PROGRAM REVIEW SUMMARY PAGE FALL 2022

Program or Area(s) of Study under Review:

KINESIOLOGY

Summary of Program Review:

The kinesiology department's mission is to facilitate wellness among our student body through the study and application of human movement principles through the management and participation in physical activity, exercise, and sport. The kinesiology department offers activity based and lecture courses that facilitate engagement in individual, team, and intercollegiate fitness-related activities. Students are given opportunities and tools needed for skill acquisition, thereby enhancing their overall physical and mental wellbeing. The intercollegiate athletic and dance programs are evaluated under a separate program but are essential to the success of the kinesiology department. The kinesiology department also offers several health-related courses, which are an integral part of the department.

The department developed the transfer degree for Kinesiology (AA-T), utilizing courses within the department and from supporting departments. The degree is designed to train transfer students in kinesiology and prepare them for many occupational opportunities. The faculty and staff work with four-year transfer institutions and our local articulation officer to assure the program relevance.

A. Major Findings

1. Strengths:

Our student evaluations demonstrate that we have an extremely talented, focused, and energetic adjunct and full-time faculty team. Students appreciate the knowledge, skill sets, and classroom instructional environment established by our teaching faculty. Because of our instructors' varied skill set, we can offer many options for our students. We have worked to develop alternatives to the repeatability restrictions, understanding that learning and applying a new skill requires more than one semester.

The department's enrollment in online classes, such as Health, Fitness for Life, and Kinesiology have increased and reflects the demands of the working student and the pivot to online instruction during the pandemic. The department's intent is to continue to train faculty in effective online practices to improve completion and retention rates. The research indicates that online students usually do not retain or complete at the same rate as in-person students. Looking forward, our faculty believe that the solution rests with better course design, faculty training and access to online technology that will assist in student success.

Enrollment analysis demonstrates increases in some areas and decreases in others. The increase in online modalities and our capstone kinesiology class is a strength to continue to build on.

The faculty have worked diligently in revising courses to update student learning outcomes. Over 40 classes have been rewritten with updating student learning outcomes, objectives, and course materials. In addition, the student learning outcomes were assessed in many of our offerings. Based on student data and analysis, all classes meet the established criterion. For each class evaluated, the assessment included

actions and follow-up. Much of the follow-up included revising and rewriting the student learning outcomes to reflect the course objectives more closely. The previous outcomes were more global and after analysis, faculty decided to revise the outcomes to align with course specificity. As a result, tests and analysis will now be incorporated into the student learning outcomes.

Faculty have been creative in their classroom management to address each student's varying learning needs. However, the statistics become problematic as the enrollment of students in the advanced classes has a natural drop off. We will continue to offer concurrent classes to provide students of all skill levels opportunities for participation and learning.

2. Areas for Improvement:

Fill rate and productivity continue to be areas of concern for the department. It seems that in some areas, the capacity has not been updated to reflect the classroom equipment and safety issues. The department will examine each course to determine a realistic capacity and will adjust the course outline. Working with the counseling department to promote enrollment will also assist in these efforts. We are also aware that the fill rates and productivity statistics may be skewed by the concurrent enrollment. For example, PHYE-151C may have a capacity of 30 students, but the enrollment of advanced students will never reach that limit. At best, enrollment may be 5-6 students.

In addition, the department will continue to survey current trends in exercise and fitness to develop curriculum to reflect the interests and needs of students. Our primary competition exists with the many local health clubs and results in our efforts to, where possible, offer different as well as similar courses. We are in a deficit, however, due to the inadequate funding and a lack of capability to offer courses that align with trending interests. For example, the game of pickle ball is currently developing. The department can write the curriculum and have the staff but cannot fund the relining of the tennis courts. Many such examples exist. Due to funding, the department is not able to maintain equipment currency. Not providing the latest equipment and the inability to create equal opportunities for students of all abilities are barriers we cannot compete with, compared with other local health clubs. Being able to maintain a clean, up-to-date facility is a common observation in student evaluations intended to evaluate the instructor. The four-year institutions recognize that the student health or fitness center is their major recruitment tool. With student housing quickly approaching, our fitness center, pool, tennis courts, and fields will be their source for physical activity. Our department cannot currently be a key recruitment point. Equipment and facilities are unsafe and outdated, and improvements have not been made in over 20 years. This extends beyond our realm of control, as basic jobs like new paint or acoustic tile replacement are not within our area of oversight. The locker rooms are also areas that need repair. Our facility looks outdated and lacks any recruitment appeal.

One solution to declining enrollments is to explore alternative courses and potential occupational certificate programs in personal training. A certificate program would be built on existing coursework and require development of additional or supplemental courses. We have several adjunct faculty members that work at local health clubs and will serve as excellent resources to fine tune programs toward where the demand is.

Our department needs to continue to address the times that we offer classes. Due to the college moving towards a more transfer degree orientation, many students do not have room to fit a kinesiology class into their schedule. The department will explore the concept of open fitness center enrollment, with students having the option to enroll and then drop-in during the time that best fits their individual schedules. Many colleges have moved into this format, and it deserves serious review.

The department statistics for retention and completion both exceed the institutional level. Examination, however, indicates drops in certain courses. Of interest is KINE-201, as it is a capstone class required for the Kinesiology degree. Working with the discipline faculty to create strategies to retain and successfully complete the course will assist in improving these rates. Our faculty will also be encouraged to drop students who no longer attend class. It has been the departmental practice to put the responsibility of dropping the course on the student, as they are the ones who enrolled in the course. Early dropping will result in more W or drop grades than non-passing grades. As well, faculty will be encouraged to adopt best practices for retaining students and encouraging successful course completion.

