SVCC Transfer Program Review Template

This program review template will be used to review the following program and courses.

Program (degree): Kinesiology and Physical Education (AA 691) Pre-Athletic Training (AA 635)
Related program courses: Kinesiology and Physical Education (AA 691) major level courses PED 213 PED 214 Pre-Athletic Training (AA 635) major level courses PED 115 PED 213 Non-major PED courses (not required for the two degrees) PED 100 - Special Topics: Sports Activity Class PED 104 - Cross Country Running PED 105 - Baseball PED 114 - Softball PED 121 - Basketball PED 123 - Conditioning PED 126 - Tennis PED 127 - Volleyball PED 134 - Beginning Golf PED 148 - Team Sports PED 150 - Super-Circuit Fitness I PED 151 - Super-Circuit Fitness II PED 152 - Super-Circuit Fitness III PED 153 - Super-Circuit Fitness IV PED 210 - Techniques and Theory of Basketball Coaching PED 211 - Techniques and Theory of Baseball Coaching PED 220 - Rhythms and Games for Children PED 234 - Intermediate Golf

Transfer Program Objectives

Prompts: 1. What are the objectives/goals of each discipline? 2. To what extent are these objectives being achieved? 3. How does this discipline contribute to other fields and the mission of the college? 4. Describe any quality improvements or modifications made since the last review period.

Kinesiology and Physical Education (AA 691)
Pre-Athletic Training (AA 635)

Response to prompt:
1.
Kinesiology and Physical Education
This program prepares students to transfer to four-year institutions to pursue a bachelor's degree in kinesiology or physical education. The kinesiology major is a broad-based degree that prepares individuals to work in a variety of health, wellness and sport performance settings. The undergraduate curriculum can also prepare students for graduate school in exercise physiology, physical therapy, sport and exercise psychology, and sport management.

Pre-athletic Training
This program prepares students to transfer to a college or university to pursue an advanced degree in athletic training. Athletic trainers work for high schools, colleges, universities, professional athletic teams, the armed forces, sports medicine clinics, recreation clubs, resorts and camps. Athletic trainers make sure sport players are in the best physical condition and are able to withstand the rigors of competition. Trainers determine the physical condition of athletes and recommend exercises that will increase their strength and flexibility and then correct any weaknesses.

2. We believe that these two degrees and the PED courses in general serve students and the college well.

Over the last five years, Kinesiology and Physical Education (AA 0691) has had a total of 44 student majors, 12 who graduated with an associate's degree, thirteen who transferred, and at least four students who completed their Bachelor's degree.

Over the last five years, Athletic Training (AA 0635) has had a total of 48 student majors, four who graduated with an associate's degree, fifteen who transferred, and two who earned a Bachelor's degree.

Additionally, the PED department offers a robust and diverse class schedule that services to benefit students by earning them general election or elective credit hours toward their degree.

3. PED courses can also be used as electives for other transfer programs the college offers or as core classes for other two year degrees (ECE).

4. Revised the course outlines and deleted courses no longer viable. Created a topics (PED 100) to allow for more flexible class options.

Transfer Program Need

Prompts:
1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum, review committee and campus academic leadership?
2. How are students informed or recruited for this program?

Kinesiology and Physical Education (AA 691)
Pre-Athletic Training (AA 635)

Data sources: Table 1A, Table 1B, Table 2

Response to prompts (identify strengths and challenges): In your narrative, please refer to the data sets or evidence you have chosen to support your case.

1. The program review process is the most important process to review academic programs and determine recommendations for programmatic change. However, the curriculum of programs is owned by faculty who can work with the academic administration to make modifications using the process established by the College which includes a Curriculum Committee who oversees curriculum changes.

2. Students are recruited to this program through a general marketing campaign focused on attracting students interested in completing two-year degrees. Additionally, SVCC's academic advisors provide guidance to students who are interested in accounting and business and direct them to an appropriate academic program. The suggested curriculum is found in our catalog and Sauk provides transfer guides for select schools.

Transfer Program Cost Effectiveness

Prompts:
1. What are the costs associated with this discipline?
2. What steps can be taken to offer curricula more cost-effectively?
3. Is there a need for additional resources?

Available Data Sources: Table 3A, Table 3B

Response to prompts (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

1. There are no significant equipment costs. Otherwise, the only significant cost relate to instructor salaries.
2. None.
3. None. The required courses for this program have the appropriate resources.

Transfer Program Quality

Prompts:
1. Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?
2. If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?
3. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?

4. How does the discipline identify and support at-risk students?
5. To what extent is the discipline integrated with other instructional programs and services?
6. What does the discipline or department review when developing or modifying curriculum?
7. When a course has low retention and/or success rates, what is the process to address these issues?
8. List any barriers encountered while implementing this discipline.

Available Data Sources: Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Table 6, program surveys, focus groups, interviews, etc.

