

Fall 2012 Program Review - Annual Update Profile

As of: 3/15/2013 02:16 AM EST

Program Review - Annual Update Included in this report:

- 1. Discipline/Program/Area Name
- 2. Year
- 3. Name of person leading this review.
- 4. Names of all participants in this review.
- 5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program.
- 6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.
- 7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in improvements in student achievement.
- 8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions. This should include brief descriptions of assessment results, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.
- 9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in the improvement of SLOs, PLOs and/or OOs this past year.
- 10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.
- 11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and explain the connection to outcomes and/or student achievement.

Fall 2012 Athletic Training/ Recreation (PR)

1. Discipline/Program/Area Name

Athletic Training

2. Year

2012-2013

3. Name of person leading this review.

Jerry Lewis

4. Names of all participants in this review.

Jerry Lewis

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)

Since the peak of AVC's enrollment in 2008-2009 there has been a 26.1% decrease in annual enrollment. This decrease in enrollment is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Though enrollment and resources have diminished, the enrollment of ATH has remained stagnant which can be attributed to the decrease in the entry level ATH courses as feeders to upper-level ATH courses. In addition, the unduplicated data not represent the population of students the ATH department is serving which does not reflect in the actual decreases that have taken place.

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)

The success rate for gender at AVC shows females at 72% and males at 69% which have been the outcome of a small but steady increase over the past five years. In contrast, the KAD division shows a 10% higher rate of success in females and 13% for males. At the departmental level, the success rate of females has been over 80% and males nearly 80% during the past two years. Similar findings can be attributed to success by race with a higher rate of success across all race of students enrolled in division level. However, the departmental data shows a large positive gap of success by race in comparison with the campus.

Race	AVC	ATH
American Indian/AK Native	71%	100%
Asian	80%	100%
Black or African American	58%	74%
Pacific Islander	72%	NA
White	77%	88%
Mexican/Central or South American	73%	78%
Other/Unknown	68%	87%

The retention rate for males and female is the same listed at 88% which is up from 1% from five years ago. In contrast, males and females both have a higher rate of retention at the division level which recently reflects low 90s for males and females. Similarly, the data mirrors the divisional retention rate for gender. Similar findings can be attributed to retention by race with a higher rate of success across all race of students enrolled in division level. However, the departmental data shows a large positive gap of success by race in comparison with the campus.

Race	AVC	ATH
American Indian/AK Native	89%	100%
Asian	92%	100%
Black or African American	84%	89%
Pacific Islander	88%	NA
White	90%	96%
Mexican/Central or South American	90%	78%
Other/Unknown	86%	93%

The persistence data shows a higher rate of persistence in ATH in comparison with AVC by an average of 11% over the past five years.

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g.

human, faci... (The full text shows at beginning of the document)

The SLO finding show a rate of 80% meeting the 75% target. At this point no resources have been requested.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)

Discussions have occurred at division meetings between KAD faculty and the dean related to the findings of the outcomes assessment and have indicated a need for a second full-time athletic trainer.

Connected Documents:

[KAD Minutes 11/3/12](#)

[KAD Minutes 4/27/12](#)

[KAD Minutes 4/30/10](#)

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)

Though there is strong evidence and discussion for the need of a second athletic trainer and discussion have occurred, the position has not been filled to this point and though we are meeting our outcomes we has seen a flat rate of 80% in assessment findings.

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)**Goal 1:**

The main goal for the Kinesiology, Athletics, and Dance Division is to hire an Athletic Director to assist our Dean who currently not only runs our entire division, but is also the Dean of Performing and Visual Arts.

Goal 2:

The KAD division needs to hire one more full-time, Certified Athletic Trainer.

Goal 3:

Another goal for the Kinesiology, Athletics and Dance division is to hire full-time faculty for all the sports. We currently have 13 sports and out of those 9 have full time coaches and 4 have part time coaches. The four sports that do not have full time coaches are: Baseball, Men's Golf, Women's Tennis, and Women's Soccer.