The department has achieved successful retention and completion rates for three student demographic areas; Black/African American, Hispanic, and first generation. It is possible that our success rates in these areas could reflect feedback given to financial aid, EOPS, UMOJA and other special programs. Early intervention, for example, is needed if a student is not attending or completing work. Faculty need to encourage students to make appointments with a counselor.

When examining the retention and completion rates for online, as compared to in-person courses, we find that in-person courses have slightly higher rates. The most common reason for students enrolling in an online class is that the course was convenient with individual work schedules, and not their ability to learn and manage a course on the online platform.

The program completion rates need to be improved. The department faculty along with the college counseling staff need to work to identify and mentor kinesiology majors. The kinesiology department needs to have direct communication with counselors so that students identify as a major, connected with faculty members.

3. Projected Program Growth, Stability, or Viability:

Program Plan: Viable to Stable

The kinesiology department is currently in a state of slight decline. The decline in enrollment reflects the overall campus decrease in enrollment. The current campus-wide focus on transfer presents a unique challenge for the department. With kinesiology not a requirement for the transfer students we are concerned that this contributes to a decrease in enrollment. It is crucial to work with the Counseling faculty to encourage participation in classes that promote and encourage lifetime fitness. Increases in program advertising may also assist in increasing enrollment.

Faculty have been encouraged to explore new course offerings. Staying current with trends in kinesiology and health club offerings will result in the possibility of engaging new students. The department will also explore the concept of an open lab for certain classes, aiming to increase the availability of a potential class to fit varied schedules.

Other areas for improvement include working with online instructors to continue to develop online classes that better reflect improved methods and techniques. Specific training and working with curriculum design facilitator may help improve retention and completion rates for distance education classes.

Faculty needs to continue to develop new curriculum and modernize existing curriculum that is still viable. We can create new courses that will serve a greater base of students that are already on our campus and taking classes within our department.

Our current facilities and classrooms need to be upgraded and revitalized. We are counting on student housing to increase enrollment within our department. For this to happen, we need to refresh and upgrade our Fitness Center, repair ongoing structural issues with the pool, redesign several tennis courts to pickle ball courts, install a safe, permanent wall between classroom 601A and 601B, and upgrade and maintain our outdoor fields and track. It is also important to note that many facilities get continued use by community groups/outside users, and this adds to the wear of the facilities, the need for increased maintenance, and the condition of existing equipment.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:
   - The kinesiology department aligns with Napa Valley College's mission to prepare students for evolving roles in a diverse, dynamic, and independent world as indicated in our findings.
   - The department also provides a Kinesiology (AA-T) degree aligning with the college's mission.

2. Assessment of Program's Recent Contributions to Institutional Mission:
   - The kinesiology department reflects the diverse student population that Napa Valley College proudly serves.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:
   - Develop and implement new course curriculum to attract new students to the program and Napa Valley College.
   - Enhance collaboration between Napa Valley College and community and civic partners through courses we offer within the department and ties to our local community through our faculty members.

C. New Objectives/Goals:

1. Develop strategies to improve retention and completion rates.
2. The faculty will develop new curriculum to better serve our students and department.
3. Review all B and C courses to adjust the course fill and productivity rates.
4. Continue SLO, PLO development and review.

5. Work with administration, Facilities, and Budget committee to improve facilities and equipment.
6. Explore development of a Personal Trainer certificate and certificate of achievement.

D. Description of Process Used to Ensure “Inclusive Program Review”

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	**Kinesiology**	
Area of Study	Health	Kinesiology
Degrees/Certificates		Kinesiology: AA-T
Courses	HELH 100	KINE 100/B
	HELH 106	KINE 101
	HELH 109	KINE 102A/B
	HELH 110	KINE 103
	HELH 115	KINE 104
		KINE 112/B
		KINE 113/B
		KINE 115
		KINE 123/B
		KINE 124
		KINE 125/B
		KINE 127/B
		KINE 129/B
		KINE 130/B
		KINE 131/B
		KINE 133/B
		KINE 139/D
		KINE 141
		KINE 141D
		KINE 143
		KINE 146/B
		KINE 147
		KINE 148/B
		KINE 149/B
		KINE 151/B/C
		DANS/KINE 154/B
		KINE 160
		KINE 162
		KINE 169
		KINE 171
		KINE 172
		KINE 174
		KINE 176/B
		KINE 190
		KINE 199
		KINE 200
		KINE 201
		KINE 203
		KINE 272

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2019-2020	2020-2021	2021-2022	Change over 3-Year Period
Headcount				
Within the Program	1,688	928	1,006	-40.4%
Across the Institution	8,181	7,208	6,714	-17.9%
Enrollments				
Health	**645**	**607**	**602**	**-6.7%**
HELH-100	55	31	26	-52.7%
HELH-106	581	562	563	-3.1%
HELH-109	9	14	--	-100%
HELH-115	--	--	13	--
Kinesiology	**1,707**	**500**	**703**	**-58.8%**
KINE-100	64	16	21	-67.2%
KINE-100B	28	13	12	-57.1%
KINE-101	--	4	--	--
KINE-103	113	92	82	-27.4%
KINE-112	24	--	--	-100%
KINE-112B	13	--	--	-100%
KINE-113	27	--	--	-100%
KINE-113B	10	--	--	-100%
KINE-115	--	--	9	--
KINE-123	31	8	--	-100%
KINE-123B	6	2	--	-100%
KINE-125	7	8	--	-100%
KINE-125B	4	2	--	-100%
KINE-127	2	--	--	-100%
KINE-127B	1	--	--	-100%
KINE-129	91	9	22	-75.8%
KINE-129B	25	1	6	-76.0%
KINE-130	95	28	47	-50.5%
KINE-130B	30	4	20	-33.3%
KINE-131	19	--	--	-100%
KINE-131B	2	--	--	-100%
KINE-133	52	12	12	-76.9%
KINE-133B	9	--	3	-66.7%
KINE-139	26	--	8	-69.2%
KINE-139D	2	--	1	-50.0%
KINE-141	17	--	--	-100%
KINE-146	26	--	--	-100%
KINE-146B	7	--	--	-100%
KINE-148	41	33	9	-78.0%
KINE-148B	5	5	2	-60.0%

