

Comprehensive Program Review Self-Study Report

Please provide the following information. Respond NA to questions which are not applicable to your division/discipline/area. The self-study reports of all divisions/areas will include responses to Parts 1-7. Self-study reports of academic divisions will include a division overview in Part 1 and analysis of each discipline in Parts 2-7.

Questions with an asterisk (*) were addressed in last year's program review report. The question numbers do not correspond with the numbers in last year's report.

Division/Area Name: Kinesiology and Athletics

Year - 2014

Part 1 - Division or Area Overview

1.1 Briefly describe how the division or area contributes to the district mission.

The Department has two primary goals completely in line with the mission. The first is providing a service program designed to accommodate all students through physical activity courses, health education courses and intercollegiate athletics. Our second primary goal is to provide a program of professional preparation courses for those students who are majoring in kinesiology, in order to earn an associate degree in kinesiology, or to transfer to a university program in physical education, kinesiology, exercise science, health education, recreation and leisure studies, or other related programs.

Our classes serve a diverse student population, enrolling students from high school age to active senior citizens. Our primary focus in activity classes is to create an environment where our students learn to value regular physical activity and exercise as a method to achieve life long physical fitness. Our classes provide activities that allow our students to demonstrate increased cardio-respiratory endurance, strength, balance, coordination and flexibility. Our activity classes also allow our students the opportunity to demonstrate the ability to function positively in group settings. By achieving this our students develop self-awareness, have the opportunity to learn to value and apply lifelong learning skills required for employment, transfer education and personal development.

Our health education classes allow our students to describe and understand common causes and preventative measures for cardiovascular disease, cancer and infectious disease, as well as analyze the roll that risk reduction plays in protecting and improving health.

Lastly our intercollegiate athletics classes allow AVC to partner with the community in the true spirit of the mission of the college. Our athletics program seeks to promote and generate community interest in the department programs and student athletes through activities and events which allows

community participation. Our student athletes demonstrate the value of teamwork to achieving team goals.

- 1.2 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.
- X Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
 - X Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
 - X Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
 - X Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
 - X Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
 - X Identify career opportunities that contribute to the economic well-being of the community.

1.3 After completing Parts 2-7, prepare a one page summary of the division/area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

The Kinesiology and Athletics Department has two primary goals completely in line with the mission - providing a service program designed to accommodate all students through physical activity courses, health education courses and intercollegiate athletics and providing a program of professional preparation courses for those students who are majoring in kinesiology

While the Department has seen a decrease in FTES of just over 17 percent the department still serves just over 25 percent of the total student body. The Department is well ahead of both success and retention rates as compared to the school as a whole, except in the awarding of degrees and certificates and currently does not serve the needs of the students well.

Our finding from this program review is that the Department must begin offering more degree and certificate programs to those who don't want an AA-T degree in kinesiology, but instead in one of the other kinesiology programs that account for 76 percent of the CSU kinesiology degrees as well as improving the ability for students and the community to have kinesiology-based general education and life-long learning opportunities.

To this end, the Department has set the following goals which have been determined using legal needs, community needs and student success needs as set out in action plans:

Current

- Promote Kinesiology, Recreation and Leisure Studies and Athletic Training as local major and certificate programs.
- Improve and maintain the safety of students, especially student athletes.

Near Term

- Improve our existing facilities, especially the creation of a fitness center, human performance lab and larger central athletic training facility.
- Hire full-time faculty members who are also head coaches – including Baseball Coach, Volleyball Coach, Soccer Coach, Golf Coach and Assistant football coach
- Hire an Athletic Director
- Hire a Clerical II position to assist the Administrative Assistant

1.4 Name of person leading this review

Dr. G. Austin Haller

1.5 Names of all participants in this review

Kathy Bingham, Mark Covert, Cindy Vargas, Frank Blua, Barry Green, Jerry Lewis, Joe Watts, Mike Rios, John Taylor, Perry Jehlicka, Jackie Lott, Newton Chelette (Dean)

Part 2 - Data Analysis and Use

The following data is provided on the Program Review website. Additional data is available from the Department of Institutional Effectiveness, Research and Planning (DIERP).