Goal 4:

Improve our existing facilities, especially the gymnasium, pool, weight room, and locker rooms. Our football stadium, baseball stadium, along with the softball field and track, are among the finest facilities in the state of California and maybe the nation.

No change to be made

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)

An additional full-time Athletic Trainer

Fall 2012 Dance (PR)**1. Discipline/Program/Area Name**

Division of Kinesiology, Athletics & Dance (KAD)/ Dance Program/Dance

2. Year

2012 Program Review

3. Name of person leading this review.

Cynthia Littlefield

4. Names of all participants in this review.

Cynthia Littlefield (full-time instructor), Christopher Anderson, Kathleen Burnett, Shelby Curtis, Rochelle Guardado (adjunct dance instructors), Gary Roggenstein, Dean

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)

a. A review of the data headcount from the last five years have decreased from 97 students in 2009 to 0 in 2010 during intersession, and 77 students in 2009 to 0 in 2010 during summer. This is due to not offering dance during intersession and summer from 2010 to the present. The review of data headcount for dance from 2007 to 2011 in fall semester has increased by 38 students to a total of 389, but the highest headcount was in fall 2009 peaking at 471 students. For spring semester, dance decreased 4 students from 425 to 421 since 2008.

b. AVC FTES declined 6% while DA FTES declined 10% during those years. A review of FTES has increased in fall semester from 52.24 in 2010 to 60.65 in 2011 for full-time equivalent students. Spring semester has also increased 16.68 students from 2011 to 2012. No FTES were found for Dance in intersession or summer due to not offering dance courses, losing 11.16 FTES intersession 2010, and 10.39 in summer 2009.

c. The part-time/full-time faculty ratio has significantly been higher each spring semester with spring 2010 at 1.73. This is due to higher enrollment of students. In spring 2012 it was 1.47, which was the same as fall semester 2009 (1.47). It should be noted Dance has a low ratio of PT/FT, and further study needs to be addressed regarding adequate full-time faculty to improve student-teacher ratio.

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)

Not many major changes have been relevant to the dance program under Kinesiology division, but term-to-term persistence is 5% increase than the district making it 66% in 2011. Retention by race has been successful in all categories, higher than 78% in all. Degrees and certificates awarded by the KAD division are low, but increased from 11 to 15 students in 2011-2012 semester. In addition, Asian and Pacific Island DA students succeeded at 83% since 2007. White, Hispanic and American Indian DA students succeeded at 81%, 76% and 73% respectively during those five years. African American DA students have succeeded at 64% since 2007. This has been much higher in comparison to the overall district. Further study needs to address the improvement in the numbers of degrees, since the KAD division will now offer a Kinesiology transfer degree and a Dance degree, beginning in fall 2013. Success by gender in the dance program has finally been even in male and female: 76% for both. From 2009 to 2011, the female were approximately 6% stronger.

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)

Changes in student achievement are noticed in the year of 2009-2010 when summer and intersession dance courses were not offered due to budget cut. Students improve successfully with practicing at a regular basis. Intersession and summer courses were intense, because a class would either meet 4 times a week, or 2 times a week with longer hours. Retention on course content and overall student achievement is improved with more practice at a regular basis.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes

(PLOs), and/or Operation... (The full text shows at beginning of the document)**1. Assessment results of Student Learning Outcomes (SLO's) and Program Learning Outcomes (PLO's).**

- a. Since 2008-2009, all dance courses have approved SLO's and ensure compliance; all assessment results and findings have been entered into WEAVE online. Most adjunct instructors have been helpful in assessing SLO's and turning in all data at the end of each semester to full-time faculty. Shared pedagogical goals have been communicated and most instructors aim for high success rate within SLO's.
- b. The Dance PLO assessment cycle begins Fall 2013, and all PLO's will be assessed and documented by the end of Fall 2014. (see PLO Dance)

Recommendation of hiring one more full-time Dance faculty member has been discussed regularly at division meetings, and has been addressed in previous program reviews.