KINE-151	230	22	101	-56.1%
KINE-151B	81	12	36	-55.6%
KINE-151C	27	3	11	-59.3%
KINE-154	10	17	--	-100%
KINE-154B	2	2	--	-100%
KINE-160	323	37	132	-59.1%
KINE-169	14	--	10	-28.6%
KINE-174	44	11	65	47.7%
KINE-176	27	16	1	-96.3%
KINE-176B	21	1	1	-95.2%
KINE-190	--	6	--	--
KINE-200	--	11	14	--
KINE-201	151	125	78	-48.3%
Within the Program	**2,352**	**1,107**	**1,305**	**-44.5%**
Across the Institution	**33,102**	**30,409**	**25,580**	**-22.7%**
Source: SQL Enrollment Files				

<u>RPIE Analysis</u>: The number of students enrolled (headcount) in the Kinesiology Program decreased by 40.4% over the past three years, while headcount across the institution decreased by 17.9%. Enrollment within the Kinesiology Program decreased by 44.5%, while enrollment across the institution decreased by 22.7%

Enrollment in the following areas of study and courses changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

Course with an enrollment increase:

- *KINE-174 (47.7%)*

Area of study and courses with enrollment decreases:

- *HELH-109 (-100%)*
- *KINE-112 (-100%)*
- *KINE-112B (-100%)*
- *KINE-113 (-100%)*
- *KINE-113B (-100%)*
- *KINE-123 (-100%)*
- *KINE-123B (-100%)*
- *KINE-125 (-100%)*
- *KINE-125B (-100%)*
- *KINE-127 (-100%)*
- *KINE-127B (-100%)*
- *KINE-131 (-100%)*
- *KINE-131B (-100%)*
- *KINE-141 (-100%)*
- *KINE-146 (-100%)*
- *KINE-146B (-100%)*
- *KINE-154 (-100%)*
- *KINE-154B (-100%)*
- *KINE-176 (-96.3%)*
- *KINE-176B (-95.2%)*

- *KINE-148 (-78.0%)*
- *KINE-133 (-76.9%)*
- *KINE-129B (-76.0%)*
- *KINE-129 (-75.8%)*
- *KINE-139 (-69.2%)*
- *KINE-100 (-67.2%)*
- *KINE-133B (-66.7%)*
- *KINE-148B (-60.0%)*
- *KINE-151C (-59.3%)*
- *KINE-160 (-59.1%)*
- *Kinesiology (-58.8%)*
- *KINE-100B (-57.1%)*
- *KINE-151 (-56.1%)*
- *KINE-151B (-55.6%)*
- *HELH-100 (-52.7%)*
- *KINE-130 (-50.5%)*
- *KINE-139D (-50.0%)*
- *KINE-201 (-48.3%)*
- *KINE-130B (-33.3%)*
- *KINE-169 (-28.6%)*
- *KINE-103 (-27.4%)*

For KINE-200, which was offered in two of the past three years, enrollments increased by 27.3% between 2020-2021 and 2021-2022.

**Note: While enrollments among concurrent classes are reported separately (at the course level) in Section I.A.1, concurrent courses are reported as one (joint) observation in Section I.A.2.*

Program Reflection:

The headcount and enrollment decreased 40.4% over the past three years within the Kinesiology program may be related to the pandemic, COVID protocol and requirements for in-person classes and compounded by the fact that there is a reduction of in-person offering across campus. Faculty input and analysis has suggested means of addressing declining enrollment to include; review of current curriculum for currency, development of new curriculum to address current student needs and requests, continue to work with the Counseling Department to promote our program, and explore the possibility of certificate programs in personal training and fitness. The Kinesiology program needs major upgrades in several of their facilities; fitness center, pool, track, outdoor fields and a new dividing wall between the dance and spin rooms to meet current needs and safety standards. The deterioration of the physical workspace of the program directly impacts enrollment negatively. Working with administration, the faculty will explore and provide direction for the analysis and tracking of currently listed courses.

