses.	Part-time staffing	We need at least one or two part-time faculty members that covers the extended hours in the Wellness Center. KINA 150, KINA 10A, KINA 9A. Also, we need	No, not sure?	Academic Affairs and Human Resources through personnel hiring.

Instructional Program Review Template

			to actively recruit someone that can teach our Martial Arts course offerings (KINA 30 and KINA 31). These are elective courses that can be taken for our majors and transfer as such. The cost would be on average \$63 per hour, not to exceed 10 hours per week.		
To utilize OER textbooks and resources for all courses.	To review approved course materials with collaboration of other instructors in our field and Kyri as our OER liason.	None at this moment.	Minimal, if any at this time.	No	We will work with Kyri to ensure we are optimizing the best OER materials.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

BUDGET ALLOCATION PROPOSAL

Date: <u>09/14/2023</u>	Originator: <u>Dr. Michael Karpel/Taylor Puryear</u>		
Program or Department Name:	<u>Kinesiology</u>		
Dean/Vice President/Supervisor:	<u>Emily Garrison/Dr. Jennifer Rodden/James Stellino</u>		
What are you requesting? (<i>Brief</i>)	<u>Circuit Training Machines</u>		
Amount Requested: <u>76,581</u>	<input checked="" type="checkbox"/> One-time Funding	<input type="checkbox"/> Ongoing Funding	
Funding Source (if known):	<u>Unknown</u>		
REQUEST TYPE:			
<input type="checkbox"/> Personnel/Staffing <small>Complete <i>Personnel/Staffing</i> section below</small> <input type="checkbox"/> OTHER	<input type="checkbox"/> Technology Resource <small>Complete <i>Technology</i> section below</small>	<input checked="" type="checkbox"/> Facilities Resource <small>Complete <i>Facilities</i> section below</small>	<input type="checkbox"/> Professional Development <small>Complete <i>Professional Development</i> section below</small>

PERSONNEL/STAFFING REQUEST	
Is the position request for:	<input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the position requested:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties) <input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____
Is the position requested:	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST	
Indicate the category of the request:	
<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance	
Indicate the intended users:	
<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other	
Is training required? <input type="checkbox"/> No <input type="checkbox"/> Yes Explain: _____	
How will it be secured? <input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password	
Have you completed and attached the Technology Assessment Form ?	

FACILITIES RESOURCE REQUEST	
Indicate the intended users:	
<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Other	
Is maintenance required? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Explain: <u>Yearly/quarterly inspection and upkeep</u>	

BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		
Is technology needed?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____	

1. Why is the request being made?

Current machines in the Wellness Center are over 25 years old and in need of constant repair. Original manufacturer is no longer in business. Repair parts are not available. This has become a hazard and liability for the patrons in the Wellness center.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

2:D How do you provide them?
The Kinesiology department consists of two full time instructors and 9 part- time/adjunct instructors, which include several coaches in the athletic department. We service the entire college community who participate in our various activity courses and general education lecture courses.
We service this community by providing instruction and science based information about physical education. This is accomplished by a variety of activity classes and in lecture/lab settings, including the Wellness Center.

4. Curriculum – D Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum?
Ensuring instructional alignment, that connects PLO/SLO to traditional and authentic forms of assessment. Updating curriculum changes that are prevalent in the currency for each course level. Developing online formats for all of our Physical Education certificate courses. Our goal for our courses within our program is to “close the loop” and drive our decision making processes in an effort to continually improve our pedagogical content knowledge.

5. Internal Factors: B Weaknesses
We have some archaic and rigid staffing issues that keep us from progressing as a department. These issues also put an undue work load on the remaining staff. We are understaffed, we have had two full time instructors retire and or leave and they have not been replaced in the last five years.
Our operating budget is very small and not enough to purchase needed, up to date equipment for measurement of SLO’s and student’s measurements during pre and post testing. The budget barely pays for maintenance of old equipment.

