

## Basic Program Information

**Department Name:**

Kinesiology/Adapted Fitness Therapy

**Division Name:**

Kinesiology &amp; Athletics

**Program Mission(s):**

The Adaptive Fitness Program is designed to provide practical skills and knowledge for those interested in working in the field of health and fitness serving populations with special fitness needs including the disabled, those with chronic conditions, and older adults.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Rita O'Loughlin	Adaptive PE	Instructor

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	0

**Please list all existing Classified positions:**

1 shared Division Assistant

List all Programs\* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Adaptive Fitness Therapy	X	X	

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

## Section 1: Data and Trend Analysis

### a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
AFT AA degree	2	9	7	
AFT Certificate	6	7	5	

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change

### b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
<b>Enrollment</b>	202	187	169	
<b>Productivity (College Goal 2013-14: 535)</b>	491	471	335	
<b>Success</b>	91%	96%	86%	
<b>Full-time FTEF</b>	0.7	0.7	0.6	
<b>Part-time FTEF</b>	0	0	0	

### c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	<b>State Approved</b>
	<b>Submitted to CCCC</b>
	<b>Submitted to Office of Instruction</b>
	<b>In Progress with Articulation</b>
	<b>Planning Stage with Department</b>
<b>X</b>	<b>Not Applicable</b>

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

n/a

**Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).**

**d. Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

The enrollment in the AFT program has remained steady for the most part. There was a slight decrease in enrollment in SPED 50, 56 and 57 during the 2012-2013 school year, this maybe due to the announcement of Dr. Karl Knopf's retirement. Up until now, Dr. Knopf has been the sole instructor in the program and some students reported they thought his retiring signaled the end of the program. As such, there was a decrease in new students beginning the program.

In addition, when the AFT program was part of the Adaptive Learning Division there was support staff that provided outreach by way of mass mailers and e-mails to the community. This was a major part of recruiting. When the Division was disbanded, this support was no longer available. In order to expect the program to thrive, outreach is vital and support in this area needs to be available.

**e. Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

The AFT program serves students of all ethnic backgrounds. However, the distribution of ethnicity does indicate that the program serves a larger white population. The data also indicates that the program primarily serves an older age group, with the largest number of students 40+ years of age. Many of these students already possess a college degree. Regardless of age or ethnicity, the overall success rate of the program is consistently over 90%.

**f. Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

The productivity of the AFT program has been slightly lower than the productivity goal of the college. The sharp decline in 2012-13 is entirely attributable to the sensitivity of the Dean with respect to keeping classes in the final quarters of a retiring faculty member's tenure. We are working to increase productivity while also allowing the one-on-one attention that the program requires to effectively train students to work with clients. At present the AFT program is undergoing curriculum revision to eliminate redundancy and tie students into other classes currently offered in the Division. Athletic Injury Care and the PE-AA have much to offer AFT students, and the addition of the Personal Fitness Trainer Certificate will provide connections between students with similar interests and career goals. The intent is to increase retention and drive up enrollment in multiple classes. It also allows fewer "AFT-only" classes per quarter which will funnel students and increase productivity. It is the intent to place more effort into marketing and student recruitment. This is the only program of its kind in the area and we should tap that.

## Section 2: Student Equity and Institutional Standards

**As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)**

### **a. Institutional Standard for Course Completion Rate: 55%**

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

From 2010-2013 the program has shown a success rate over 90%.

### **b. Institutional Standard for Retention: 50%**

Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

From 2010-2013 the each class has shown a retention rate over 90%, however the program as a whole has not met the 50% retention goal. Changes indicated above are intended to boost degree/certificate completion.

### **c. Institutional Standard for Degree Completion Number: 450**

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The number of students receiving AFT degrees has increased significantly in the past 2 years and currently represents half the total degrees awarded in the Division. Ours is one of the only programs in this area. With the increase in returning Veterans, and the ongoing focus on health for older adults, those with Diabetes, etc. and disabled populations, the field should continue to grow and job opportunities should continue to be plentiful.