2. Average Class Size

	2019-2020		2020-2021		2021-2022		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend

Health	25	25.8	24	25.3	25	24.1	25.1	-6.7%
HELH-100	2	27.5	1	31.0	2	13.0	22.4	-52.7%
HELH-106	22	26.4	22	25.5	22	25.6	25.8	-3.1%
HELH-109	1	9.0	1	14.0	--	--	11.5	--
HELH-115	--	--	--	--	1	13.0	13.0	--
Kinesiology	91	18.8	40	12.5	57	12.3	15.5	-34.3%
KINE-100/B	4	23.0	2	14.5	2	16.5	19.3	-28.3%
KINE-101	--	--	1	4.0	--	--	4.0	--
KINE-103	5	22.6	5	18.4	4	20.5	20.5	-9.3%
KINE-112/B	2	18.5	--	--	--	--	18.5	--
KINE-113/B	2	18.5	--	--	--	--	18.5	--
KINE-115	--	--	--	--	1	9.0	9.0	--
KINE-123/B	3	12.3	1	10.0	--	--	11.8	--
KINE-125/B	1	11.0	1	10.0	--	--	10.5	--
KINE-127/B	1	3.0	--	--	--	--	3.0	--
KINE-129/B	6	19.3	1	10.0	2	14.0	17.1	-27.6%
KINE-130/B	5	25.0	2	16.0	4	16.8	20.4	-33.0%
KINE-131/B	1	21.0	--	--	--	--	21.0	--
KINE-133/B	4	15.3	1	12.0	1	15.0	14.7	-1.6%
KINE-139/D	2	14.0	--	--	1	9.0	12.3	-35.7%
KINE-141	1	17.0	--	--	--	--	17.0	--
KINE-146/B	2	16.5	--	--	--	--	16.5	--
KINE-148/B	4	11.5	2	19.0	1	11.0	13.6	-4.3%
KINE-151/B/C	16	21.1	5	7.4	13	11.4	15.4	-46.1%
KINE-154/B	1	12.0	2	9.5	--	--	10.3	--
KINE-160	14	23.1	5	7.4	12	11.0	15.9	-52.3%
KINE-169	2	7.0	--	--	2	5.0	6.0	-28.6%
KINE-174	5	8.8	1	11.0	8	8.1	8.6	-7.7%
KINE-176/B	3	16.0	3	5.7	1	2.0	9.6	-87.5%
KINE-190	--	--	1	6.0	--	--	6.0	--
KINE-200	--	--	1	11.0	1	14.0	12.5	--
KINE-201	7	21.6	6	20.8	4	19.5	20.8	-9.6%
Program Average*	116	20.3	64	17.3	82	15.9	18.2	-21.5%
Institutional Average*	1,348	24.6	1,171	25.9	1,105	23.1	24.6	-6.1%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

Concurrent courses are reported as one observation.

- KINE-100 and KINE-100B are reported as KINE-100
- KINE-112 and KINE-112B are reported as KINE-112
- KINE-113 and KINE-113B are reported as KINE-113
- KINE-123 and KINE-123B are reported as KINE-123
- KINE-125 and KINE-125B are reported as KINE-125
- KINE-127 and KINE-127B are reported as KINE-127

- KINE-129 and KINE-129B are reported as KINE-129
- KINE-130 and KINE-130B are reported as KINE-130
- KINE-131 and KINE-131B are reported as KINE-131
- KINE-133 and KINE-133B are reported as KINE-133
- KINE-139 and KINE-139D are reported as KINE-139
- KINE-146 and KINE-146B are reported as KINE-146
- KINE-148 and KINE-148B are reported as KINE-148
- KINE-151, KINE-151B, and KINE-151C are reported as KINE-151
- KINE-154 and KINE-154B are reported as KINE-154
- KINE-176 and KINE-176B are reported as KINE-176

<u>RPIE Analysis</u>: Over the past three years, the Kinesiology Program has claimed an average of 18.2 students per section. The average class size in the program has been lower than the average class size of 24.6 students per section across the institution during this period. Average class size in the program decreased by 21.5% between 2019-2020 and 2021-2022. Average class size at the institutional level decreased by 6.1% over the same period.

Average class size in the following area of study and courses changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

Area of study and courses with decreases in average class size:

- *KINE-176/B (-87.5%)*
- *HELH-100 (-52.7%)*
- *KINE-160 (-52.3%)*
- *KINE-151/B/C (-46.1%)*
- *KINE-139/D (-35.7%)*
- *Kinesiology (-34.3%)*
- *KINE-130/B (-33.0%)*
- *KINE-169 (-28.6%)*
- *KINE-100/B (-28.3%)*
- *KINE-129/B (-27.6%)*

- *For HELH-109, which was offered in two of the past three years, average class size increased by 55.6% between 2019-2020 and 2020-2021.*
- *For KINE-123/B, which was offered in two of the past three years, average class size decreased by 18.9% between 2019-2020 and 2020-2021.*
- *For KINE-154/B, which was offered in two of the past three years, average class size decreased by 20.8% between 2019-2020 and 2020-2021.*
- *For KINE-200, which was offered in two of the past three years, average class size increased by 27.3% between 2020-2021 and 2021-2022.*

Program Reflection:

The Kinesiology Program was tasked to reduce class sizes for in-person classes due to COVID protocols and safety regulation set in place by the district. The faculty will work with the administration to adjust class sizes to reflect the actual capacity and equipment availability of each classroom. The department will continue to work with the Counseling Department to promote classes, use social media platforms and participate in campus-wide promotional events.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2019-2020	1,996	4,431	45.0%
2020-2021	889	1,841	48.3%
2021-2022	1,000	1,806	55.4%
Three-Year Program Total	3,885	8,078	48.1%
Institutional Level	79,507	106,455	74.7%
Productivity*			
	FTES	**FTEF**	**Productivity**
2019-2020	221.1	28.1	7.9
2020-2021	95.1	27.7	3.4
2021-2022	121.1	12.1	10.0
Three-Year Program Total	437.3	67.9	6.4
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the Kinesiology Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 48.1% to institution-level rate of 74.7% over the past three years.] Between 2019-2020 and 2020-2021, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity). Between 2020-2021 and 2021-2022, enrollment increased while capacity decreased, resulting in an increase in fill rate.