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

BUDGET ALLOCATION PROPOSAL

--

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

#2	Increase activity course offerings to include, pickleball, tennis, Golf, bicycling, senior wellness, and a standalone KINA 3A circuit training class.	<i>List all that apply: 1a, 2a, 3a,b</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">#1 refurbish wind screen and light of existing facilities (tennis/pickleball)</td> </tr> <tr> <td style="padding: 2px;">#2 develop courses</td> </tr> <tr> <td style="padding: 2px;">#3 obtain approval from instruction to offer the course</td> </tr> </table>	#1 refurbish wind screen and light of existing facilities (tennis/pickleball)	#2 develop courses	#3 obtain approval from instruction to offer the course
#1 refurbish wind screen and light of existing facilities (tennis/pickleball)						
#2 develop courses						
#3 obtain approval from instruction to offer the course						

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?
 Example: [Technology Assessment Form](#)

(This question is not required for Personnel/Staffing requests.)

Other than doing the routine maintenance, we will not need any help with the exception of equipment failure; in which we will have to contact a vendor.

4. a) How will this resource improve student success or institutional services?

It will allow us to teach the KINA 3A class that will provide a student with lifelong skills that they can use to promote their health/fitness. The classes can also be utilized by students, staff, and faculty to promote lifetime health fitness and Wellness in the Wellness Center in KINA 10A, 9A and 150.
--

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

We will be using aggregated data that will be collected through Argos and Elumen regarding student learning outcomes and program learning outcomes. This will be used to determine increased student success and understanding of the content being offered.
--

5) Describe how your request is aligned with as many of the college’s strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. [Mission Statement](#)

BUDGET ALLOCATION PROPOSAL

Our program aligns to the college mission statement. We are developing a diverse offering of activity courses. The KIN ADT requires that students take a variety of activity courses. We are developing a career pathway that will allow students to obtain a degree in Kinesiology and this will allow them to sit for several personal training certificates too. The courses will allow them to pursue a BS in Kinesiology at many four year institutions in the state, across the nation and around the world.

2. [Strategic Priorities / Strategic Goals](#)

1. Foster an innovative learning environment that respects diversity.
 - a. Our students represent varying backgrounds, abilities, and cultures.
 2. Provide students a successful college learning experience.
 - a. We are trying to offer courses based on a two year plan that encourage certificate/degree completion and professional growth development.
 - b. We provide students with skills and knowledge that will enable them to live healthier lives.
 3. Promote and support student engagement.
 - a. Promoting student engagement and retention through instructor involvement and commitment to our students.
 4. Cultivate and enhance local partnerships.
 - a. We provide experiences and clinics to local school children K-12.
 - b. We are pursuing avenues to provide senior activity courses in conjunction with the city of Barstow.
 6. Strengthen college planning and informed decision making.
 - a. We continue to review and submit our program review with evidence of outcomes assessments that guide changes in the courses we teach and/or implementation of teaching strategies.

3. [Educational Master Plan](#)

N/A

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

N/A

BUDGET ALLOCATION PROPOSAL

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
*(This section **MUST** be completed)*

Budget Program Number: _____ Restricted Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____

BUDGET ALLOCATION PROPOSAL

Date: <u>09/14/2023</u>	Originator: <u>Dr. Michael Karpel/Taylor Puryear</u>		
Program or Department Name:	<u>Kinesiology</u>		
Dean/Vice President/Supervisor:	<u>Emily Garrison/Dr. Jennifer Rodden/James Stellino</u>		
What are you requesting? (<i>Brief</i>)	<u>Pickleball equipment</u>		
Amount Requested: <u>\$12,256</u>	<input checked="" type="checkbox"/> One-time Funding	<input type="checkbox"/> Ongoing Funding	
Funding Source (if known) :	<u>Unknown</u>		
REQUEST TYPE:			
<input type="checkbox"/> Personnel/Staffing <small>Complete <i>Personnel/Staffing</i> section below</small>	<input type="checkbox"/> Technology Resource <small>Complete <i>Technology</i> section below</small>	<input checked="" type="checkbox"/> Facilities Resource <small>Complete <i>Facilities</i> section below</small>	<input type="checkbox"/> OTHER

