

# Long Beach City College - Program Review

## Program Review 2015-16 - Kinesiology

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#### **PR 2A - Enrollment Data:**

The Kinesiology and Health Education Department serves a diverse student population who also demonstrate a wide range of sport skills, cognitive abilities, physical abilities, fitness levels and wellness issues. The faculty must be diverse in its expertise to serve this population. The Kinesiology Department offers an AA degree in Kinesiology, and an ADT in Kinesiology, as well as coursework leading to certification in Athletic Coaching, Personal Trainer/Fitness Specialist, Water Safety Instruction, and in First Aid/CPR.

The Bachelor of Science Degree in Kinesiology is the 7th largest major in the nation's colleges and universities. The Kinesiology and Health Education Department faculty at LBCC are committed to providing the necessary tools and support for students wanting to pursue the Kinesiology major and earn an AA/AS degree. The Department is also committed to providing a quality activity movement experience and wellness education to the General Education student. To this end, there are five essential elements of focus in place to meet the mission of the Kinesiology program of study and curriculum. The five distinct areas of focus for Kinesiology are:

(1) Kinesiology, General (KING). These classes provide the opportunity to learn and participate in a variety of sports activities. Since our last review, the number of students enrolled in these courses has decreased by 27%. Course sections have increased by 21%. Due to the repeatability mandates enacted in 2012, the department wrote many new courses to offer opportunity. These courses are sometimes combined in scheduling because the department is "facilities bound" as we share facilities with the Dance area. Increased course sections cause data to appear skewed. Our instructors are teaching more students in the combined courses; working harder to teach combined courses with different SLOs, in the same amount of time as a singular course. The department attributes the decrease in enrollment in this area to repeatability mandates. Also, the department is no longer offering Golf and Bowling as the off-site location permits became too expensive.

(2) Kinesiology, Intercollegiate Athletics (KINIA). These classes stress athletic competition and are required for members of the college's sports teams. The KINIA course unduplicated enrollments have seen an increase of 32%. This is due in part to faculty/coaches doing a better job of student athlete recruitment, and the success overall of our athletic programs. Even though the Athletic Department is no longer in the same School as the Kinesiology Department, KINIA classes remain on curriculum guides in Kinesiology and all scheduling and faculty/coaches have responsibilities to the department.

(3) Kinesiology, Physical Fitness (KINPF). These classes provide the knowledge and skills necessary to improve cardiorespiratory fitness, muscular strength and endurance, flexibility, body composition and wellness. This area realized a slight increase of .6% in unduplicated student enrollment since 2012. This is actually significant, as course sections increased by 47%. Again, this is a result of repeatability regulations/rules. Faculty in this area continue to teach larger courses because of combined sections.

(4) Kinesiology, Professional Preparation (KINPP). These classes are taken by students pursuing an emphasis, credentialing, or certification to work in the discipline. The classes are used to prepare students for baccalaureate studies in Kinesiology, Physical Education and/or Recreation. This area has seen the largest change in our curriculum. Unduplicated student enrollment increased by 87% and course offerings increased by 128%. Program and course outcomes, as well as trends in the discipline caused the department to take a look at and completely revamp the Professional Preparation offerings for majors. The department put the biggest emphasis and focus on change in this area in the last 3 years.

(5) Kinesiology, Adapted (KINA). This focus provides a wide variety of activities for degree or non-degree seeking students with physical disabilities. This area serves a small population of degree-seeking students through our KINA 1 course. This course is offered once each semester.

#### Summary of Access:

The Kinesiology/HLED Department had a total enrollment in 2014-15 of 10,643. This total is a 10.2% increase over the 8654 total enrollment of 2013-2014. This increase is significant and reflects the curriculum planning the department engaged in over the last 3 years, despite many internal and external circumstances and hurdles.

At the submission of the 2012-2013 Program Review, the Department had NO identified majors. In 2012 the Department changed its name from Physical Education to Kinesiology, to be in alignment with transferring institutions, and with trends within the discipline. The Department also placed an emphasis on a focus on careers within the discipline. At the writing of this Program Review, the discipline has more than 400 identified, active Kinesiology majors.