Productivity ranged from 3.4 to 10.0 over the past three years. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 6.4 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include 23 Kinesiology section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

The pandemic and district guidelines were a factor in decreased fill rates and productivity. As the pandemic began to subside, the Kinesiology program's fill rate and productivity increased. We have started to adjust our classroom capacities to better reflect their actual capacity limits and equipment availability. The department also needs to continue evaluating the courses and day/time offerings to better meet our students' needs.

4. Labor Market Demand

This section does not apply to the Kinesiology Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
Health	95.3%	--	--	***76.2%***		***X***
HELH-100	93.5%		X	84.1%	--	--
HELH-106	95.6%	--	--	***75.8%***		***X***
HELH-109	90.9%		X	81.8%		X
HELH-115	84.6%		X	***46.2%***		***X***
Kinesiology	94.1%	-	--	***87.8%***	***X***	
KINE-100	94.9%	--	--	***92.4%***	***X***	
KINE-100B	97.6%	X		***95.1%***	***X***	
KINE-101	100%	X		100%	X	
KINE-103	***88.3%***		***X***	81.5%	--	--
KINE-112	100%	X		***100%***	***X***	
KINE-112B	100%	X		100%	X	
KINE-113	88.9%		X	88.9%	X	
KINE-113B	88.9%		X	88.9%	X	
KINE-115	87.5%		X	87.5%	X	
KINE-123	94.4%	--	--	***63.9%***		***X***
KINE-123B	85.7%		X	85.7%	X	
KINE-125	92.9%		X	92.9%	X	
KINE-125B	100%	X		100%	X	
KINE-127	100%	X		100%	X	
KINE-127B	100%	X		100%	X	
KINE-129	93.6%	--	--	88.2%	X	
KINE-129B	***82.8%***		***X***	79.3%		X
KINE-130	94.0%	--	--	83.1%	--	--
KINE-130B	***88.5%***		***X***	84.6%	X	
KINE-131	***73.7%***		***X***	***68.4%***		***X***
KINE-131B	100%	X		100%	X	
KINE-133	93.0%		X	85.9%	X	
KINE-133B	91.7%		X	91.7%	X	
KINE-139	***82.8%***		***X***	***69.0%***		***X***

KINE-139D	100%	X		100%	X	
KINE-141	100%	X		87.5%	X	
KINE-146	95.2%	--	--	95.2%	X	
KINE-146B	100%	X		100%	X	
KINE-148	95.2%	--	--	79.5%		X
KINE-148B	100%	X		75.0%		X
KINE-151	93.8%	--	--	***87.0%***	***X***	
KINE-151B	95.0%	--	--	87.6%	X	
KINE-151C	94.7%	--	--	84.2%	--	--
KINE-154	96.2%	X		76.9%		X
KINE-154B	100%	X		***50.0%***		***X***
KINE-160	***100%***	***X***		***98.5%***	***X***	
KINE-169	100%	X		***100%***	***X***	
KINE-174	97.4%	X		***96.5%***	***X***	
KINE-176	97.7%	X		***97.7%***	***X***	
KINE-176B	100%	X		***100%***	***X***	
KINE-190	100%	X		83.3%	--	--
KINE-200	96.0%	X		***96.0%***	***X***	
KINE-201	***91.1%***		***X***	81.3%		X
Program Level	**94.6%**			**83.2%**		
Institutional Level	90.4%			74.8%		

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Kinesiology Program was significantly higher than the rate at the institutional level. The retention rates for KINE-103, KINE-129B, KINE-130B, KINE-131, KINE-139, and KINE-201 were significantly lower than the program-level rate. The retention rate for KINE-160 was significantly higher than the program-level rate. The retention rate for the Kinesiology Program falls in the fourth quartile (Q4) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Kinesiology is among the top 25% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Kinesiology Program was significantly higher than the rate at the institutional level. The successful course completion rates for Health, HELH-106, HELH-115, KINE-123, KINE-131, KINE-139, and KINE-154B were significantly lower than the program-level rate. Other Kinesiology Program courses (highlighted in the table) had successful course completion rates that were significantly higher than the program-level rate. The successful course completion

rate for the Kinesiology Program falls in the third quartile (Q3) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Kinesiology falls within the 50%-75% range of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (11.4%) was significantly lower than the difference at the institutional level (15.6%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Kinesiology area of study and courses claimed a difference (between retention and successful course completion) that exceeded 10%:

- *KINE-154B (50.0%)*
- *HELH-115 (38.4%)*
- *KINE-123 (30.5%)*
- *KINE-148B (25.0%)*
- *HELH-106 (19.8%)*
- *KINE-154 (19.3%)*
- *Health (19.1%)*
- *KINE-190 (16.7%)*
- *KINE-148 (15.7%)*
- *KINE-139 (13.8%)*
- *KINE-141 (12.5%)*
- *KINE-130 (10.9%)*
- *KINE-151C (10.5%)*

Program Reflection:

The Kinesiology program's retention rate was significantly higher than the rate of the institutional average, which our department has worked to improve on since our previous program review. Faculty will continue to evaluate student progress and encourage those students who are having difficulty by providing guidance and assistance. The department currently requests that faculty drop students after two weeks on non-attendance. The faculty will be examining strategies to support students and help retain them in their respective classes.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
African American/Black	92.9%	***87.5%***	73.2%	***66.6%***
Latinx/Hispanic			80.1%	***71.2%***
First Generation			82.7%	***73.9%***
Veteran			84.1%	***72.6%***
19 or less			82.1%	***73.1%***

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the five demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the five groups listed above.

