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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Kinesiology (Exercise Science)

Q2 Lead Author and Collaborators:

Rob Wojtkowski

Q3 Dean:

Terry Davis

Instructional Program Review Annual Update

Q4 Program Update (Required): Please summarize the changes, additions, and achievements have occurred in your program since the last program review. To access last year's program review, visit the IPRPC Intranet Page, accessible here.

The Exercise Science Department now can fully utilizing our fitness center as the dynamic classroom we have planned for in the past. By the inclusion of technology in our fitness center via video and sound, instructors can better assist our students in accessing the curriculum.

In the Spring of 2019 we offered ES 180 (Self Defense) which is a combative course which can be used for our Exercise Science (ES) major. We have not offered this course since Spring 2010. In the Spring of 2019 we also offered ES 60 (Badminton) and ES 76 (Tennis) which are individual courses. Due to an instructor retirement in tennis and an instructor illness in badminton these two classes have not been able to fill for the last year. These additions are very important for our ES Major students who have to take three classes in the following four areas: combative, individual, team and fitness classes. By not offering these to areas, Cuyamaca College ES majors had to take these classes at Grossmont College or another Community College. Cuyamaca College can now allow our ES major students to complete all their requirements at our college.

The ES department now has a new full time dean - the Dean of Athletics, Exercise Science and Health. Instead of having our ES athletics courses under one dean and all our other ES courses under a different dean for the past decade, the ES department has only one dean to streamline communication, policies and most importantly understanding of our specific needs, challenges and unique courses.

Our Certificate of Specialization – Recreational Leadership-School-Based Programs no longer has a requirement of ES 273 (work experience class) which was not useful for this certificate. With this change, the ES department is hopeful to continue to market this class and increase the numbers of students attaining this certificate.

The ES department has deleted courses that were not being offered (ES 20, ES 35, ES 80abcd, ES 84abcd, ES 88abcd, ES 150). Many of these courses were never offered at Cuyamaca College.

Furthermore, the ES department has deactivated a number of courses (ES 15, ES 18, ES 254 & 254L). Although we are not offering these courses currently, as our department continues to adjust from having an "open entry" fitness center to a stand alone class format utilizing the fitness center, the ES department might revisit these classes for our students at Cuyamaca College.

The ES department has submitted degree maps for our two majors (Kinesiology for Transfer AA-T and Exercise Science) and our one certificate (Recreational Certificate-School Based Programs).

The ES department has created a flier for the counselors and our outreach department with all ES classes listed and divided between individual, team, fitness and combative courses. Furthermore, the ES department has tried to increase marketing efforts to bring greater awareness of our department offerings to the community.

Page 2: IIB. Student and Program Learning Outcomes

Q5 Do you have an assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

Yes

Instructional Program Review Annual Update

Q6 Please provide an analysis of your student learning outcomes (SLO) findings and what changes, if any, were made as a result.

At our ES department discipline meetings, faculty acknowledged that many of the course specific SLOs are not appropriate. The ES department is going to be changing many of our course SLOs this year to more accurately reflect our courses current learning objectives. Unfortunately, many of our course SLOs are the same between courses and do not reflect the learning and exit skills attained by our successful students.

Q7 Review your PLOs. Are the listed PLOs an accurate reflection of the program's current learning objectives? **No**

Q8 Are the PLOs mapped onto the course SLOs? **No**

Q9 Discuss your assessment plan for the PLOs.

At our professional development discipline meeting this year, the ES department tried to make our department PLOs more accurate to reflect our departments learning objectives. Our ES department chose to divide our PLOs into four categories for our ES major classes:

Team Sport – soccer, volleyball, basketball

Individual Sport – tennis, badminton

Fitness – aerobics, weight lifting, physical fitness

Combatives – self defense

Groups of faculty came up with PLOs for each area that will have similarities between the courses offered in the specific area. For example, individual sports (badminton and tennis) created a PLO to Identify different strokes utilized in the course. Our current PLO's are too specific for an individual class rather than being used for multiple classes. The ES department has paired down our current department PLOs from 11 to a manageable 4 PLOs per area. By our faculty "buying in" to changing our departments PLOs, it has sparked interest in our faculty to change our specific course SLOs to better accurately reflect our courses learning objectives. Many of our faculty not only produced new PLOs at our discipline meeting but have already offered changes to their specific course SLOs.

