



Foothill has amazing faculty, staff, administrators, and programs. Program Review is about documenting the discussions and plans you have for sustaining and improving student success in your program. It is also about linking your plans to decisions about resource allocations. Thank you for taking the time to review your program and sharing your findings with the college community!

Program Review Committee Members for 2017-18:

- Administrators { Andrew LaManque
Paul Starer
Teresa Ong
- Classified Staff { Craig Gawlick
Vacant
Vacant
Elaine Kuo (Ex Officio)
- Faculty { Carolyn Holcroft
Bruce McLeod
K Allison Meezan;

Let us know how we can help you!
<https://foothill.edu/staff/irs/programplans/index.php>

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017

BASIC PROGRAM INFORMATION

Department Name:

Division Name:

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

Name	Department	Position
Don Mac Neil	Kinesiology	Instructor

Number of Full Time Faculty: **Number of Part Time Faculty:**

Please list all existing Classified positions: *Example: Administrative Assistant I*

List all programs covered by this review* and indicate the program type:

Personal Trainer Certificate of Achievement	Certificate X	AA / AS	AD-T	Pathway
Sports Medicine	Certificate	x/AS	AD-T	Pathway
Kinesiology	Certificate	AA / AS	AD-T x	Pathway
	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway

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*Not sure? Check: <https://foothill.edu/programs/> and click to sort using the “Areas of study/Divisions” button
Current pathways at Foothill College include: ESLL, NCEL, ENGL pathways (ENGL 209-110-1A; ENGL 209-1A; ENGL 1S/1T); MATH pathways (NCBS 401A/B; MATH 235-230-220-105; MATH 217-57).

SECTION 1: PROGRAM ENROLLMENT, PRODUCTIVITY, AND COMPLETION

Data will be posted on Institutional Research’s [website](#) for all measures except non-transcriptable completion.

1A. Analysis of Transcriptable Program Completion Data: Please use your data to complete the following table.

Transcriptable Program	Five-year trend in degrees/certificates awarded	Comments	
Personal Trainer Certificate of Achievement	New certificate, no awards yet. We expect to award between 5 and 10 certificates this academic year 2017/18	First classes offered in Fall 2016. Internship agreements just approved October 2016 so earliest time a student could complete CoA would be Winter 2018.	

*according to CCCApply data

1B. Non-Transcriptable Program Data: If your program offers any non-transcriptable programs, please complete the following table. Institutional Research does not track this data; each program is responsible for tracking its own data.

Non-Transcriptable Program	Comments	Five-year trend	Rationale for program

The 2017-18 College Strategic Objectives (E²SG) operationalize the college’s 3 EMP goals and include:

Equity– Develop an integrated plan; identify goals for alignment with equity, student success, and basic skills; and focus on efforts to integrate with enrollment strategies (access, retention, and persistence) to close equity gaps while increasing enrollments at the same.

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Enrollment Growth – Achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, and Sunnyvale Center. Consider how the pathway/course sequence through your program is disseminated to students, and *education pathway.

*Education pathway is a having developed and published clear, structured academic program maps (suggested courses for each term) for all academic programs.

1C. Course Enrollment: Enrollment is a count of every student who received a final grade (A, B, C, D, F, P, NP, W) in your program's courses. It also serves as an indicator for program viability. Please use your program review data to examine your course enrollment trends and check the appropriate box below.

5-year Enrollment Trend: Increase Steady/No Change Decrease

*the five year trend is overall, down -21%. The 2012-2013 numbers were high, but this was the last year for repeatability, so it is not surprising the numbers dropped significantly in 13-14. Notably, the trend over the last four-year is a slight, steady increase.

Our college goal is to increase enrollment by 1.5% FTES this year. What steps might you take to increase the numbers of students enrolling in your courses? Steps might include cross department collaborations, actions to increase retention, service learning projects, support for student clubs, participation at recruitment events, examination of pre-requisites, review of assessment results, etc.

Waiting for new web page – looking for more presence, homepage for PT program. Reaching out to Antoinette to explore partnership opportunities with local high schools, marketing strategies. As mentioned in the 16-17 program review, we have reached out to local high school students. The program also took part in Fitness Day in Spring of 2017, have had potential employers speak to the students about job opportunities. We are looking forward to having the first 5 student's complete this program and be employed. The program was able to offer the first classes this year with new equipment that allows students to get the much needed hands on experience to be ready to enter this fast growing field.

Look at retention rates. In 16-17, 124 students withdrew. Most of these (90-100) were online.

One strategy is to increase retention rates in online classes. KINS 8 and KINS 8A? Perhaps work with Judy Baker/Carolyn Holcroft in PD to review pedagogical strategies – (resource request).

Currently, KINS 8A, 8B, and 9 are only offered fully online. Students have expressed strong preference for F2F or hybrid instead of fully online – consider offering via these modalities.