Within the Kinesiology Program, the retention rate among African American/Black students was significantly higher than the rate at the institutional level.

Within the Kinesiology Program, the successful course completion rates among African Americans/Blacks, Latinx/Hispanics, First Generation students, Veterans, and students ages 19 or less were significantly higher than the rates at the institutional level.

These patterns are consistent with the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly higher than the institution-level rates for both retention and successful course completion. (See Section I.B.1 above).

Program Reflection:

Within the Kinesiology program, the successful course completion rates among African Americans/Blacks, Latinx/Hispanics, First Generation students, Veterans, and students ages 19 or less were significantly higher than the rates at the institutional level. The above-mentioned demographic groups' success can be attributed to the effort of our faculty and support staff within the department. Early intervention practices have helped improve the retention rates within the above-mentioned five demographic groups. A key factor in the retention success is most of our classes are offered in-person, and data indicates that students are succeeding at a greater rate when enrolling in in-person courses, versus online or hybrid course offerings,

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
KINE-130						
In-Person vs. Hybrid	80.0%	84.6%		80.0%	69.2%	
In-person vs. Online	80.0%		98.0%	80.0%		80.4%
Hybrid vs. Online		84.6%	98.0%		69.2%	80.4%
HELH-106						
In-person vs. Online	97.8%		93.4%	86.8%		75.0%
KINE-176						
In-person vs. Online	97.1%		100%	97.1%		100%

KINE-201						
In-person vs. Online	92.0%		91.7%	92.0%		81.7%
KINE-148						
Hybrid vs. Online		100%	95.8%		77.8%	79.2%
KINE-148B						
Hybrid vs. Online		100%	100%		66.7%	50.0%
KINE-151						
Hybrid vs. Online		88.9%	92.3%		66.7%	84.6%
KINE-151B						
Hybrid vs. Online		100%	100%		50.0%	75.0%
KINE-151C						
Hybrid vs. Online		100%	100%		0.0%	50.0%
KINE-160						
Hybrid vs. Online		100%	100%		100%	100%
Program Total						
In-Person vs. Hybrid	80.0%	84.6%		80.0%	***69.2%***	
In-person vs. Online	89.2%		98.4%	87.2%		88.2%
Hybrid vs. Online		92.3%	97.2%		67.9%	71.5%
Institutional Total						
In-person vs. Hybrid	86.6%	***80.2%***		69.0%	***62.0%***	
In-person vs. Online	85.1%		***81.5%***	72.2%		***63.2%***
Hybrid vs. Online		***79.1%***	81.0%		***61.5%***	64.0%

Source: SQL Course Sections Files

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

RPIE Analysis: Over the past three years, ten courses within the Kinesiology Program have been offered through at least two delivery modes within the same academic year. In 2019-2020, KINE-130 was offered through in-person, hybrid, and online formats. In 2020-2021, KINE-130 was offered through hybrid and online formats. In 2021-2022, KINE-130 was offered through in-person and online formats. In 2019-2020, HELH-106 was offered through in-person and online formats. In 2020-2021, KINE-176 was offered through in-person and online formats. In 2019-2020, KINE-201 was offered through in-person and online formats. In 2020-2021, KINE-148, KINE-148B, KINE-151, KINE-151B, KINE-151C, and KINE-160 were offered through hybrid and online formats. This analysis focuses on program-level rates. Details for the course level are reported in the table above.

Within the Kinesiology Program:

- *The retention rate in in-person sections was lower than the retention rate in hybrid sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate in hybrid sections was significantly lower than the rate in in-person sections.*
- *The retention rate in in-person sections was lower than the retention rate in online sections. (The difference was not statistically significant.) This pattern deviates from the findings at the*

institutional level, where the retention rate in online sections was significantly lower than the rate in in-person sections.

- *The retention rate in hybrid sections was lower than the retention rate in online sections. (The difference was not statistically significant.) This pattern reflects the findings at the institutional level, where the retention rate in hybrid sections was lower than the rate in hybrid sections (although the difference was statistically significant).*

Within the Kinesiology Program:

- *The successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in in-person sections. This pattern reflects the findings at the institutional level, where the successful course completion rate in hybrid sections was significantly lower than the rate in in-person sections.*
- *The successful course completion rate in in-person sections mirrored the successful course completion rate in online sections. This pattern deviates from the findings at the institutional level, where the successful course completion rate in online sections was significantly lower than the rate in in-person sections.*
- *The successful course completion rate in hybrid sections was lower than the successful course completion rate in online sections. (The difference was not statistically significant.) This pattern reflects the findings at the institutional level, where the successful course completion rate in hybrid sections was lower than the rate in online sections (although the difference was statistically significant).*

Program Reflection:

The retention rate in in-person sections was lower than the retention rates of online and hybrid sections in the three-year focus period. This was due to our in-person classes being moved online during the pandemic and many students did not want to enroll in activity-based classes the following year/semester as online offerings due to the district's pandemic protocols. Successful course completion rates of in-person course offerings mirrored those at the institutional level. The Kinesiology Program had lower completion rates for hybrid sections compared to in-person offering, again strengthening the importance of in-person activity-based course offerings within the department.

C. Student Achievement

1. Program Completion

	2019-2020	2020-2021	2021-2022
Degrees			
Kinesiology: AA-T	3	6	2
Institutional: AA-T Degrees	**151**	**159**	**151**
Average Time to Degree (in Years) [+]			
Kinesiology: AA-T	*	*	*
Institutional: AA-T Degrees	**3**	**3**	**4**

Source: SQL Award Files

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2019-2020 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2010-2011 or later. Among 2020-2021 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2011-2012 or later.