- c. Budget resources include a bare minimum of dance department offerings for both fall 2011 and spring 2012. With further budget cuts on the way, security of the dance department needs to be established with the dance degree approval from AP&P. With the approval of the degree, perhaps more courses can be added back to the schedule. In spite of only offering a bare minimum of dance courses, improvements in functioning facilities have been accomplished with the operation of the new theater. Between fall 2011-2012, three dance performances including Final Dance Showings and Dance Dimensions were produced in new theater. Collaboration with the AV Symphony and Master Chorale was also accomplished in Fall 2011, in the production "Carmina Burana". Also, a photo shoot was arranged inside and outside the theater for advertising purposes. Although successful in the artistic aspect, problems arose, including inadequate staffing for dance productions. In spring 2012, one dance course (DA 111) was offered in the Studio Theater space in the new theater. Problems arose because no theater manager was hired, therefore resulting in no access to the stage area, even with the instructor present. A beautiful new space perfect for aspiring choreographers, but not allowed on the stage made it frustrating for the students and instructor. In Fall 2012, the studio theater space was not offered for any dance courses; reason unknown.

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)

Currently, there is not enough data to compare at this point.

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)

1. Dance Degree approved by AP&P. The dance degree was entered into Curricunet Fall semester 2011, and revisions were made. Spring semester 2012, PLO's were written, and approved early Fall semester 2012. The dance degree will increase the number of AA recipients and/or transfer students. This supports the mission of the college contributing to self-awareness and by teaching lifelong skills required for employment, transfer education, and personal development.

2. Hiring an additional Full-time dance instructor (vacant since 2001/2002 semester)

As stated in the 2011 program review: The dance department is in desperate need for an additional full-time dance instructor to provide the instruction for students to fulfill a dance degree at AVC. Full time Dance Instructor, as the 2006 review document states "it was noted Dance does not provide sufficient quality instruction consistent with students and program needs and goals." Certainly when our enrollment at AVC was about 8-10,000 Students (2001) and we were serving students with 2 full-time dance instructors, now we have over 14,000 students, we need 2. There has been only one full-time Dance instructor for years now but the dance classes turn students away. The last instructor, who was full-time and with the current dance full-time instructor, made two full-time instructors for the Dance program, was reassigned in 2001 and the position has not been replaced.

2. Access to Performing Arts Theater as classroom and rehearsal space.

Since Fall 2011, the PAT has been open without the proper staffing to operate this new facility. Student success in dance is acquired through performance, since dance is considered a performance art. Performing on a proscenium stage is needed for students to fulfill their SLO assessment.

As reviewed in the SLO Achievement Target Findings, many students did not pass the final solo choreography performance with a C grade or better. This semester, we offered this course in the PAT studio theatre space. Many times the space was occupied by chairs/tables and felt smaller than a stage space. Although the PAT stage was unoccupied the majority of the time, the class could not rehearse there because the instructor did not have the authorization to do so. A full-time theatre manager and master electrician are needed to give instructors authorization to use equipment in new theatre.

3. Fixing current sound system in GYM 140; installing sound system in Studio Theater Space.

Since beginning of spring semester 2012, the left speaker has not worked in Gym 140, the dance room. New speakers need to be installed. Since dance and music are inseparable, functioning sound is highly important.

4. Wi-fi campus wide, for instructional resources.

5. Routine maintenance in Gym 140, dance room, for safety issues. The dance floor needs to be mopped thoroughly at least twice a week. Slippery, dirty floors cause injuries to dancers

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)

Resource needs for dance:

Technology:

1. Computer audio and video equipment in Gym 140, Studio Theater (PA 112) and FA 3 162.
2. Internet wi-fi campus wide.

Storage Space:

1. The dance department has one closet filled with costumes and props. Other props have been stored outside, damaged by the weather, or lost from improper storage.