Longitudinal data

- District headcount and FTES
- Division headcount and FTES
- Discipline headcount and FTES
- Number of sections offered by location/distance education
- PT/FT faculty ratio by LHE
- Efficiency (measured as FTES/FTEF)

Data about student progress

- Student achievement: success, retention, and term to term persistence
- Progression through remedial courses
- Program completion
- Degree/certificate completion rate
- Transfer rates to 4-year institutions
- Licensure exam results

Job placement/post training

All divisions/areas will complete Parts 2-7. In academic divisions Parts 2-7 will be completed by each discipline; please identify the discipline:

2.1 Please review the headcount and FTES enrollment data provided on the web link. Comment on trends over the past five years and how they affect your program.*

Over the past five years Kinesiology and Athletics has seen a decrease in FTES of just over 17 percent (865 to 738). While Health Education has gone up by a percent or two, the major fall is in the area of Kinesiology.

The major reason for this is the shift by the Chancellor's Office from providing the community Department offered life-long learning of the physical nature (activity classes) to that of the theoretical (lecture).

The Department is responding to the shift, and actively working on doing what is necessary to deal with this trend, as will be explained and demonstrated throughout this report, however it has been very slow going.

2.2 Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). Comment on trends and how they affect your program.*

Students Served – Specifically as far as students in the Department's classes is 38,000 or just over 25 percent of the total student body during that period. This has decreased to the point where in the last Fall numbers there were 3,186 students in classes (down about 25 percent) or just over 22 percent of the total student body during that semester.

2.3 Use the discipline student success data provided by web link. Please note by race, gender, location and modality where improvement is needed to meet the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address achievement gaps in success and/or retention in the current academic year.*

On the whole, the Department is well ahead of both success and retention rates as compared to the school as a whole.

The total retention rate is 88.96 as opposed to the school's rate of 79 percent. The success rate for the Department is 77.62 as opposed to the school's 54.56 percent.

The only success rate which even nears the 68 percent is Male African Americans which is 69.34 percent.

2.4 Analyze and summarize trends in student progression through basic skills courses, if applicable. Cite examples of using data, outcome action plans and/or other planning tools as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) that resulted in or correlate with improvements in course success and progression over the past five years.

N/A

2.5 List degrees and certificates currently offered in the discipline. Discuss improvements in the completion rates of degrees and certificates over the past five years. Also discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions, if applicable. *

Kinesiology

Over the past five years we have moved from four degrees awarded to 36 degrees awarded last year.

The Department knows and understands the number is woefully low.

The Kinesiology degree can be obtained without taking even one class within the Department. Many of the classes are in the sciences, which are heavily impacted, meaning most of those students within our department do not have the time (two or even three years) to get their Kinesiology degree. Therefore most of our degrees are given to nursing or other science majors who have better access to the impacted classes.

We were one of the first Departments to place before AP&P and have approved a Transfer Model Curriculum degree. However, due to several reasons – the State changing requirements for the courses on the template; reticence, ambivalence and manipulation from a previous Vice President of Academic Affairs and other problems – it has still not been approved.

In reality, the TMC will not solve the major problems. Only nine of the 24 units required for the degree can be taken from this Department, and three of those are an elective class. It seems that the TMC implementation will only hurt the above numbers since our students again run into the problem of highly

impacted science classes that comprise a majority of the required classes in the degree.

Since 76 percent of majors at the California State University System in Kinesiology do not require most (or all) of the courses in the TMC, the Department has actively begun creating new degree and credential offerings to better serve our students.

We know that if we can offer degree and certificate programs in recreation, aquatics management, fitness professional, teaching physical education, athletic training and coaching our numbers – Career Technical Education, FTES and degrees earned - will begin to vastly improve.

2.6 Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning. <http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011> *

The projections for the Department related employment shows that nearly 20,000 more jobs in these areas will be needed over the next eight years.

The biggest need will be in Recreation Workers at 5,200 additional needed by 2022. Close behind are Post Secondary Health Specialty Teachers (4,400), Coaches and Scouts (4,100) and Fitness Trainers (3,000) and Lifeguards (1,400).

With these projections, the Department sees the specific need to serve our community by creating degree and certificate programs that will allow our students to help fill the employment needs in these areas.

