

## Program Efficacy Team Report (Instruction)

2018 – 2019

Name of Department:

Efficacy Team:

Overall Recommendation:

Continuation     
  Conditional     
  Probation

**Rationale for Overall Recommendation:**

The program’s demographics reflect the college’s, with the exception of two areas--DSPS and the 19 or less population. The pattern of service is diverse. Based on the data, the department has done well in assessing SLOs with an overall average of 91% across all courses. The program communicates with the campus community through its Kinesiology and Health webpage. The program cites its courses as helping students connect to events, opportunities, clubs, and other elements of the college experience. The FTEF data presented within the narrative do appear to reflect that within the EMP document.

*Areas to Be Addressed: The program mentions the limited number of adaptive PE course offerings, but it does not address it as a need that needs to be accommodated. Since the program has an extensive curriculum, the committee suggests that it develops a survey to identify the students’ needs. No mention is made of how the program determines that the pattern of service is meeting the needs of the campus. The program needs to provide a plan for increasing student success rates. The committee suggests that the program identify challenges that may exist in relation to employment opportunities, continued success rates, budget, etc. A more reflective look at challenges is needed in order to address planning.*

**Part I: Questions Related to Strategic Initiative: Increase Access**

**Goal: SBVC will improve the application, registration, and enrollment procedures for all students.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Demographics</b>	The program <b>does not provide</b> an appropriate analysis regarding identified differences in the program’s population compared to that of the general population.	The program <b>provides an analysis</b> of the demographic data and provides an interpretation in response to any identified variance.  The program <b>discusses the plans or activities</b> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program’s analysis and plan <b>demonstrates a need</b> for increased resources.

<b>Pattern of Service</b>	The program's pattern of service is <b><u>not related to the needs of students.</u></b>	The <b><u>program provides</u></b> evidence that the pattern of service or instruction meets student needs.  The program <b><u>discusses the plans or activities</u></b> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <b><u>demonstrates that the pattern of service needs to be extended.</u></b>
---------------------------	-----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------

Does Not Meet       Meets       Exceeds

**Efficacy Team Analysis and Feedback:**

**The department does meet in demographics and pattern of service**

**Demographics (Meets):**

The program's demographics reflect the college's, with the exception of two areas; the program's DSPS population is 1.6% while campus-wide it is 5.4%, and its 19 or less population is 7.2 % while campus-wide it is 22.5%. The program discusses the limited number of times DSPS students are allowed to repeat a course—since exceptions are no longer given to DSPS students. The program suggests reasons for the disparity in the 19 or less population, such as students focusing more on the required academic courses when first entering the college. The program mentions collaborating with Culinary Arts, DSPS, and the Veteran's Center to increase enrollment.

*The program mentions the limited number of adaptive PE course offerings, but it does not address it as a need that needs to be accommodated. The program states that it is working with the Veterans Center to register students, but the discussion indicates that it is not targeting DSPS students. The program states that it will monitor the disparities but does not present a plan to do so.*

**Pattern of Service (Meets):**

The pattern of service is diverse. The program offers classes Monday through Saturday, and classes are offered at a variety of times, including morning, late afternoon, and evening. The program also offers late-start classes and classes in the online format. The program limits its Monday through Thursday offerings to MW or TTH format, and it does not schedule courses from 2:00-4:30. There is consideration of expanding as student interest and demand grow.

*No mention is made of how the program determines that the pattern of service is meeting the needs of the campus. Since the program has an extensive curriculum, the committee suggests that it develops a survey to identify the students' needs. Also, it is not explained why the 2:00 to 4:30 time slot is not utilized for course offerings. If this is a result of other areas using the facilities, that needs to be addressed.*

*The committee recommends that the department break out the various facets of their program in order to give specific evidence and analysis.*

**Part II: Questions Related to Strategic Initiative: Promote Student Success**

**Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Data/Analysis demonstrating achievement of instructional or service success</b>	Program <b><u>does not provide an adequate analysis</u></b> of the data provided with respect to relevant program data.	Program <b><u>provides an analysis</u></b> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <b><u>uses the achievement data</u></b> in concrete planning and <b><u>demonstrates</u></b> that it is prepared for growth.
<b>Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes</b>	Program <b><u>has not demonstrated</u></b> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <b><u>missing or incomplete</u></b> .	Program <b><u>has demonstrated</u></b> that it has fully evaluated within a four-year cycle and is continuously assessing <b><u>all</u></b> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <b><u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u></b>

Does Not Meet       Meets       Exceeds

**Efficacy Team Analysis and Feedback:**

**Data Analysis (Does Not Meet):**

The program provides guidance, services, and resources to support students' success. The program does an analysis on the EMP, which indicates the departmental goal to increase the percentage of students who are transferring. The program cites the number of students signing up for online classes which they may not be prepared for as a possible reason for lower success rates.

*The committee recommends the program needs to provide a plan for increasing student success rates.*

**SLO/PLO (Meets):**

Based on the data, the department has done well in assessing SLOs with an overall average of 91% across all courses. The program has developed and is regularly assessing its SLOs. The SLO data are used to improve the program. The department is reviewing SLO data in order to develop "strategies to assist and improve students' skills and experiences."

In terms of degrees and certificates awarded, the program started offering the AA and AA-T degree in fall 2018. There is not enough data at this time to show progress. The program provides an analysis of the EMP data along with supplemental data supporting the need for the program.

**Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate**

**Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Communication</b>	The program <b>does not identify</b> data that demonstrates communication with college and community.	The program <b>identifies</b> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <b>demonstrates</b> the ability to communicate more widely and effectively, <b>describes</b> plans for extending communication, and provides data or research that <b>demonstrates</b> the need for additional resources.
<b>Culture &amp; Climate</b>	The program <b>does not identify</b> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <b>identifies and describes</b> its impact on culture and climate. Program <b>addresses</b> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <b>demonstrates</b> the need for additional resources.