Fall 2012 Health Education (PR)

1. Discipline/Program/Area Name
Health Education

2. Year
2012-2013

3. Name of person leading this review.
Kathy Bingham

4. Names of all participants in this review.
Kathy Bingham

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how

they affect your... (The full text shows at beginning of the document)

Since the peak of AVC's headcount in 2008-2009 there has been a 26.1% decrease in annual headcount. This decrease in headcount is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Similar to the decreases at AVC, HE courses has decreased by 22.1%. FTES for both HE and AVC declined 6% during those same years. The decrease in enrollment is directly related to the decrease in LHE assigned to HE courses due to budget cuts.

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)**SUCCESS**

The comparison of success data shows that there has been a slight increase in success rate for males and females over the past five years. In comparison females and males have an increasingly higher rate of success (F= 6% and M=2%) in HE course to the overall campus. The data also shows a strong upward trend of success for both genders with males increasing from 64% to 72% and females from 70% to 78% over five years.

The success by race shows similar findings to the gender as all students enrolled in HE courses show a higher rate of increased success in comparison to AVC.

Success in 2011-2012	AVC	HE
American Indian/AK Native	71%	82%
Asian	80%	86%
Black or African American	58%	59%
Pacific Islander	72%	76%
White	77%	85%
Mexican/Central or South American	73%	82%
Other/Unknown	68%	73%

Success Increase over 5 yrs	AVC	HE
American Indian/AK Native	4%	12%
Asian	3%	13%
Black or African American	3%	10%
Pacific Islander	2%	15%
White	2%	7%
Mexican/Central or South American	5%	12%
Other/Unknown	1%	9%

RETENTION

The of retention data by gender shows that females and males at AVC have an 88% retention rates which has increased 1% from 2007-2008. Similar in comparison, the data from HE courses shows a 1% increase over five years, but has a 5% higher rate of retention across both genders. The data shows similar findings in retention across race has students in HE courses have a higher rate pf retention compared to AVC.

Retention in 2011-2012	AVC	HE
American Indian/AK Native	89%	93%
Asian	92%	97%
Black or African American	84%	87%
Pacific Islander	88%	90%
White	90%	96%
Mexican/Central or South American	90%	96%
Other/Unknown	86%	92%

PERSISTENCE

The data shows AVC and HE students have a positive increase of term-to-term persistence over the past five years, however HE students have a 5-10% higher rate of persistence than overall AVC students.

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)

Overall, student success and retention shows a strong increase in HE courses in comparison with AVC students. There have been no budgetary requests made as students are performing and learning at adequate levels.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)

In spring 2012, discussions occurred between full-time faculty regarding the findings of the SLO assessment to show students are meeting the criteria of the established targets measured by the standardized tests. However, discussion have occurred modifications need to be made in HE 201 to better assess student learning. There have been no discussions for budgetary items.

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)

The findings of outcomes assessment show students are at mid to high 90 percentile in meeting the SLOs. There have been no budgetary requests made as students are performing and learning at adequate levels.

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)

Goals 1: Reinstate HE courses

Goal 2: Relocate HE courses to state-of-the art classrooms, specifically the Health and Science's building

Goal 3: Attend more professional conferences related to HE (e.g., NWI)

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)

Human Capital
None

Facilities

Upgraded facilities which include technology and environmental control

Instructional Material

Audio/visual learning resources
Updated computers

Other

Professional development for conferences and training

Fall 2012 Kinesiology (PR)

1. Discipline/Program/Area Name

Kinesiology

2. Year

2012-2013

3. Name of person leading this review.

Jane Cwayna

4. Names of all participants in this review.

Jane Cwayna

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... (The full text shows at beginning of the document)

Since the peak of AVC's headcount in 2008-2009 there has been a 26.1% decrease in annual enrollment. This decrease in headcount is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. In comparison to overall AVC headcount of KIN has decreased by 37.3% and FTES has decrease by 16% which is much higher than the AVC total percentage (26% =headcount and 6%=FTES). The decrease in enrollment is directly related to the decrease in LHE assigned to KIN courses due to budget cuts.