Part 3 – Outcome Analysis and Use

3.1 Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.*

The need for a second trainer has not only been a goal for the Department for many years, but beginning in 2011 it became a major point of emphasis in the development of action plans for ATH 100, ATH 102, ATH 102L, ATH 103 and ATH 103L. We will be hiring a new full-time athletic trainer during this school year.

Likewise, the needs to refurbish and upgrade the tennis courts has been a main focus of the action plans of KIN 160, KIN 161, KIN 162 and KIN 225 since 2012. The courts are currently in the process of the refurbishment process.

Further, using the action plans from several of the KIN classes, it became clear to the Department the need to move forward in putting forth not only a diverse and robust local degree programs, but also the creation of several certificate programs as well.

Part 4 - Stakeholder Assessment

4.1 Assess how well the program serves the needs of the students, district, and community.

Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

The Department currently does not serve the needs of the students well.

From the standpoint of students wishing to major in Kinesiology, for the past four years, we have been polling any of our students who are not Kinesiology majors (about 95 percent of them) asking them if we offered certain classes or certificate and degree programs if they would consider switching to that program.

We usually get a 60 percent or better response that they indeed would.

From the standpoint of the student at large, we are nearly bereft of, thanks in large part to budget cuts and change of goals from the Chancellor's office, general education and life-long learning opportunities this Department has historically provided all in the community.

A major component of this downturn is the horrible shape of many of our facilities (e.g. those not built with Proposition R funds) and especially the absence of a fitness facility. Another is the need for more faculty with the expertise in these areas to better serve the needs.

To put it another way, not only do we not have the available the proper and necessary academic programs, we also do not have the tools necessary to properly implement them when we do succeed in having those programs approved.

As to the community, the Department is proud of the number of contests and other community events that take place on our facilities year round, giving the community opportunities otherwise not possible for life-long fitness and other kinesiological pursuits.

Included in the use of the Department's facilities are:

- LA Sheriff's Department – Track, pool, shower and par course.
- LA Fire Department – Track, pool, showers.
- Fire Tech classes – Track, showers
- SOAR High School – Physical Education testing.
- Paraclete High School – Stadium
- Golden League – Boys and Girls Tennis competition
- Mountain Desert League – Track for championship meet.

However, as noted above, there is still much more that should be done to even better serve the community's needs.

Further the Athletics program – “A Proud Community Tradition” – continues serving not only the student athletes, comprised of nearly 70 percent local students, but also the community in providing entertainment.

Part 5 - Goals and Objectives

5.1 Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.*

Goal 1:

The main goal for the Physical Education and Athletic department is to hire an Athletic Director to assist our Dean who currently not only runs our department, but is also the Dean of Performing and Visual Arts.

Time Frame: This needs to be done as soon as possible.

Goal 1 has not been achieved and given the restructuring, etc. probably will not.

Goal 2: The Physical Education and Athletic Department needs to hire a full-time, Certified Athletic Trainer.

Time Frame: This needs to be done as soon as possible.

Goal 2 has not been achieved yet, but hiring is set to take place within this school year.

Goal 3:

Another goal for the Physical Education and Athletic department 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.

Time Frame: Within the next four years the division believes that we should have a full time coach for all sports. The difficulty, besides budget constraints, is to find qualified applicants.

Goal 3 has not been achieved

Goal 4:

Improve our existing facilities, especially the gymnasium and our weight room. 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. Our gymnasium and weight room are probably the worst in the state. In fact, most of the local area high schools, and even some intermediate schools, have better facilities in terms of a gym and weight room than we do.

Time Frame: This needs to be done as soon as possible.

Goal 4 has not been achieved

Mainly because of budget cuts, etc. the only goal that has been achieved is the future hiring a full-time trainer.

5.2 List discipline/area goals and objectives related to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board).*

Current (up to three years)

Goal 1: Promote Kinesiology, Recreation and Leisure Studies and Athletic Training as local major and certificate programs.

Guided by district Strategic Goal(s) #1, 2, 3, 4, 6

Guided by 1(a), 1(c), 1(d), 1 (h), 2(b), 2(c), 5(d) and 6(a) in Plan Summary

EMP

Goal 1a: Promote Kinesiology as a local major and certificate program.