PERSONNEL/STAFFING REQUEST			
Is the requested position:	<input type="checkbox"/> Faculty	<input type="checkbox"/> Classified	<input type="checkbox"/> Management/Confidential
Is the requested position:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties)		
	<input type="checkbox"/> An existing classification	Official Job Title: _____	
Is the requested position:	<input type="checkbox"/> Full Time	<input type="checkbox"/> Part Time: _____ Months/Year	_____ Hours/Week

TECHNOLOGY RESOURCE REQUEST					
Indicate the category of the request:					
<input type="checkbox"/> Hardware	<input type="checkbox"/> Software	<input type="checkbox"/> Printer/Copier	<input type="checkbox"/> Network	<input type="checkbox"/> Audio-Visual	<input type="checkbox"/> License/Maintenance
Indicate the intended users:					
<input type="checkbox"/> Students		<input type="checkbox"/> Faculty		<input type="checkbox"/> Staff	
<input type="checkbox"/> Other					
Is training required? <input type="checkbox"/> No <input type="checkbox"/> Yes Explain: _____					
How will it be secured? <input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password					

FACILITIES RESOURCE REQUEST			
Indicate the intended users:			
<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Faculty	<input checked="" type="checkbox"/> Staff	<input checked="" type="checkbox"/> Other
Is maintenance required? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Explain: <u>Monthly Inspections</u>			

For best results, refer to the [Budget Allocation Proposal Scoring Rubric](#) prior to completing this form.

BUDGET ALLOCATION PROPOSAL

1. Why is the request being made?

We have added a Pickleball class to increase the diversity of our KINA activity offerings. This is a trending exercise modality that improves cardiovascular health fitness and anaerobic health fitness.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

2:D How do you provide them?
The kinesiology department consists of two full time instructors and 9 part- time/adjunct instructors, which include several coaches in the athletic department. We service the entire college community who participate in our various activity courses and general education lecture courses.
We service this community by providing instruction and science based information about physical education. This is accomplished by a variety of activity classes and in lecture/lab settings.

4. Curriculum – D Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum?
Ensuring instructional alignment, that connects PLO/SLO to traditional and authentic forms of assessment. Updating curriculum changes that are prevalent in the currency for each course level. Developing online formats for all of our Physical Education certificate courses. Our goal for our courses within our program is to “close the loop” and drive our decision making processes in an effort to continually improve our pedagogical content knowledge.

5. Internal Factors: B Weaknesses
We have some archaic and rigid staffing issues that keep us from progressing as a department. These issues also put an undue work load on the remaining staff. We are understaffed, we have had two full time instructors retire and or leave and they have not been replaced in the last five years.
Our operating budget is very small and not enough to purchase needed, up to date equipment for measurement of SLO’s and student’s measurements during pre and post testing. The budget barely pays for maintenance of old equipment.

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

We do not have any SLO data; since we have not taught a pickleball class. This was due to not having approval and the equipment (portable outdoor-indoor nets/ball machines/roll-dri/balls/ball caddies/paddles). We now have approval but not all the equipment we need, to offer the class.

BUDGET ALLOCATION PROPOSAL

- c) How was this included in the Action Plan of your Program Review? Please cite section/item number and include the text.

#2	Increase activity course offerings to include, tennis, Golf, bicycling, senior wellness, and a standalone KINA 3A circuit training class, Pickleball.	<i>List all that apply: 1a, 2a, 3a,b</i>	#1 refurbish existing facilities (tennis)
			#2 develop courses
			#3 obtain approval from instruction to offer the course

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short term and a long term basis? Have they been notified? *(This question is not required for Personnel/Staffing requests.)*

Other than doing the routine maintenance, we will not need any help with the exception of equipment failure; in which we will have to contact a vendor.