RPIE Analysis: The number of AA-T degrees conferred by the Kinesiology Program decreased by 33.3% between 2019-2020 and 2021-2022. Over the same period, the number of AA-T degrees conferred by the institution remained stable. The Kinesiology Program accounted for 2.0% of the AA-T degrees conferred in 2019-2020 and 1.3% of those conferred in 2021-2022. For all three years, the average time to degree is not reported due to small cohort sizes.

Program Reflection:

The Kinesiology program needs to continue to improve its completion rate. The department faculty, along with Counseling Department assistance, must continue to collaborate to identify and mentor Kinesiology majors. The Kinesiology program is looking into developing local certificates to improve the rate of degree completion. The program is also active in the guided pathways conversation and has drafted a pathway for use.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Kinesiology Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review (Courses with last review dates of 6 years or more must be scheduled for immediate review)	Has Prerequisite* Yes/No & Data of Last Review	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* & Academic Year	No Change
HELH	100	5/7/2013		S		
HELH	106	5/21/2020	Modification Credit Course			X
HELH	109	1/1/1986		S		
HELH	110	4/23/2021	New Course			X
HELH	115	9/1/2021	New Credit Course			X
KINE	100	8/14/2020	Modification Credit Course			X

KINE	100B	8/14/2020	Modification Credit Course			X
KINE	101	8/14/2020	Modification Credit Course			X
KINE	103	8/14/2020	Modification Credit Course			X
KINE	104	8/13/2021	New Credit Course			X
KINE	112	8/14/2020	Modification Credit Course			X
KINE	112B	8/14/2020	Modification Credit Course			X
KINE	113	8/14/2020	Modification Credit Course			X
KINE	113B	8/14/2020	Modification Credit Course			X
KINE	115	8/14/2020	New Credit Course			X
KINE	123	8/14/2020	Modification Credit Course			X
KINE	123B	8/14/2020	Modification Credit Course			X
KINE	124	3/27/2020	New Credit Course			X
KINE	125	8/14/2020	Modification Credit Course			X
KINE	125B	8/14/2020	Modification Credit Course			X
KINE	127	8/14/2020	Modification Credit Course			X
KINE	127B	8/14/2020	Modification Credit Course			X
KINE	129	8/14/2020	Modification Credit Course			X
KINE	129B	8/14/2020	Modification Credit Course			X
KINE	130	8/14/2020	Modification Credit Course			X
KINE	130B	8/14/2020	Modification Credit Course			X
KINE	131	8/14/2020	Modification Credit Course			X
KINE	131B	8/14/2020	Modification Credit Course			X

KINE	133	8/14/2020	Modification Credit Course			X
KINE	133B	8/14/2020	Modification Credit Course			X
KINE	139	8/14/2020	Modification Credit Course			X
KINE	139D	8/14/2020	Modification Credit Course			X
KINE	141	8/14/2020	Modification Credit Course			X
KINE	141D	8/16/2021	New Credit Course			X
KINE	143	8/16/2021	New Credit Course			X
KINE	146	8/14/2020	Modification Credit Course			X
KINE	146B	8/14/2020	Modification Credit Course			X
KINE	147	8/14/2020	Modification Credit Course			X
KINE	148	8/14/2020	Modification Credit Course			X
KINE	148B	8/14/2020	Modification Credit Course			X
KINE	151	8/14/2020	Modification Credit Course			X
KINE	151B	8/14/2020	Modification Credit Course			X
KINE	151C	8/14/2020	Modification Credit Course			X
KINE	154	8/14/2020	Modification Credit Course			X
KINE	154B	8/14/2020	Modification Credit Course			X
KINE	160	8/14/2020	Modification Credit Course			X
KINE	169	8/14/2020	Modification Credit Course			X
KINE	171	8/14/2020	Modification Credit Course			X
KINE	172	8/14/2020	Modification Credit Course			X

KINE	176	8/14/2020	Modification Credit Course			X
KINE	176B	8/14/2020	Modification Credit Course			X
KINE	190	8/14/2020	Modification Credit Course			X
KINE	200	8/14/2020	Modification Credit Course			X
KINE	201	8/14/2020	Modification Credit Course			X
KINE	203	8/12/2022	New Credit Course			X
KINE	272	8/14/2020	Modification Credit Course			X

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or* *Missing Documentation* **& Academic Year**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

The Kinesiology program is looking into creating and implementing local certificates and certificates of achievement in Personal Training and Fitness Specialist.

The majority of curriculum was recently modified for updates and to address the need for online and hybrid modalities to be sustained post the coronavirus emergency waiver. The division now needs to address whether or not courses should be archived, as there has not been a demand for many of them.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
54	44	50		

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years

Program Reflection:

Courses were on a regular assessment schedule until the coronavirus and enrollment challenges changed the scheduling process. Course offerings were also dependent upon instructions from the various academic deans that have changed over the years. Many courses are cancelled if they do not meet certain enrollment criteria and many courses have not been offered due to low enrollment/decreased demand. This is reflected poorly in assessment numbers, as not all courses in TracDat are offered and able to be assessed. To date, revisions still need to be made to update TracDat, though several new courses have not been offered yet. How we track assessment does not benefit our department because the number of courses available far outweighs the number of courses we can offer. The process of planning ahead to assess courses may need to be switched to assessing courses that meet enrollment criteria.