Guided by district Strategic Goal(s) #1, 2, 3, 4, 6

Guided by 1(a), 1(c), 1(d), 1 (h), 2(b), 2(c), 5(d) and 6(a) in Plan Summary

EMP

This goal is supported by the action plans in nearly 60 percent of the courses in this Department which call for the need, as well as community advisory committees which show the need for such a program in the community.

The TMC for Kinesiology (yet to be approved) has none of the “arts” which are now a part of the discipline, despite the fact that 76 percent Kinesiology majors at several CSU schools – including Northridge – do not have most or all of the requirements of the TMC and is one of the largest growing industries. According to 2010-2020 Occupational Employment Projections, jobs in this area are to grow by between 12 and 27 percent by 2020.

Objectives: 1. Create the local degree program that deals with the “arts” side of Kinesiology which the TMC completely ignores and develop certificate programs which allow the enhancement of student involvement and partnership within the community and increase career opportunities to students who wish to become recreation professionals, teach in the community, or transfer to a 4-year university.

2. Obtain funding for building, upgrading and/or improving those facilities identified in Goal 2.

Goal 1b: Promote Recreation and Leisure Studies as a major and certificate program.

Guided by district Strategic Goal(s) #1, 2, 3, 4, 6

Guided by 1(a), 1(c), 1(d), 1 (h), 2(b), 2(c), 5(d) and 6(a) in Plan Summary

EMP

This goal is supported by the action plans of both REC 101 and 102, as well as community advisory committees which show the need for such a program in the community.

The TMC for Kinesiology (yet to be approved) has none of the “arts” which are now a part of the discipline, despite the fact that Recreation and Leisure Studies is a major at several CSU schools – including Northridge – and is one of the largest grow industries. According to 2010-2020 Occupational Employment Projections, jobs in this industry are to grow by between 12 and 23 percent by 2020.

Objectives: Expand the recreation program from its two classes and incorporate it in a local degree program that deals with the “arts” side of Kinesiology which the TMC completely ignores and develop certificate programs which allow the enhancement of student involvement and partnership within the community and increase career opportunities to students who wish to become recreation professionals, teach in the community, or transfer to a 4-year university.

Goal 1c: Promote Athletic Training as a major.

Guided by district Strategic Goal(s) #1, 2, 3, 4, 6

Guided by 1(a), 1(c), 1(d), 2(b), 2(c), 5(d) and 6(a) in Plan Summary EMP

This goal is supported by the action plans of ATH 100, 102, 102L, 103 and 103L, as well as community advisory committees which show the need for such a program in the community.

The TMC for Kinesiology (yet to be approved) does not incorporate Athletic Training as part of its offerings. According to 2012-2022 Occupational Employment Projections, jobs in this industry are to grow by 12 percent by 2022.

Objectives: Incorporate Athletic Training in a local degree program that deals with the “arts” side of Kinesiology which the TMC completely ignores and develop certificate programs which allow the enhancement of student involvement and partnership within the community and increase career opportunities to students who wish to become recreation professionals, teach in the community, or transfer to a 4-year university.

Goal 2: •Improve and maintain the safety of students, especially student athletes.

Guided by district Strategic Goal(s) # 1

Guided by 1(a), 1(c), 1(d), 1(e), 2 (c) , 2 (d), 5 (b) Plan Summary in EMP

This goal is supported not only by the law, common sense but also the action plans of ATH 100, 102, 102L, 103 and 103L, KIN 102, 113, 135, 140, 145, 152, 153, 154, 155, 156, 157, 160, 161, 162, 165, 170, 173, 191, 196, 200, 205, 210, 215, 225 and 255 as well as REC 101 and 102.

Not just athletes require the services of athletic trainers. Those in dance classes as well as those in activity classes can be injured and require immediate attention. An additional full-time athletic trainer is needed to ensure safety of students when they are injured. Many times students have sports-related injuries and need immediate attention. With only one trainer, the distinct possibility of there being two injuries at the same time becomes very real. Instructor would have to finish class early to give immediate care to a student in need.

Additionally, if the trainer is at a home athletic event, the safety of students in other classes requires having a trainer at hand. Further, often the maintenance of the facilities are seemingly ignored. While the reasons are varied – from “it’s the best we can do given what we have to work with” to “it’s new and doesn’t require as much” – the reality is that the more the facilities are used without complete and proper maintenance, the less safe they become.