It is the ES departments goal to officially change our PLOs this year. Furthermore, the ES department is going to be changing many of our course SLOs this year to more accurately reflect our courses current learning objectives. Unfortunately, many of our course SLOs are the same between courses and do not reflect the learning and exit skills attained by our successful students.

Page 3: IIB. Student Achievement

Q10 How has the program's success rate changed over the past year?

Our ES department has seen the success rate increase in the following courses this past year:

ES 14a 65%(spring 2017) to 79% (spring 2018)

ES 250 59% (spring 2017) to 68% (spring 2018)

ES 271 63% (spring 2017) to 69% (spring 2018)

These were the only classes that did not achieve a success rate of over 70% in spring 2017. All three courses have shown an improved success rate in spring 2018 with ES 250 attaining a success rate over our department goal of 70%.

Instructional Program Review Annual Update

Q11 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year goal for success rate across all courses in the program?

The ES departments success rate goal is 70% across all courses in our program. 29 of the 33 courses included in the spring 2018 data achieved success rates of over 77%. It is safe to say that the ES department is poised to support the college in reaching the 2024 goal of 77% course success rate.

Q12 Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

The data from spring 2018 shows that all groups (whether by gender or ethnicity) have a success rate higher than the programs goal of 70%. In fact, all these groups have a success rate higher than the college's 2024 goal of 77%.

Q13 What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

None at this time.

Q14 What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

None needed at this time.

Q15 How do these activities align with the goals set forth in your last comprehensive program review? **Respondent skipped this question**

Q16 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below. You can upload PDF, Word, and image files. **Respondent skipped this question**

Page 4: Distance Education

Q17 Does your program offer any courses via distance education (online)? **Yes**

Page 5: Distance Education Course Success

Q18 Are there differences in success rates for distance education (online) versus in-person sections? **No**

Instructional Program Review Annual Update

Q19 If there are differences in success rates for distance education (online) versus in person sections, what will the program do to address these disparities?

Our ES department currently only offers one online course (ES 250) and do not offer this course face-to-face.

Page 6: IV. Previous Goals: Update (If Applicable)

Q20 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 7: Previous Goal 1

Q21 Previous Goal 1:

Put a smart classroom in D100 (gym) so our students can access the curriculum

Q22 Link to College Strategic Goal(s): **Guided Student Pathways**, **Student Validation and Engagement**

Q23 Goal Status **In Progress**

Q24 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Currently, our ES department has purchased the projector for D100 (June 2018). Unfortunately, the electrical setup, mounting of the projector and software setup has not occurred yet. It is planned for Spring 2019 at this time.

Q25 Please provide the rationale for this goal:

D100 is the largest and most utilized classroom on campus that is not a smart classroom. By making D100 into a smart classroom, instructors can utilize technology to help our students access the curriculum.

Q26 Please provide the goal action steps for the year (previously "Activities"):

1. District put electrical outlets and wiring in D100 near proposed mounting of projector.
 2. College finds funds and utilizes outside company to mount the projector with appropriate hardware.
 3. Proper software is setup so instructors can use smart classroom in their classes.
-

Q27 Do you have another goal to update? **Yes**

Page 8: Previous Goal 2

Instructional Program Review Annual Update

Q28 Previous Goal 2:

Create degree maps for our two majors (Kinesiology for Transfer AA-T and Exercise Science) and our one certificate (Recreational Certificate-School Based Programs).

Q29 Link to College Strategic Goal(s):

Guided Student Pathways

Q30 Goal Status

Completed

Q31 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

The Exercise Science department handed in these degree maps to the VP of Instruction.

Q32 Please provide the rationale for this goal:

Respondent skipped this question

Q33 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q34 Do you have another goal to update?

Yes

Page 9: Previous Goal 3

Q35 Previous Goal 3:

Modify existing Recreational Certificate-School Based Programs to increase the number students that are awarded the certificate.

Q36 Link to College Strategic Goal(s):

Guided Student Pathways,
Student Validation and Engagement

Q37 Goal Status

In Progress

Q38 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

After modifying this certificate, the ES department is hoping to increase students attaining this certificate through an information and marketing campaign.

Instructional Program Review Annual Update

Q39 Please provide the rationale for this goal:

Cuyamaca College has many students taking multiple classes in this certification (for example, ES 271 and ES 272). However, only one person has attained this certificate. One reason was the requirement of a work study class (ES 273). The deletion of ES 273 from this certificate will hopefully increase the number of students interested in attaining it.