B. Summary of Learning Outcomes Assessment Findings and Actions

Learning outcomes were changed to be more specific to courses at the course level. All courses that are still offered have been assessed within the last 4 years. New courses added to TracDat should have outcomes assessed by the end of this fall 2022. A comprehensive look at curriculum should also consider a comprehensive look at TracDat.

Program Reflection:

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ○ Stability
- ○ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: KINESIOLOGY

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Work with Facilities, Administration, and Budget Committee to improve equipment and facilities.	All sections of the report.	Spring 2023, develop equipment and facility needs and upgrades, along with safety upgrades.	Establish a list of objectives to modernize facilities and equipment. Secure cosmetic changes and address field and classroom safety concerns.
Develop local certificates of achievement.	Enrollment and Degrees Offered	Work with campus faculty who have already implemented certificates in their divisions.	Faculty will develop a certificate or multiple certificates.
The faculty will explore new course offerings.	Demand and Headcount	Fall 2023. Faculty will research new course offerings such as Pickleball, Team Theory	At least two new course offerings will be developed

		classes for each intercollegiate team, and new Fitness Center format for KINE-151.	and proposed to the Curriculum Committee.
Continue PLO, and SLO development and review.	Student Learning Outcomes Assessment	Ongoing for the three-year review cycle. The department will distribute to full-time and adjunct faculty for evaluation. PLO will be evaluated in fall 2023	Completion of year one SLO evaluation. Completion of PLE development and evaluation.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

1. Instructional Equipment and Facility Upgrades: The Fitness Center strength and cardio equipment needs upgrading. All equipment is outdated and most of the equipment does not fit our needs. The faculty and administration will develop a list of needs for upgrading and supporting new curriculum development. The temporary wall between classrooms 601A/601B needs to be replaced with a permanent wall. The outdoor fields and track need to be addressed and upgraded to support intercollegiate class offerings and requirements.
2. Develop Local Certificates and Certificates of Achievement: The Kinesiology Program will work on implementing certificates of achievement in Fitness Training to help bolster interest in the Kinesiology Program and potentially degree interest.
3. New Curriculum Development: The faculty will work to develop the current curriculum that will meet our students' needs.
4. PLO and SLO Development and Review: The department will continue to monitor and review our PLO's and SLO's on an annual basis.

V. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (from Physical Education program review in fall 2019) included the following initiatives:

- Develop strategies to improve online retention and completion rates.
- Develop a kinesiology major mentor program with department faculty to assist student majors.
- The faculty will explore alternative delivery opportunities as well as research and innovation courses.
- Review all B and C courses to adjust the course fill rate and productivity rates.
- Continue SLO, PLO development and review.
- Work with administration, Facilities, and Budget committee to improve facilities and equipment.
- Explore development of a Personal Trainer certificate program.

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

The Kinesiology program did receive Strong Work Force grant funding to upgrade audio and video technology in classrooms 601A and 601B. The department has seen a slight increase in its operating budget since its last program review.

B. Recent Improvements

A recent Strong Work Force grant provided new audio and video equipment for classrooms 601A and 601B which house our dance, spin, and other fitness-related courses. Classroom 603 has been upgraded with more accessible Wi-Fi and new video and computer technology. We have been able to offer several new courses within the department that reflect the current needs of our students.

C. Effective Practices

The Kinesiology program has been privileged to have long-standing, dedicated adjunct faculty that are able to instruct in a variety of courses offered. All faculty have been active participants in SLO evaluation and curriculum revision and development. The Kinesiology Program continues to work closely with the Athletic and Dance programs to coordinate program offerings and resolve scheduling conflicts. Student evaluations reflect positively on faculty and their instruction, professionalism, and care for individual needs.

KINESIOLOGY FALL 2022

Completed by Supervising Administrator:
Jerry Dunlap

Date:
11/10/22

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- The department's strengths and success lie within the program, with its faculty and course offerings.
- The Kinesiology Department's faculty have a varied skill set that allows the department to offer a variety of options and course offerings.
- The Kinesiology Department has increased its enrollment levels annually in our online offerings, for Health 106, Fitness for Life, and Introduction to Kinesiology.
- Faculty have been creative in their classroom management to address each student's varying learning needs.

Areas of concern, if any:

- The ability and capability to attract new and continuing students in activity-based classes remains an ongoing concern. This was also noted on our last program review.
- Faculty must work to develop courses that reflect current student need/demand.
- The decline of the facilities and equipment is a concern that impacts all areas of course delivery and retention. The facilities and equipment need to reflect current fitness and safety standards. This was also noted in our last program review.
- Class size enrollment is a concern, with a shift to online learning throughout the college, we feel our activity-based, in-person classes have been negatively affected.

Recommendations for improvement:

Implement strategic initiative outlined in the Program Review.

Anticipated Resource Needs:

Resource Type	**Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)**
Personnel: Faculty	(1) Additional Full-Time Instructor/Coach to increase the growth, stability, and viability of our Kinesiology Program.
Personnel: Classified	
Personnel: Admin/Confidential	

Instructional Equipment	Increased funding for new fitness center equipment. Current equipment is extremely outdated and does not meet the needs of our current and future students.
Instructional Technology	Increased funding for video equipment for Kinesiology classes to capture class activity and provide real time feedback and instruction.
Facilities	New fitness center equipment, permanent wall between classrooms 601A and 601B, outdoor field repair and maintenance.
Operating Budget	Increase operating budget to help aid in viability and stability of the Kinesiology Program.
Professional Development/ Training	Training for student retention, completion, and recruitment.
Library & Learning Materials	