Objectives: 1. Continue to focus on the maintenance of current facilities – not letting small issues be ignored because the facilities are “new.”

2. Improve safety to students by hiring athletic trainers for all athletic/fitness disciplines, instead of only for intercollegiate teams. Develop an injury prevention course for instructors.

3. Obtain funding for building, upgrading and/or improving those facilities identified in Near Term Goal 1.

Near Term (three to five years)

Goal 1: Improve our existing facilities, especially the creation of a fitness center, human performance lab and larger central athletic training facility.

Guided by district Strategic Goal(s) #1, 2, 5, 6

Guided by 1(a), 1(c), 1(d), 1(e), 2 (c) , 2 (d), 5 (b) Plan Summary in EMP

This goal is supported by the action plans in KIN 102, 113, 135, 140, 145, 152, 153, 154, 155, 156, 157, 160, 161, 162, 165, 170, 173, 191, 196, 200, 205, 210, 215, 225 and 255 as well as ATH 100, 102, 102L, 103, 103L and REC 101 and 102.

Goal 1a: Improve our existing facilities, especially the creation of a fitness center and Human Performance Lab.

Guided by district Strategic Goal(s) #1, 2, 5, 6

Guided by 1(a), 1(c), 1(d), 1(e), 2 (c) , 2 (d), 5 (b) Plan Summary in EMP

This goal is supported by the action plans in KIN 102, 113, 135, 140, 145, 152, 153, 154, 155, 156, 157, 160, 161, 162, 165, 170, 173, 191, 196, 200, 205, 210, 215, 225 and 255 and REC 101 and 102.

The athletic training, pool, weight room and locker room facilities as well as the gymnasium are original to the 1961 building of the campus. As the programs and offerings in the Department have grown, so have the available space receded. The weight room, spacious at the time, can no longer handle the needs of a small class, much less more sophisticated training methods. There are no rooms that can be used specifically for modern indoor fitness training. Locker room facilities are cramped, crowded and not appealing for many to use.

Objectives:

1. Increase student success in the Department's offerings by
 - a. Creating new degree and certificate programs to better serve the kinesiological aspects of our students.
 - b. Gain funding to build new Fitness Center and Human Performance Lab to augment and improve the Department's offerings.
 - c. Gain funding to update, upgrade and/or rebuild the Gym building to included larger locker rooms, more and better teaching and storage space as well as instructor offices.
2. Improve safety to students by building a single, larger, more modern training room. Instead of having to run back and forth between training rooms, potentially setting up the situation that trainers are in on place when another, more serious injury comes in, the ATH instructors would be in one place.

Goal 1b: Improve our existing facilities, especially the creation of a larger central athletic training facility.

Guided by district Strategic Goal(s) #1, 2, 5, 6

Guided by 1(a), 1(c), 1(d), 1(e), 2 (c) , 2 (d), 5 (b) Plan Summary in EMP

This goal is supported by the action plans in KIN 102, 113, 135, 140, 145, 152, 153, 154, 155, 156, 157, 160, 161, 162, 165, 170, 173, 191, 196, 200, 205, 210, 215, 225 and 255.

The athletic training, pool, weight room and locker room facilities are original to the 1967 building of the campus. There was only one training room –

on the men's side, women's did not compete intercollegiately until nearly 20 years after the facility was built – when the building was built, and it is much too small for current and proper training methods and procedures. A make shift training room has been created on the women's side and like the men's is completely inadequate for modern use

Objectives:

1. Increase student success in athletic training. Instead of having to run back and forth between training rooms, the instructors can supervise ATH students in on place.
2. Improve safety to students by building a single, larger, more modern training room. Instead of having to run back and forth between training rooms, potentially setting up the situation that trainers are in on place when another, more serious injury comes in, the ATH instructors would be in one place.

Goal 2: Hire full-time faculty members who are also head coaches.

Guided by district Strategic Goal(s) #1, 2, 6

Guided by 1(a), 1 (c), 1 (e), 1 (h), 2 (c), 2 (d) Plan Summary in EMP

This goal is supported by the overall belief of the Department regarding its mission as well as action plans of KIN 155 and 157.