4. a) Describe the goal(s) for this proposal. How will this improve student success or institutional services?

It will allow us to teach a pickleball class that will provide a student with lifelong skills that they can use to promote their health/fitness. The classes can also be utilized by students, staff, and faculty to promote lifetime health/fitness.

- b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

We will be using aggregated data that will be collected through Argos and Elumen regarding student learning outcomes and program learning outcomes. This will be used to determine increased student success and understanding of the content being offered.

- 5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. [Mission Statement](#)

Our program aligns to the college mission statement. We are developing a diverse offering of activity courses. The physical education certificate requires that students take a variety of activity courses. We are developing a career pathway that will allow students to obtain a certificate in Physical Education and this will allow them to sit for several personal training certificates. The courses will allow them to pursue a BS in Kinesiology at many four year institutions in the state, across the nation and around the world.

BUDGET ALLOCATION PROPOSAL

2. [Strategic Priorities / Strategic Goals](#)

1. Foster an innovative learning environment that respects diversity.
 - a. Our students represent varying backgrounds, abilities, and cultures.
2. Provide students a successful college learning experience.
 - a. We are trying to offer courses based on a two year plan that encourage certificate/degree completion and professional growth development.
 - b. We provide students with skills and knowledge that will enable them to live healthier lives.
3. Promote and support student engagement.
 - a. Promoting student engagement and retention through instructor involvement and commitment to our students.
4. Cultivate and enhance local partnerships.
 - a. We provide experiences and clinics to local school children K-12.
 - b. We are pursuing avenues to provide senior activity courses in conjunction with the city of Barstow.
6. Strengthen college planning and informed decision making.
 - a. We continue to review and submit our program review with evidence of outcomes assessments that guide changes in the courses we teach and/or implementation of teaching strategies.

3. [Educational Master Plan](#)

N/A

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

N/A

BUDGET ALLOCATION PROPOSAL

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION

*(This section **MUST** be completed)*

Budget Program Number: _____ Restricted Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____

BUDGET ALLOCATION PROPOSAL

Date: <u>09/14/2023</u>	Originator: <u>Dr. Michael Karpel/Taylor Puryear</u>
Program or Department Name:	<u>Kinesiology</u>
Dean/Vice President/Supervisor:	<u>Emily Garrison/Dr. Jennifer Rodden/James Stellino</u>
What are you requesting? (<i>Brief</i>)	<u>Tennis equipment</u>
Amount Requested: <u>\$22,378</u>	<input checked="" type="checkbox"/> One-time Funding <input type="checkbox"/> Ongoing Funding
Funding Source (if known) :	<u>Unknown</u>
REQUEST TYPE:	
<input type="checkbox"/> Personnel/Staffing <small>Complete <i>Personnel/Staffing</i> section below</small>	<input type="checkbox"/> Technology Resource <small>Complete <i>Technology</i> section below</small>
<input checked="" type="checkbox"/> Facilities Resource <small>Complete <i>Facilities</i> section below</small>	<input type="checkbox"/> OTHER

PERSONNEL/STAFFING REQUEST	
Is the requested position:	<input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the requested position:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties) <input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____
Is the requested position:	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST	
Indicate the category of the request:	<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is training required?	<input type="checkbox"/> No <input type="checkbox"/> Yes Explain: _____
How will it be secured?	<input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password

FACILITIES RESOURCE REQUEST	
Indicate the intended users:	<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Other
Is maintenance required?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Explain: <u>Monthly Inspections</u>

For best results, refer to the [Budget Allocation Proposal Scoring Rubric](#) prior to completing this form.

BUDGET ALLOCATION PROPOSAL

1. Why is the request being made?

We would like to add a Tennis class to increase the diversity of our KINA activity offerings. This is a trending exercise modality that improves cardiovascular health fitness and anaerobic health fitness.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

2:D How do you provide them?
The kinesiology department consists of two full time instructors and 9 part- time/adjunct instructors, which include several coaches in the athletic department. We service the entire college community who participate in our various activity courses and general education lecture courses.
We service this community by providing instruction and science based information about physical education. This is accomplished by a variety of activity classes and in lecture/lab settings.