Internship partners have also expressed preference for F2F rather than online (this is consistent with last year's program review notes)

Of major concern is that we only have one classroom for all lectures and no lab room. Great deal of competition for this room, significantly limits scheduling options. Could serve more students if more space available and time options for scheduling which should help grow this program.

1E. Productivity: Productivity is a measure of students served per full-time equivalent faculty and is a factor in program viability. Please use your program review data sheet to examine your productivity trends and check the appropriate box below.

5-year Program Productivity Trend: Increase Steady/No Change Decrease

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The college productivity goal is **500 (+-25)**. There are many factors that affect productivity (i.e. seat count/facilities/accreditation restrictions, curriculum, etc.). Please discuss factors that may be affecting your program's productivity trends and any plans you have for addressing the trends, especially if they are declining.

Since this program only started in Fall of 2016 there is limited data available, but the three classes(Kins 81, Kins 53 and Kins 53) showed an increase of enrollment from 12 students in Kins 81 in the fall 2016 to 21 students enrolled in Kins 53 in Spring of 2017, these three courses are the only classes needed for this program unlike the other classes in this program which also are part of the Kins ADT or Sports Medicine program, so these students enrolled in Kins 81, Kins 52 and Kins 53 were the Personal Trainer program students. This is likely due to students becoming aware of this new program. We know the numbers started low but that maybe due to the newness of the program. We hope to work with marketing to bring awareness of this program to the public. We also hope to get adequate space (lecture/lab) and availability of classroom to allow for the growth of this program.

SECTION 2: COURSE COMPLETION & STUDENT ACHIEVEMENT

2A. Institutional Standard: This percentage represents the lowest course completion (success) rate deemed acceptable by the College’s accrediting body (ACCJC). The institutional standard during the year for which this program review is being written (2016-17) is **57%**.

Please check the appropriate box:

Program Level Course Completion: X Above Standard At Standard Below Standard

If your program’s course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

Students consistently succeed at significantly higher rates – around 75-79%.

2B. Institutional Effectiveness (IEPI) Goal: This percentage represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal for which this program review is being written (2016-17) is **77%**.

Please check the appropriate box:

Program Level Course Completion: Above Goal X At Goal Below Goal

If your program’s course completion (success) rate is **ABOVE** the IEPI goal, please share your thoughts about why/how this is so (we hope to learn from your effective practices!).

Success rates hover around 75-79%. In fact we had 100% course completion for Kins 52 last spring that was 21 students who were highly motivated to succeed.

2C. Course Success Demographics: Please examine the “Disproportionate Impact data by year” shared with your department and discuss actions you are taking, or plan to take, to address any achievement disparities identified in your program. If you are uncertain about actions faculty can take, please take a look at Appendix A.

Several student populations experience an impact: African American, Latino/a, Pacific Islander, foster youth. Of these, Latino/a population has largest enrollment, followed by African American students – explore pedagogical strategies to increase success and retention with these populations. Kins 81 was the only course with data and there was a 100% success rate for all students in this section. Maybe because these particular students were highly motivated contributed to this 100% success rate, but the sample size was small and we need to look over this kind of success will continue or not one would suspect that 100% success will not occur every year.

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

2E. Faculty Discussion: Course-Level Outcomes: Please share examples of how assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) has led to changes in curriculum or teaching.

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This will be the first time that we will be able to look at CL-SLO at the end of this academic year to see how the we might change how we teach the courses needed to obtain the Personal Trainer Cert.

2E. Faculty Discussion: Program-Level Outcomes: Please provide examples of what is being done at the program-level to assist students in achieving your Program-Level Learning Outcomes, degree/certificate completion, and/or transferring to a four-year institution (e.g. review of progress through the program, “career days”/open houses, mentoring, education pathways (clear, structured academic program maps (suggested courses for each term) for all academic programs), etc.). If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

We finally have got contracts signed with Equinox, Bay Clubs, and Brien Shamp in October of 2017 so that students may now take the internship class and get real life experience so when they complete the certificate program they will be ready to enter the workforce. The first group of students should complete the certificate as early as winter 2018 .The labor market data shows that career path has growth rate of at least 8%. We have invited in those companies who are hiring and let the students know what they look for in the people that they hiring and how our certificate will help them be hired to work for these companies (Equinox, Crush fitness, Bay Clubs , JCC) .

**Please attach Course and Program-Level Outcomes (Four Column Report from TracDat).
Contact the Office of Instruction if you need help.**

**If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.**

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is being done at the program-level to meet/adjust to the projected labor market changes?

Estimated to be 8% job growth in the next three years. Work on increasing awareness of the program to the public so that they know that there are opportunities in this fast growing field and that this program can help prepare someone to enter this field.

What is being done at the program-level to assist students with job placement and workforce preparedness?

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Use internship program as gateway to get a job. We also need a lab lecture area so that the students can get the proper environment to learn the skills necessary to be prepared to transition into the workforce after completing the program. We also had a good start to obtaining the right equipment but we need to make sure that we continue to have the most up to date equipment such as the Bod Pod (body composition) so our students are prepared to enter the workforce.