Q40 Please provide the goal action steps for the year (previously "Activities"):

1. Inform the counseling department of this certificate and try to have them "market" this certificate better.
 2. Educate our ES students in each of our classes in this certificate that they can complete this certificate in only two semesters.
 3. Collect data this year to show how many students are taking two or more of the certificate requirements and reach out to these students about the certificate.
-

Q41 Do you have another goal to update?

Yes

Page 10: Previous Goal 4

Q42 Previous Goal 4:

Have D100 (gym) fitted for air condition so our students can learn more effectively.

Q43 Link to College Strategic Goal(s):

**Student Validation and
Engagement**
Organizational Health

Q44 Goal Status

**Not
Started**

Q45 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

We currently do not have air conditioning in D100 (gym).

Q46 Please provide the rationale for this goal:

The ES department offers multiple courses in D100 without air conditioning. D100 has had a temperature measuring of over 95 degrees during many of our classes. Besides being unsafe for our students and especially many of our older students, it is difficult and almost impossible to teach under these conditions. In fact, during a two week span, two ES 155a students had to be carted off to the health office due to heat related issues.

Q47 Please provide the goal action steps for the year (previously "Activities"):

1. College put air conditioning in D100.
-

Page 11: V. New Goals (If Applicable)

Q48 Would you like to propose any new goal(s)? **Yes**

Page 12: New Goal 1

Q49 New Goal 1:

Change class max for some of our ES classes that do not represent the appropriate class max.

Q50 Link to College Strategic Goal(s): **Guided Student Pathways**, **Student Validation and Engagement**

Q51 Please provide the rationale for this goal:

Currently we have a number of ES courses that do not have the correct class size. These courses have 50 student maximums when it is not appropriate to have 50 students in these courses. Like a science laboratory with only 15 microscopes, there would not be 50 students in the science laboratory class so up to four students have to share a microscope. Similarly, the ES department has classes with class size greater than what should be allowed. These classes are lecture and lab. Furthermore, our sister college at Grossmont has the same courses with the same class class space but with smaller class sizes.

Q52 Please provide the goal action steps for the year (previously "Activities"):

1. The ES dean, ES department chair and VP of instruction meet to discuss this issue.
 2. Identify courses with incorrect class size at Cuyamaca College (Cuy) and current class size at Grossmont College (GC):
ES 60abc (badminton) Cuy 50 GC 40
ES 76abc (tennis) Cuy 50 GC 36
ES 155abc (basketball) Cuy 50 GC 30
ES 170abc (soccer) Cuy 50 GC 25
ES 175abc (volleyball) Cuy 50 GC 30
-

Q53 How will the goal be evaluated?

After the changes of the class max to the ES classes listed above, success rates can be used to see if the proper lab participation access will increase success in these classes.

Q54 Do you have another new goal? **Yes**

Page 13: New Goal 2

Instructional Program Review Annual Update

Q55 New Goal 2:

Update Sound system in D100

Q56 Link to College Strategic Goal(s):

Guided Student Pathways ,

Student Validation and Engagement ,

Organizational Health

Q57 Please provide the rationale for this goal:

With the D100 becoming a smart classroom, the sound system in the gym needs to be updated. Currently, the sound system is sporadic at best. With the Smart Class room being installed in D100, audio will be necessary to utilize the full potential of the system.

Q58 Please provide the goal action steps for the year (previously "Activities"):

1. Utilize audio and speaker purchase plans created by the Cuyamaca College technology staff.
 2. Secure bids from three vendors to purchase and install the equipment.
 3. Find college funds to support project.
-

Q59 How will the goal be evaluated?

Respondent skipped this question

Q60 Do you have another new goal?

Yes

Page 14: New Goal 3

Q61 New Goal 3:

Offer a "spin cycle" course in D203

Q62 Link to College Strategic Goal(s):

Student Validation and Engagement ,

Organizational Health

Q63 Please provide the rationale for this goal:

Spin cycle classes are popular classes many colleges. Currently our ES department has 12 life cycles in D100. The additional 8 life cycles will allow us to offer a spin cycle course. As this course grows in popularity on our campus, the ES department can offer more "spin" classes.

Instructional Program Review Annual Update

Q64 Please provide the goal action steps for the year (previously "Activities"):

1. College finds funding to purchase 8 life cycles.
2. ES department writes curriculum for class.
3. The ES department offers the class.