#### **PR 2B - Achievement Data:**

In fall 2014, the department began KINPP 70A and 70B, courses that lead to preparation in national certification for personal training/fitness specialist, and began work on a certificate for this area. This certificate was approved in Spring 2016. Of the

students taking the national exam, the program is realizing a 100% pass rate. During the 2013-14 year, the Kinesiology/HLED Department had an overall enrollment of 10,643, and offered 403 class sections.

**Summary of Efficiency:**

According to the President's Load Study, the department's WCSH for fall 2014 was 16885.24 with a program load of 516.37. This program load was 95% of the college wide load, showing a significant increase from 87% in fall 2013.

**Summary of Effectiveness:**

In 2014-2015 the department's retention and success rates were 85% and 71% respectively. These rates show slight decreases from 87% and 74% in 2013-2014.

**PR 2C - HR (Staffing) Data:**

The Kinesiology/Athletics Department was merged with the area of Health in fall 2013. In 2014, the Kinesiology/HLED department was moved out of the Student Service area to the Academic Affairs area and now sits in the School of Health, Kinesiology, Science and Math. Even though Athletics is a major part of the Kinesiology program, and the Department Head is responsible to hire coaches and work with the student athletes and coaches on their course loads, the area of Athletics was left under the auspices of Student Services. However, KINIA enrollment data is included in this review, as those courses sit on the Kinesiology AA curriculum guide.

By 2013 the full-time faculty in the Kinesiology Department had dropped from a high of 16 FT instructors (2010) to only 11 FT faculty. (Donna Prindle, Wil Shaw, Jerry Jaso, Carol Poto, Suzanne Witmer retired or resigned).

However, the many program/curriculum changes made by faculty, coupled with a better external budget picture, made acquisition of new faculty in the KIN/HLED department a reality. In 2014 the department hired our first full-time non-coach Kinesiology/Exercise Science Instructor. The department had not had any new hires since 2006. Matthew Barbier was hired to implement the new Fitness Specialist/Personal Trainer program. In 2015 the Department hired 2 more new Kinesiology/Exercise Science Instructors--Mark Cipolla and Brittany Lomeli. Both Mark and Matt have dual roles within the area as they are qualified to teach general health. They contribute 1 FTE load to the Health area of the Department. In the fall of 2015, the full-time staffing is as follows: 14 FT KIN instructors; 3 FT HLED Instructors for a total of 17 FT faculty in the combined department. Of the 14 FT faculty in Kinesiology, several of them have heavy teaching loads in the KINIA area as they coach: 2 FT faculty members have 100% of their assignments in coaching; 3 others average 40% in coaching per semester; one FT instructor is 100% on release for co- Department Head and Senate President responsibilities; with another instructor being 40% released as co-Department Head. The department employs over 50 adjunct instructors to teach in the 5 distinct subject matter areas.

**PR 3A - SLO - summary of collected program data:**

Even though there are 2 Kinesiology Program Guides, the Department faculty felt the SLOs were similar enough to do a combined Review. The 2 programs of study are:

Kinesiology AA; Kinesiology ADT

Stated outcomes:

1. Students will demonstrate knowledge of rules, strategies, techniques, and etiquette of various activities to promote lifelong fitness; (similar to KINADT #1)

The department embedded questions into written tests in all KINPF and KING classes. The Department wrote 9 multiple choice questions to embed in all written tests at the conclusion of each semester. These questions were embedded for 3 semesters, and were not refined or changed during that timeframe. The Department collected information from over 92 class sections. The data overwhelmingly suggested that those questions geared towards the KINPF classes were answered correctly by 89% of students in KINPF classes; while questions geared toward the KING classes were answered correctly 80% of the time by students in KING courses. Students in KINPF courses did NOT score well on KING slanted questions, with a 59% correct response, and similarly, student in KING courses failed miserably 47% correctness at answering question slanted towards KINPF courses

2. Students will demonstrate knowledge of basic aspects of a training/fitness program (added 70B) (Similar to ADT #2)  
The department administered a survey to all KINPF and KING classes. This survey was administered as a pre and post survey and was offered for 3 semesters. The survey was refined once as there was one question that no one seemed to understand! The survey prompts were designed to see if students taking one or more KING or KINPF courses understood the components of a life-long fitness program and would know how to design a program for themselves to meet their various fitness needs. More than 1000 surveys were administered (both pre/post). Results show that students overwhelmingly listened to department "best practices" with 86% responding correctly to 7 of 10 questions. The survey also showed that students 83% were still confused about how to structure a fitness regime or program for themselves once they were no longer in a prescribed class.