AVC has 13 athletic teams. Nine of those have full-time, tenured faculty members as the head coach. Those which do not are Baseball, Men's Golf, Women's Soccer and Women's Volleyball (full time position not filled after retirement in 2013). Over the years, it has been shown that student success is increased when the head coach is a full time instructor whose only job requires they be on campus and instructing, as opposed to those who work elsewhere and only come on campus to teach that particular Kinesiology class.

Objectives: Increase student success in Kinesiology especially athletic classes. Kinesiology classes show a significant success rate over AVC overall. The necessary addition of this position will help make sure this rate is helped maintained.

Goal 3: Hire an Athletic Director

Guided by district Strategic Goal(s) #1, 2, 6

Guided by 1(a), 1 (c), 1 (e), 2 (c), 2 (d), Plan Summary in EMP

Under the current structure, the Athletic Director is also the Dean of Kinesiology, Athletics AND Visual and Performing Arts. With changes in rules regarding student athletes, as well as other facets that are specific to the athletic classes alone.

Objectives: Increase student success in Kinesiology classes, especially athletic classes. Kinesiology classes show a significant success rate over AVC overall. The necessary addition of this position will help make sure this rate is helped maintained.

Goal 4: Hire a Clerical II position to assist the Administrative Assistant

Guided by district Strategic Goal(s) #1, 2, 6

Guided by 1(a), 1 (c), 1 (e), 2 (c), 2 (d), Plan Summary in EMP

Over the last three years, there has been a significant increase in the rules, regulations and procedures being applied to a large number of the disciplines' classes. Included in this are repeatability and contact hours. A mistake regarding these rules could result in students' inability to take the necessary classes to move forward. Such is the complexity of these that there has been a significant burden placed on the current Administrative Assistant that could, despite all diligence, cause significant error and penalties because of them.

Objectives: Increase student success in Kinesiology classes. Kinesiology classes show a significant success rate in comparison to AVC overall. The necessary addition of this position will help make sure this rate is helped maintained.

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years) and long term (five to ten years). If there may be safety issues, enrollment consequences or other important concerns if a resource is not provided please make this known.*

6.1 List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

Full time, tenured instructors that are also: - NT Goal 1

Baseball Coach

Volleyball Coach

Soccer Coach

Golf Coach

Assistant football coach

Athletic Director – NT Goal 3

Clerical II – NT Goal 4

6.2 List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

6.3 List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

Human Performance Lab – C Goals 1 & 2; NT Goals 1

Fitness Center – C Goals 1 & 2; NT Goals 1

Coed Training room – C Goals 1; NT Goals 1

Locker room – C Goals 1; NT Goals 1

AVC Swimming pool – C Goals 1 & 2; NT Goals 1

Gymnasium – C Goals 1 & 2; NT Goals 1

6.4 List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

Reinstate professional development funds for faculty to offset the costs of the necessary continue education required by the nature of teaching in ever-changing disciplines - C Goals 1 & 2; NT Goals 1

6.5 List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

Part 7 - Recommendations and Comments

7.1 List recommended changes to the Educational Master Plan to:

- Address external issues or mandates such as legislation, industry, and professional standards, etc.
- Respond to outcome findings.
- Reflect changes in technology, methodology, and/or disciplines.
- Address student achievement gaps and/or meet other student needs.

7.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

1. We know that the Program Review Committee has addressed this issue however the Division believes it must go on record with regard to it.

The use of data in Program Review is laudable and necessary in the view of this Department. However, the data we are offered to analyze is scattered, and in some cases not the proper data for complete and proper analysis. This department is lucky to have a faculty member with significant background in statistics, as well as organizing that data for public consumption. Without that person, we might still by trying to figure out where the data is and what it means.

Program Review must make data analysis more “user-friendly” for the “rest of us.”

2. We have been told that the current program review template is “one-size fits all,” and in essence needs to be this way. We respectfully disagree. Operation Outcome areas in no way resemble Learning Outcome areas – while we will agree sometimes Operational Outcomes sneak into Learning Outcome areas – and as such believe that there should be different templates for each.

If the situation where Operations and Learning coincide, it is the belief of the Department there should be a third template for those particular areas and departments.