4. Curriculum – D Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum?
Ensuring instructional alignment, that connects PLO/SLO to traditional and authentic forms of assessment. Updating curriculum changes that are prevalent in the currency for each course level. Developing online formats for all of our Physical Education certificate courses. Our goal for our courses within our program is to “close the loop” and drive our decision making processes in an effort to continually improve our pedagogical content knowledge.

5. Internal Factors: B Weaknesses
We have some archaic and rigid staffing issues that keep us from progressing as a department. These issues also put an undue work load on the remaining staff. We are understaffed, we have had two full time instructors retire and or leave and they have not been replaced in the last five years.
Our operating budget is very small and not enough to purchase needed, up to date equipment for measurement of SLO’s and student’s measurements during pre and post testing. The budget barely pays for maintenance of old equipment.

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

We do not have any SLO data; since we have not taught a Tennis class. This is due to not having a courts and equipment. The administration has chosen to refurbish the courts but we do not have the equipment (ball machines/rackets/ball/roll-dri/ball caddy). We are revisiting this in order to provide a wider range of KINA courses.

BUDGET ALLOCATION PROPOSAL

- c) How was this included in the Action Plan of your Program Review? Please cite section/item number and include the text.

#2	Increase activity course offerings to include, tennis, Golf, bicycling, senior wellness, and a standalone KINA 3A circuit training class, Pickleball.	<i>List all that apply: 1a, 2a, 3a,b</i>	#1 refurbish existing facilities (tennis)
			#2 develop courses
			#3 obtain approval from instruction to offer the course

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short term and a long term basis? Have they been notified? *(This question is not required for Personnel/Staffing requests.)*

Other than doing the routine maintenance, we will not need any help with the exception of equipment failure; in which we will have to contact a vendor.

4. a) Describe the goal(s) for this proposal. How will this improve student success or institutional services?

It will allow us to teach a tennis class that will provide a student with lifelong skills that they can use to promote their health/fitness. The classes can also be utilized by students, staff, and faculty to promote lifetime health/fitness.

- b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

We will be using aggregated data that will be collected through Argos and Elumen regarding student learning outcomes and program learning outcomes. This will be used to determine increased student success and understanding of the content being offered.

- 5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. [Mission Statement](#)

Our program aligns to the college mission statement. We are developing a diverse offering of activity courses. The physical education certificate requires that students take a variety of activity courses. We are developing a career pathway that will allow students to obtain a certificate in Physical Education and this will allow them to sit for several personal training certificates. The courses will allow them to pursue a BS in Kinesiology at many four year institutions in the state, across the nation and around the world.

BUDGET ALLOCATION PROPOSAL

2. [Strategic Priorities / Strategic Goals](#)

1. Foster an innovative learning environment that respects diversity.
 - a. Our students represent varying backgrounds, abilities, and cultures.
2. Provide students a successful college learning experience.
 - a. We are trying to offer courses based on a two year plan that encourage certificate/degree completion and professional growth development.
 - b. We provide students with skills and knowledge that will enable them to live healthier lives.
3. Promote and support student engagement.
 - a. Promoting student engagement and retention through instructor involvement and commitment to our students.
4. Cultivate and enhance local partnerships.
 - a. We provide experiences and clinics to local school children K-12.
 - b. We are pursuing avenues to provide senior activity courses in conjunction with the city of Barstow.
6. Strengthen college planning and informed decision making.
 - a. We continue to review and submit our program review with evidence of outcomes assessments that guide changes in the courses we teach and/or implementation of teaching strategies.

3. [Educational Master Plan](#)

N/A

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

N/A

BUDGET ALLOCATION PROPOSAL

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
*(This section **MUST** be completed)*

Budget Program Number: _____ Restricted Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____