3. Majors will recognize various career opportunities in the field of human movement (KINPP 1); -developed M4M; (similar to ADT #3)

The department originally designed this assessment as an "exit interview" with the Department Head. At the time this assessment was written, it was anticipated that we might be conducting 3-5 exit interviews per semester. In spring 2013, declared Kinesiology majors went from zero (0) to more than 200. The population of declared majors has continued to grow each semester, thus, an "exit interview" was an impractical assessment.

Consequently, there is no data for the original designed assessment. However, the department began working with the assigned Kinesiology/Athletics counselor and with all instructors who teach KINPP 1 (Intro to Kinesiology) to place an emphasis on careers within the field. The KINPP 1 courses spends a great deal of time on assignments that relate to this assessment. We will be re-writing the assessment plan to utilize different assessment tools, for this stated outcome.

**PR 3B - SLO - uses in program improvement :**

As a result of our SLO/Assessment Program data, along with external factors affecting the discipline and Department; the Kinesiology curriculum and pedagogical approach has changed dramatically.

SLO #1-- KINPF and KING instructors are collaborating on ways to infuse both fitness and sport specific information into all courses. Some sport specific information is impractical and immaterial to KINPF courses, so we are going to re-write the outcome and subsequent assessment. Conversation has centered around how to generalize fitness/sport information to give the student a more holistic education. With only 1 unit of Kinesiology activity needed for graduation, and with the repeatability rules imposed on the discipline, instructors are speaking about different ways to teach our specific subject matter areas. To this end, new courses and curriculum was developed. A broader array of KINPF and KING courses were written, each with a pedagogical emphasis on both fitness and game play/sport specific fitness.

SLO #2-- As a result of the survey, the Department has collaborated to approach the teaching of "life-long" fitness concepts differently. Instead of the focus of a course focusing solely on the subject topic, emphasis is placed on individual needs within the realm of fitness. Class assignments are more focused on future fitness, based on knowledge gained from the KINPF or KING course emphasis. The faculty do not feel that this is enough and are still working on methods to disseminate information and elevate this important discussion.

SLO #3-- As a result of the failure to be able to collect data on the stated outcome, a great deal of work and change have been implemented in this area. More than 20 new KINPP courses were written, or modified, while another 18 courses in this area were inactivated. Emphasis was placed on aligning these core courses with transferring institutions, and further refining our KINPP content with an emphasis on careers within the major. In addition to working closely with our assigned counselor who comes into each KINPP course to talk about educational planning and careers, the faculty are bringing in speakers (experts working in various career fields within Kinesiology) and gearing assignments toward career education and awareness. Additionally, the Department created the "Mentoring for Majors" program, in an effort to identify, support and track student majors. The Department also formulated the Kinesiology Majors Club, in an effort to provide socialization opportunities for student majors.

The Department also now schedules 6 KINPP 1 sections per semester (was 1 or 2 each semester) with 2 of the offerings done online (one in a traditional 16 week format; the other in a compressed 8 week section) and offers sections as PCC as well as LAC. The Department also increased the KINPP 23 (First Aid and Safety) course from 1 offering per semester to 3 or 4, depending upon demand.

As a result of program SLOs, the department added new courses for a Fitness Specialist/Personal Training program; added more sections of the First Aid and Safety certificate program, and created a certificate of accomplishment for Athletic Coaching.

**PR 3C - SLO - action/ change based on results:**

Direct action based on results:

SLO #1--Collaboration; new pedagogical approaches with emphasis on holistic fitness issues; new course curriculum (approximately 12 new KINPF courses; 10 new KING).