Response to prompt (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

1. Currently only PED115 is taught online. All of the other courses are taught only face-to-face. Neither program is delivered entirely online.
2. Administration and faculty can evaluate student success in any modality by accessing data from the College Strategic Dashboard.
3. The success rates of each class can be reviewed by faculty and administration by accessing data on the College Strategic Dashboard. Additionally, students will review the performance of faculty using a classroom/instructor evaluation form. Lastly, administration reviews the performance of faculty by conducting faculty evaluations based on the Faculty Contract.
4. SVCC has many processes in place to support at-risk students include an Early Alert system, a very successful TRIO program, a new program academic advising program called SHARP, 5th week and midterm evaluations for athletes, TRIO, SHARP, and Academy students.
5. PED courses can also be used as electives for other transfer programs the college offers or as core classes for other two year degrees (ECE). PED 115 is also taken by transfer nursing students.
6. Faculty and the Curriculum Committee evaluate the need of the program, national trends (NATA guidelines/recommendations), and the current transferability/articulation of individual courses.
7. The program review process allows faculty and administration to provide recommendations for improvement.
8. Unfortunately, students in the pre-athletic training program often transfer before they complete a degree with Sauk because these students need clinical hours and required coursework not offered at Sauk in their sophomore year.

Focused Questions from the Administrative Review Team (ART)

Question 1.

Response to question 1 (please refer to any data sets or evidence to support your case):

Question 2.

Response to question 2 (please refer to any data sets or evidence to support your case):

Question 3.
Response to question 3 (please refer to any data sets or evidence to support your case):

Question 4.
Response to question 4 (please refer to any data sets or evidence to support your case):

Question 5.
Response to question 5 (please refer to any data sets or evidence to support your case):

Responses to Program Challenges. Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program's challenges and the purposed response below. These responses will be added to the Operational Planning matrix found below.
Response to Challenges: There are no identified challenges for the two degrees being reviewed here. However, there were some identified for the PED courses that also fall into this program review. Recommendations for improvement include: 1. Create a new course (PED XXX) that would replace PED 210 (Techniques and Theory of Basketball Coaching) and PED 211 (Techniques and Theory of Baseball Coaching). This new course, tentatively called "Techniques and Theory of Coaching" would be similar to the model used at Parkland College with the hopes that when students successfully complete the course they would earn a specific coaching certification (for example, American Society of Exercise Physiologists). This course could also be taught online. 2. The name of PED 220 (*Rhythm and Games for Children*) would be tentatively changed to *Elementary Methods for Physical Education*. Additionally, the class description would change to "Methods of planning, administering, supervising and teaching physical education for elementary school grades. This course is designed to fit the needs of the classroom teacher in approaching the area of learning." 3. Create an online modality for PED 214 (*Introduction to Physical Education*). This class has good enrollment potential as a Wintermester course. 4. Offer the PED 100 (Specialized physical education topics course) at least once a year. 5. Offer PED 123 (Conditioning) more frequently. This course is designed for the student who wants a regularly scheduled and perhaps more demanding fitness opportunity. This course could be great for anyone, but could also be pushed to the "out of season" student-athletes as a

way to improve their physical fitness. We suggest keeping the same credit/hours (1 credit, 2 lab hours).

6. PED 234 (Intermediate Golf). Will be deleted as it's not a course that currently offered.

Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete?
Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	
1.1 transfer completion list	ICCB expects the college to maintain current articulation agreements for all <u>1.1 transfer courses</u>. IR* will use the following link to create a master table that shows the current articulation agreements for the program's courses. http://www.svcc.edu/students/equivale.pdf *This task will be completed by IR Department.	

Review Team's Final Recommendation

Recommendation	Check only one	List program name (if more than one is being reviewed or make additional copies of this table for each program)
Continued with minor improvements		
Significantly modify the program		
Placed on Inactive Status		
Discontinued/Eliminated		
Other, please specify:		
Summary Rationale		

Kinesiology and Physical Education (AA 691)
Pre-Athletic Training (AA 635)

Please provide a brief rationale for the chosen action.	
<mark>Intended Action Steps</mark> What are the action steps resulting from this review. Please detail the timeline and/or dates for each step.	

Signature/Date	Program Review Team Member	
	[ ]	Chair
	[ ]	Member
	[ ]	Member

Kinesiology and Physical Education (AA 691)
Pre-Athletic Training (AA 635)

Program Review. Items from the program review will be entered here. After this program review is complete and approved, transfer (paste and copy) the items below to your FY 2016 Operational Plan.

* Use the origination code PR 2015.

Origi-nation Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/ Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)
Comments:							

Kinesiology and Physical Education (AA 691)
Pre-Athletic Training (AA 635)

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2015 - 2016**

Academic Degree (discipline)	

Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

Kinesiology and Physical Education (AA 691)
Pre-Athletic Training (AA 635)

Program Review Committee & Administrative Review Teams Recommendations
This Program Review is considered complete.
The following are the recommendations from the Program Review Committee and the Administrative Review Team: - Strengthen language in the catalog that students are encouraged to transfer after their first year for Pre-Athletic Training due to clinical requirements. - Explore hiring part-time PED instructors. - Explore possibility of part-time athletic trainer or coach/instructor/trainer hybrid position.
Signature of the Program Review Committee Chair

President's Recommendation
The Program Review has been reviewed.
The following are the recommendations from the President:
President's Signature/Date