The ES department is confident that when Cuyamaca College offers this class it will become one of the most popular classes on this campus.

Q65 How will the goal be evaluated?

Success rate will be used to evaluate this class. Retention from beginning to intermediate to advance will be used as a metric for class success.

Q66 Do you have another new goal? **No**

Page 15: New Goal 4

Q67 New Goal 4: **Respondent skipped this question**

Q68 Link to College Strategic Goal(s): **Respondent skipped this question**

Q69 Please provide the rationale for this goal: **Respondent skipped this question**

Q70 Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

Q71 How will the goal be evaluated? **Respondent skipped this question**

Page 16: VI. Resources Needed to Fully Achieve Goal(s)

Q72 Is the program requesting resources this year to achieve this goal? **Yes**

Page 17: V. Faculty Resource Needs

Q73 Are you requesting one or more faculty positions to achieve this goal? **Yes**

Page 18: Faculty Position Request(s)

Instructional Program Review Annual Update

Q74 Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of the Position Requested:

Kinesiology Instructor / Women's Volleyball Coach

This position would be 50% Intercollegiate Women's Volleyball Coach and 50% Kinesiology Instructor. As a Kinesiology Instructor this person can and will teach a variety of courses beyond volleyball.

Q75 Faculty Position Request 1 - Related Program Goal(s):

Kinesiology Instructor / Women's Volleyball Coach

Q76 Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

Faculty Kinesiology Position - Spring 2019.docx(17.7KB)

Q77 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested:

Respondent skipped this question

Q78 Faculty Position Request 2 - Related Program Goal(s):

Respondent skipped this question

Q79 Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

Page 19: VI. Classified Staff Resource Needs

Q80 Are you requesting one or more classified positions to achieve this goal? **No**

Page 20: Classified Staff Position Request(s)

Instructional Program Review Annual Update

Q81 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested: **Respondent skipped this question**

Q82 Classified Staff Position 1 Related Program Goal(s): **Respondent skipped this question**

Q83 Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here. **Respondent skipped this question**

Q84 ***OPTIONAL*** Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

Q85 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested: **Respondent skipped this question**

Q86 Classified Staff Position 2 Related Program Goal(s): **Respondent skipped this question**

Q87 Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information). **Respondent skipped this question**

Q88 ***OPTIONAL*** Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

Page 21: VII. Technology Resource Needs

Q89 Are you requesting technology resources to achieve this goal? **Yes**

Page 22: Technology Request(s)

Instructional Program Review Annual Update

Q90 Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: [Technology Request Form](#)

Description:	Smart classroom in D100
One time or On-going	One time
Amount Requested \$	\$10,000
Related Program Review Goal(s):	Continuing goal of making D100 into a smart classroom.

Q91 Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: [Technology Request Form](#)

Respondent skipped this question

Page 23: VIII. Perkins and Strong Workforce Resource Needs

Q92 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?	No
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Page 24: Perkins Request and Strong Workforce

Q93 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Q94 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Page 25: IX. Supplies/Equipment Resource Needs

Q95 Are you requesting supplies and/or equipment resources to achieve this goal?	Yes
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Page 26: Supplies/Equipment Request(s)

Instructional Program Review Annual Update

Q96 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Description:	Life cycles for D203 (8 cycles)
Amount Requested \$:	\$2100 per cycle for a total of \$16900
Related Program Review Goal(s):	Goal to offer "spin" classes in D203

Q97 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.	Respondent skipped this question
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Q98 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.	Respondent skipped this question
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Q99 Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.	Respondent skipped this question
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Page 27: X. Facilities Resource Needs

Q100 Are you requesting facilities resources to achieve this goal?	Yes
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Page 28: Facilities Request

Q101 Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: [Facilities Request Form](#)

Description:	Air Conditioning in D100
Amount Requested \$:	unknown
Related Program Review Goal(s):	Goal to have one of the most used classrooms on our campus (D100) have air conditioning.

Q102 Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here: Facilities Request Form	Respondent skipped this question
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Page 29: XI. Professional Development Resource Needs

Q103 Are you requesting professional development resources to achieve this goal?	No
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Page 30: Professional Development Request

Q104 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Q105 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Page 31: XII. Other Resource Needs

Q106 Are you requesting any other resources to achieve this goal?

No

Page 32: Other Resource Requests

Q107 Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Q108 Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Page 33

Q109 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

Respondent skipped this question