SLO #2--Change in class assignments; change in information delivery and emphasis within each course

SLO #3--New curriculum; emphasis placed on careers; 2 new certificates--Coaching Certificate; Fitness Specialist/Personal Trainer certificate; added additional sections of KINPP 1 and KINPP 23 (The Department now awards more than 300 certifications per year in this area.) The certificate programs are designed to permit a student to get certified and begin work while still pursuing the KIN degree.

**PR 4A - Projects/ Strategies-development & change:**

In the past 3 years, the Departments has:

1. Added the KIN ADT
2. Changed from 2 AA Degrees---Kin:Teaching and KIN: Recreation to a singular KIN AA degree.
3. Added a coaching certificate.
4. Added the Fitness Specialist/Fitness Trainer courses and certificate of accomplishment.
5. Wrote more than 60 new/reactivated courses; inactivated 73 courses
6. Started the Mentoring for Majors Program
7. Started a Kinesiology Majors Club
8. Have students actively participating in community run/walks/mud-runs/tough-mudder races, etc.
9. Developed into a cohesive group with a common focus
10. Presented program changes to the Board of Trustees and to the Curriculum Committee

#### **PR 4B - Projects/ Strategies - results:**

The Department wrote 10 projects/strategies and goals that we have focused on the last 3 years. Department faculty have copies of the goals hanging in their offices and the goals are discussed at all department meetings. As a result, the department has accomplished or shown significant improvement in the following areas:

1. Strengthened career offerings through certificate development
2. Developed relevant contemporary curriculum and increased articulation agreements
3. Expand instructional modalities--the department now offers face-to-face; online and hybrid deliveries and offers courses in 8 week and 16 week scheduling patterns
4. Increased marketing--Department T-shirts; increased presence on the college website; "Chicken Fat" marketing video developed and can be viewed on our website or Youtube; very comprehensive Kinesiology website developed
5. Increase faculty professional development--department meetings are held monthly and now have focus on college wide issues as well as internal curricular issues. As a result, Kinesiology faculty now participate on the ASLO committee; Curriculum Committee; BAC; FAC; FPD; Student Success; and a faculty member serves as the Academic Senate President.

#### **PR 4C - Projects/ Strategies - future plans:**

In addition to further refinement and development of curriculum; instructional modalities, marketing, equipment relevance and faculty professional development, the Department will focus on:

1. Continued enhancement/development of the Mentoring for Majors project
2. Increase offerings to the adapted student population
3. Increase fitness opportunities for faculty/staff/students by bringing back the Intramural Program
4. Increase marketing and public relations by bringing the Summer Recreation Program back under Kinesiology (rather than Outreach)
5. Increase fitness opportunities for faculty/staff by bringing back KINPF 681--the zero (0) unit course designed for LBCC employees
6. Develop the curriculum and the ADT for Public Health

#### **PR 5 - Dept - how does it fit into big picture?:**

The Department aligns all work with the college mission and current educational master plan. Additionally, the department is well-versed of the opportunities available to us through the Student Equity Plan, SSSP, BSI and AEBG and plans to work on projects that align with those plans as we go forward through the next few years. All projects/strategies and goals are designed to increase opportunity for transfer or certificate attainment. The changes to curriculum and delivery have increased FTES at a time when repeatability affected the way the department could offer and schedule courses, as well as a time when the college is experiencing a drop in enrollment. The Department is infusing equity and discussion of such into all curriculum discussions, and has changed the way it schedules courses in terms of location, delivery method and scheduling patterns.

The Kinesiology major is one of the fastest growing majors in the U.S. and department faculty stay on top of impacted programs at various colleges; have developed personal contacts and linkages to transferring institutions and have developed internal roadmaps to encourage students to visualize their path to success. The Department regularly updates career information and labor market statistics and shares this with student majors. While we feel that we are now giving a more holistic college experience to our student majors, we feel that goals set for the next 3 years, will make greater strides in this area.

The department is proud of the numerous changes it has made in the last 3 years towards student success. We know we will be constantly updating and changing, infusing new ideas and findings into our course curriculum, as the discipline of Exercise Science/Kinesiology changes rapidly; the student major's needs change and the general student population demands/expects the latest trends in fitness within our curriculum.

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### **Project/ Strategy and Resource Needed**

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