Does Not Meet     Meets     Exceeds

**Efficacy Team Analysis and Feedback:**

**Communication (Meets):**

The program communicates with the campus community through its Kinesiology and Health webpage. The department also works with the other departments (example: to host an annual golf tournament which raises funds for student scholarships).

**Culture & Climate (Meets):**

The program cites its courses as helping students connect to events, opportunities, clubs, and other elements of the college experience. The program impacts the culture and climate of the campus by supporting on-campus organizations and staff fundraisers. The program partners with DSP&S and the Veterans Center on campus and has future plans to partner with the Culinary Arts Department with a possible nutrition certificate. The department also sponsors events for local high schools, such as volleyball and basketball tournaments, as well as conducts summer camps in other disciplines.

**IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development**

**Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
<b>Professional Development</b>	The program <b>does not identify</b> currency in professional development activities.	Program <b>identifies current avenues</b> for professional development.	In addition to the meets criteria, the program shows that professional development has <b>impacted/expanded</b> the program and <b>demonstrates</b> that the program is positioning itself for growth.

Does Not Meet       Meets       Exceeds

**Efficacy Team Analysis and Feedback:**

The program states that its members attend a variety of workshops and conferences within their respective fields—professional development workshops to conferences at the state and/or national level—but it does not provide specifics here. The program mentions a number of professional organizations that its faculty participate in—for example, SHAPE AMERICA, CAHPERD, CCCAA, and AFCA.

**V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability**

**Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
<b>Mission/ Statement of Purpose</b>	The program <b>does not have</b> a mission/ statement of purpose, or it <b>does not clearly link</b> with the institutional mission.	The program <b>has</b> a mission/statement of purpose, and it <b>links</b> clearly with the institutional mission.	
<b>Productivity</b>	The data <b>does not show</b> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <b>shows</b> the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
<b>Relevance, Currency, Articulation</b>	The program <b>does not provide</b> evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.  <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program <b>provides</b> evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.  Appropriate courses <b>have been articulated</b> or transfer with	In addition to the meets criteria, the program <b>discusses plans</b> to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.

		UC/CSU, or <b>plans are in place</b> to articulate appropriate courses.	
<b>Challenges</b>	The program <b>does not incorporate</b> weaknesses and challenges into planning.	The program <b>incorporates</b> weaknesses and challenges into planning.	The program <b>incorporates</b> weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet       Meets       Exceeds

**Efficacy Team Analysis and Feedback:**

**Mission Statement (Meets):**

The program has a mission statement, which supports the mission of the college. As part of its mission, the program seeks to “facilitate growth and change in the individual through the study and application of human movement principles and participation in physical activities, exercise and sport across the lifespan,” which “is accomplished by providing excellence in instruction and services through a multidisciplinary approach.”

**Productivity (Meets):**

The FTEF data presented within the narrative do appear to reflect that within the EMP document. The program sites disparities due to a decrease in the total number of sections and state course caps for each class. The program expects the WSCH will be lower than the college average due to the requirement that English 101 and College Algebra be scheduled within the first year for any student planning to transfer. The program has a plan to further improve their productivity by actively recruiting all incoming students via flyers and emails as well as signs and banners across campus. The department cites incorporating the use of OER (Open Educational Resources) for creating zero cost textbook (ZTC) sections for classes as a way to improve enrollment.

**Relevance, Currency, Articulation (Meets):**

KIN 222 does not articulate with UC, but the program chair will meet with the articulation officer to proceed with articulation. PE/I 108X4 and PE/T 132X2 are no longer offered under those course numbers. The program chair will meet with Instruction Office to update those courses. The program will remove AS-T from the catalog since that degree is not offered, and it will add Health 103 and KINS 105.

*Note: There are a large number of courses that are due for content review in fall 2019.*

**Challenges (Does Not Meet):**

The program recognizes the current challenge of low enrollment. It states that it will meet with the Dean and VPI to discuss strategies for increasing enrollment.

*The committee suggests that the program identify challenges that may exist in relation to employment opportunities, continued success rates, budget, etc. A more reflective look at challenges is needed in order to address planning.*

**VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities**

**Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Facilities</b>	The program <b><u>does not provide an evaluation</u></b> that addresses the sustainability of the physical environment for its programs.	Program <b><u>provides an evaluation</u></b> of the physical environment for its programs and <b><u>presents evidence</u></b> to support the evaluation.	In addition to the meets criteria, the program has <b><u>developed a plan</u></b> for obtaining or utilizing additional facilities for program growth.

Does Not Meet     Meets     Exceeds

**Efficacy Team Analysis and Feedback:**

The program recognizes that the facilities provide an excellent educational environment for students but notes that conflicts in scheduling related to other programs utilizing the space/rooms exists.

*The program states that “this could likely be addressed without too much difficulty” but does not provide a solution.*

The department recognizes the cleaning issues following events and has met with other departments to achieve resolution. The department has also raised the awareness of safety issues with Maintenance and Operations.

**VII: Previous Does Not Meet Categories**

Does Not Meet     Meets     Exceeds

**Efficacy Team Analysis and Feedback:**

**The department does address the does not meets from spring 2015 full efficacy**

**Student Success:** The program will be offering degrees for the first time starting in fall 2015. They have increased success and retention rates; however, the department provided no explanation for these increases.

**Response:** Due to various delays at the local, as well as the state level, our program was not able to offer degrees until FA'18. In this review, explanations have been provided for the changes in across different statistics (success, retention, FTES, FTEF, WSCH per FTEF).