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... (The full text shows at beginning of the document)

The success rate for gender at AVC shows females at 72% and males at 69% which have been the outcome of a small but steady increase over the past five years. In contrast, the success rate of females is 14% higher and males nearly 17% higher than during the past two years in KIN comparison with the campus. Similar findings can be attributed to success by race with a higher rate of success across all race of students enrolled in division level. The following table represents the difference in success rates of KIN to AVC by race.

	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/I
AVC	71%	80%	58%	72%	77%	73%	
KIN	87%	91%	82%	81%	88%	91%	
	16%	12%	24%	10%	11%	18%	

The retention rate for males and female is the same listed at 88% which is up from 1% from five years ago. In contrast, males and females both have a higher rate of retention at the division level which recently reflects low 90s for males and females. Similar findings can be attributed to retention by race with a higher rate of success across all race of students enrolled in KIN except for Pacific Islander student which has to due to low enrollments and the number skew.

	American Indian/AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/I
AVC	89%	92%	84%	88%	90%	90%	
KIN	92%	95%	91%	86%	92%	95%	
	3%	3%	7%	-2%	2%	5%	

The term to term persistence shows a higher rate of student persistence for students enrolled in KIN courses compared to AVC between 4-9%.

Percent	Fall to Spring 06-07	Spring to Fall 2007	Fall to Spring 07-08	Spring to Fall 2008	Fall to Spring 08-09	Spring to Fall 2009
AVC	62%	52%	64%	54%	65%	57%
KIN	70%	56%	69%	59%	74%	58%
	7%	4%	5%	5%	8%	1%

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... (The full text shows at beginning of the document)

Though KIN is showing higher numbers of success, retention and persistence for the past five years there has not been any major budgetary decisions made to purchase items to increase that success as identified in outcomes assessment.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... (The full text shows at beginning of the document)

Discussions regarding the findings of the outcomes assessment, a need for a second full-time athletic trainer have occurred at division meetings. In addition, this has been defined as a goal in program review.

Connected Documents:

- [11/3/2011 KAD Minutes](#)
- [4/27/12 KAD Minutes](#)
- [4/30/12 KAD Minutes](#)

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... (The full text shows at beginning of the document)

Though there is strong evidence and discussion for the need of positions, and upgrades to facilities and equipment and discussion have occurred, the position has not been filled to this point and though we are meeting our outcomes we have seen a flat rate of 100% in assessment findings.

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... (The full text shows at beginning of the document)

Goal 1:

The main goal for the Kinesiology, Athletics, and Dance Division is to hire an Athletic Director to assist our Dean who currently not only runs our entire division, but is also the Dean of Performing and Visual Arts.

Goal 2:

The KAD division needs to hire one more full-time, Certified Athletic Trainer.

Goal 3:

Another goal for the Kinesiology, Athletics and Dance division is to hire full-time faculty for all the sports. We currently have 13 sports and out of those 9 have full time coaches and 4 have part time coaches. The four sports that do not have full time coaches are: Baseball, Men's Golf, Women's Tennis, and Women's Soccer.

Goal 4:

Improve our existing facilities, especially the gymnasium, pool, weight room, and locker rooms. Our football stadium, baseball stadium, along with the softball field and track, are among the finest facilities in the state of California and maybe the nation.

Goal 5: Re-open the pool

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)

Human Capital

Men's Basketball Coach
Assistant football coach
Athletic Trainer

Facilities

AVC Swimming pool
Fitness Center
Gym
Locker room
Co-ed Training room

Equipment

Free weights
Workout machines