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

offer f2f courses Fall	2016	Completed	Ongoing X	No Longer a Goal
offer f2s courses Winter	2017	Completed	Ongoing x	No Longer a Goal
offer f2f courses spring	2017	Completed	Ongoing x	No Longer a Goal
	Year:	Completed	Ongoing	No Longer a Goal
	Year:	Completed	Ongoing	No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

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Although there has been an expressed interest by students for f2f we still need to target enough students to enroll the section. A problem maybe that the students want to finish the program and take it on line instead because there was no f2f offered. I believe that as the program grows there will be more students willing to take the class f2f if only offered once a year. It is important to note that the advisory board and potential employers would prefer the students take as many classes f2f as possible.

Please provide rationale behind any objectives that are no longer a priority for the program.

3B. Current Program Objectives and Resource Requests: Please list all new and ongoing program objectives based on discussion in Sections 1 and 2, including your objectives to eliminate any achievement disparities in course success for student subgroups (Section 2A). If additional resources are needed, indicate them in the table below. Refer to the Operations Planning Committee (OPC) [website](#) for rubrics and resource allocation information.

Resource Request	Program Objective	Implementation Timeline	Progress Measures	Resource Type Requested*	Estimated cost
	<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>		
a new lecture lab room	to provide an adequate area for equipment and learning environment for the students	ASAP	Course enrollment		?
	offer f2f course at least once a year to meet the demand	Winter 2018 term	Course enrollment		
Bod Pod which is a device that allows someone to determine free fat mass vs lean body mass and give you your %body fat.	improve skills of the student	Fall 2018	course enrollment		\$62,000

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*Resource type should indicate one of the following: One-time B-budget; Ongoing B-budget augmentation; Facilities/Equipment; New faculty/staff.

3C. Faculty/Staff Position Requests: Please describe the rationale for any new faculty or staff positions your program is requesting:

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3D. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

.052 reassigned time because the internship course requires someone to do site visits and other duties such paper work , grading etc. this should be allowed for reassigned time because as of now there is no compensation for the work that is needed to make the internship course successful.

3E. Please review any resource requests granted over the last five years and whether it facilitated student success.

yes the purchase of equipment last year allowed the students hands on experience with similar equipment they will need to be familiar with in there future work environments

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

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- First year the program was offered 2016/17
- Saw the program grow from 11 students in the fall 2016 to over 20 students by spring of 2017
- Got agreements with partners (Equinox, Bay Clubs, Crush Fitness and Brien Champ) signed and will place students in internships for the first time Winter 2018
- Working on getting new gyms such as Jewish Community Center and Snap Fitness to become partners with the program
- Purchased new equipment so students will have hands on experience to be better able to enter the work force
- The program is being welcomed by those in the fitness industry to have a pool of people ready to enter the workforce
- First certificates should be awarded Winter/Spring 2018
- Participated in Fitness Day spring of 2017
- Met with advisory board to talk about how this program can help fill a much needed void in finding people who are work ready and how this best serves the community
- Have worked with Antoinette to begin exploring outreach program to in coming students

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Personal Trainer program is brand new, having started in Fall 2016. Don Mac Neil has worked hard to market this program and he has had notable success getting local gyms to sign on as sites for internship opportunities for our students. We do not have reliable data yet as the Personal Trainer KINS classes have been lumped in with the regular KINS program, however, a quick disaggregation shows reasonable success rates (75%+) which should improve as the cohorts grow from 12-20 students to 20-25 students. The program is placing five students in internships in the spring of 2018 and this number will grow as the program is marketed, especially given the fact that there are plenty of local jobs in this discipline.

6B. Areas of concern, if any:

The PT program was started on a shoe-string budget and has been supported primarily by Perkins/SW money for the necessary equipment. The main stumbling block for this program is space; it would be necessary to have a designated PT room to house the required equipment. Right now, the physical fitness assessments take place in a small room in the Fitness Center and this is not ideal for groups of five or more at one time. It is doubly important that we isolate the PT equipment as the Perkins grant does not allow for us to use workforce dollars for general equipment (to be used by everyone). It should also be noted that this program garners attention when it is marketed to the right populations; we will need to be more aggressive with outreach. Don has completed his Canvas training and online content is key to the further viability of this program.

6C. Recommendations for improvement:

The PT program should market more aggressively to local high schools and gyms, develop more hybrid course content (the long F2F sessions are not convenient for most students), and look at scheduling in the afternoons, weekends, and evening to attract working students. Put as much curriculum online as possible. Even though the 2016/17 enrollment numbers are not impressive, I do recommend that we give this program another 18 months to build its enrollment before we assess its long-term viability. The cost to the college is not great (the KINS classes also support the KINS degree) and the equipment purchases have mostly been via SW/Perkins funding.

6D. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

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6E. Strengths and successes of the program as evidenced by the data and analysis:

6F. Areas of concern, if any:

6G. Recommendations for improvement:

6H. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.