**d. Institutional Standard for Certificate Completion Number (Transcriptable): 325**

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The number of students completing the certificate has remained steady. Similar to the degree program, students seeking the certificate are almost entirely those currently in the workforce who are seeking retraining in this specialized area.

**e. Institutional Standard for Transfer to four-year colleges/universities: 775**

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

This is not a transfer program. It is designed for students who already have education in Kinesiology and are returning to college for additional training (ie Personal trainers or Physical Therapists seeking specialization) or those with Fitness backgrounds seeking to change careers.

### Section 3: Core Mission and Support

**The College's Core Missions are reflected below. Please respond to each mission using the prompts below.**

**a. Basic Skills:** (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php> If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

Students in this program are frequently sought to provide 1-on-1 assistance for DSPS students (specifically TTW students) in their activity classes.

**b. Transfer:** For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

Although transfer is not the main focus of the program, students who take Adaptive Fitness classes bring a unique perspective to 4-year Kinesiology programs. Since Bay Area Kinesiology programs are highly impacted at this time, this advantage makes Foothill students stand out during the admittance process.

**c. Workforce:** For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

This program directly prepares students for jobs in the Adaptive Fitness field. Additionally, students seeking traditional Fitness employment are more hire-able with a background in Adaptive techniques. There is no other program in this area that provides specialized training in Adaptive Fitness. Over the years, AFT students have obtained employment in health improvement programs, (Stanford University), health clubs, private personal training, corporate fitness ( Cisco , Google, etc. ) community health and human services agencies, as well as long term care sites.

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

#### Section 4: Learning Outcomes Assessment Summary

- a. Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
- b. Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

#### Section 5: SLO Assessment and Reflection

**Based on your assessment data and reflections, please respond to the following prompts.**

- a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

Student response and faculty review of the curriculum indicated a great deal of overlap and common content in the coursework. The addition of new instructors and classes to bring additional perspectives to students in the program, and some slight re-working of the curriculum for 2014 will bring greater breadth and less redundancy to the overall program. Where applicable, this includes providing hands-on lab activity hours to reinforce lecture content—a much needed addition to the program.

- b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

Individual course objectives reinforce and focus on an overall objective to provide students with the theoretical and practical knowledge needed to obtain employment in the Adaptive Fitness industry.

- c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

Student response and a review of curriculum as well as a Division-wide effort to link classes throughout the Division have led to an overall refresh of the program. Students interested in AFT work now also have opportunities to take classes with Athletic Injury Care students and (soon) Personal Fitness Trainer students. The program has been completely integrated within the Kinesiology Division and students report that access to facilities, instructors, and other course content greatly enhance the program.

**d. If your program has other outcomes assessments at the program level, comment on the findings.**

This program is one of several that are being re-worked to more completely integrate Kinesiology students. By Fall, 2014 it is anticipated that this program will share a common core with other (new) KA certificates to better stack certificates/degrees and draw students in.

**e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

This is a transition year as the newly retired instructor of the previous year was the only instructor of all the classes and the program was housed in Special Education rather than Kinesiology. In assigning AFT classes to the other two qualified faculty, they immediately began discussing how to teach concurrent classes in ways that would enhance student learning and have established the precedent of meeting to discuss program needs—notably, how to reduce redundancy and increase hands-on learning opportunities.

## Section 6: Program Goals and Rationale

**Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.**

**List Previous Program Goals from last academic year:** check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
Place courses in KINS	Y		KINS courses became effective Summer 2013

Allow Knopf to teach AFT full time	N	N	Knopf retired in Summer, 2013.

**New Goals:** Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
<b>Rewrite Courses to decrease redundancy and add activity/lab hours to allow students hands-on practice</b>	Short—Fall 2014	Streamlining curriculum will allow students to take other classes in the Division and more hands-on work will attract/retain more students. Goal is increased enrollment and productivity.	Re-written courses active and scheduled in Fall 2014. Also look for increased enrollment.
<b>Rewrite program requirements to align core and curriculum with other KA programs</b>	Short—Fall 2014	Provide KA students more interaction with each other and with more instructors to create a KA cohort	Identify number of common classes in different KA programs. Additionally, look for increased numbers of graduates/completions.
<b>Establish on-campus “internship” type partnerships with PHDA (Adaptive PE) classes and the TTW program</b>	Ongoing	Students in PHDA classes need one-on-one support and students in the AFT program will benefit from “intern-like” opportunities.	Number of students formally assigned in PHDA classes to assist students
<b>Increase number of students in the program</b>	ongoing	By increasing the number of student enrolled in the AFT	Look at enrollment data.

		program the college will be serving a larger number of community members and ultimately providing service to community members that will benefit from AFT student's expertise.	
<b>Marketing and outreach to better reach students</b>	Ongoing	Successful outreach is critical to getting the word out that Foothill offers an AFT program that benefits not only the students but the community at large. This is the result of graduating trained students with the expertise to serve community members that benefit from their knowledge and skills.	Creation of materials and number of mailings, personal contacts with agencies (such as Veterans' Affairs, Cal State programs, YMCA) and fitness centers, etc.

### Section 7: Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

#### Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

#### Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

**One Time B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Marketing—mailers or meetings with Veterans' agencies, area fitness professionals, and 4-year Kinesiology program directors	1500	Increasing enrollment. This is absolutely imperative to the continued success of the AFT program.	N

**Ongoing B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

**Facilities and Equipment**

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

**Section 8: Program Review Summary**

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Review course content for redundancy and look for opportunities to link AFT students to other programs in KA.	Well in progress. Curriculum re-writes are underway and redundancy has been eliminated. Substituting KINS classes for former SPED classes not being offered has proved very successful.
2. Provide additional opportunities for AFT students to serve ALAP/PHDA students in Adaptive PE classes.	Current idea to add "internal internship" to the AFT program is promising. Students in KINS 81 currently have opportunity for extra credit if they help in a PHDA class.

**a. After reviewing the data, what would you like to highlight about your program?**

The AFT program data undoubtedly indicates the success of the program. The future is exciting as the program undergoes curriculum changes and becomes part of a larger Division plan. Inclusion of multiple instructors will bring to the program a larger influence of knowledge and ideas. Everyone knows that the "Baby Boomer" population is aging. With that will come the need to serve this population health and fitness. The AFT program provides just that. Foothill College will be right there in the forefront.

## Section 9: Feedback and Follow Up

**This section is for the Dean to provide feedback.**

**a. Strengths and successes of the program as evidenced by the data and analysis:**

There is a clear need for trained professionals in the specialized area of specialized fitness. With Veterans returning and Baby Boomers aging, there is an increased workforce demand for this students completing this program. As the only program in Northern California, and with the major urban populations in San Francisco, Oakland, and San Jose, there is tremendous potential for both student recruitment and job placement. The revisions the program is currently undergoing strengthen it and make it much more student-friendly. It also aligns strongly with the Division goals of linking programs, increasing enrollment, and raising productivity.

**b. Areas of concern, if any:**

The requirements of the program have changed annually for the each of the past few years. Students are frustrated with these changes and the ongoing need for substitutions. This past summer, the Division and Counseling worked to provide a consistent set of class options to help students complete the program. It's not known whether we lost students during the transition. This year, the retirement of the former (sole) faculty connected with the program has led to a sharp decrease in enrollment and rumors that the program would not continue. Strong outreach to correct this perception is needed as soon as possible. The revisions to the program are excellent, but will not go into effect until Fall 2014. During the rest of this year, it will be difficult to maintain the program and keep it "in the picture" until marketing and new program requirements attract our students back.

**c. Recommendations for improvement:**

New marketing materials were created last year. Determine the appropriate places to send them and send them! Division will provide funding for mailings. Instructor in-person outreach to agencies will be needed to support this effort and form the strong relationships needed to keep students coming to the program. The program curriculum revisions should be completed prior to outreach so that we are marketing a finished and finalized product. Extreme care should be taken to create a program that will not need revision in the coming years so that students (and the Division) can be more stable.

**d. Recommended next steps:**

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

*Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.*