Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Physical Education

Term/Year of Review: Fall 2019

Summary of Program Review:

The physical education department offers an extensive array of classes. Students are exposed to individual, team, skill acquisition, fitness-related activities as well as dance and athletic competitive courses. The athletic and dance programs are evaluated under a separate program, but are integral contributors to the physical education program. The department also offers several health-oriented courses.

The department developed the transfer degree for Kinesiology (AA-T), utilizing courses from the departments as well as 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:

One of the major strengths of the department does not have institutional/statistical data-driven evidence. However, as we currently are required to conduct student evaluations on all adjunct and full-time faculty, we have been able to collect classroom data. Our student evaluations demonstrate that we have an extremely talented, focused, and challenging adjunct and full-time faculty team. Students appreciate the knowledge, skill sets and classroom instructional environment that is established by our teaching faculty. Because of the varied skill set of our instructors, we are able to 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.

We have growth in some areas such as health and we have statistical decreases in other areas. Our enrollment in online classes, such as Health, Fitness for Life, and Kinesiology have increased and reflect the demands of the working student. Headcount and enrollment have improved in all of the online sections. The department's intent is to continue to train faculty on best online practices to improve completion and retention rates. The online retention and course completion rates are higher than the institutional total. 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 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 the majority of our offerings. Based upon student data and analysis, all of the classes meet the established criterion. For each class evaluated, the assessment included actions and follow-up. The majority of the follow up included revising and rewriting the student learning outcomes to more closely reflect the course objectives. 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 be incorporated into the student learning outcomes.
Average class sizes have increased by 5% over the last three years. In order to address the repeatability issue that was legislatively mandated, faculty have agreed to teach concurrent classes. This results in a class that may have a quite experienced student in weight training (PHYE-151C) to a complete novice (PHYE-151). Faculty have been very creative in their classroom management to address the varying learning needs of each student. However, the statistics become somewhat problematic as the enrollment of students in the advanced classes has a natural drop off. We will continue to offer the 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 appears that in some areas, the capacity has not been updated to reflect the classroom equipment and safety issues that exist. The department will examine each course to determine a realistic capacity and will adjust the course outline. For example, if we only have 25 functioning spin bicycles, our capacity will be limited to 25. Working to increase enrollment will be an active concern. Better advertisement throughout the campus to bring awareness of the variety of offerings will be the first step. Working with the counseling department to promote enrollment will also assist. We also are 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 in reality the enrollment of the advanced students will never reach that limit. At best, enrollment may be 5-6 students.
In addition, the department will continue to survey new trends in exercise and fitness to develop new 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 at a deficit, however, due to the 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 can't fund the relining of the tennis courts. Many of such examples exist. Due to funding, the department is not able to maintain equipment currency. Not being able to provide the latest equipment and equal opportunities for all students acts a barrier by comparison with other local health clubs. Being able to maintain a clean, up-to-date facility is becoming a common observation in student evaluations that are intended to evaluate the instructor. The four year institutions have recognized that the student health or fitness center is their major recruitment tool. Our department does not currently have the capacity to serve as a key point of recruitment. Equipment and facilities are outdated and improvements have not been made in over 15 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 are in need of repair. Showers with wheelchair access are taped off, lockers have withstood extensive use, and the cleanliness of the facility is deteriorating. Our facility looks outdated and lacks any recruitment appeal.
One possible solution to declining enrollments is to also explore alternative courses as well as potential occupational certificate programs in personal training. A certificate program would build on existing coursework as well as require development of additional or supplemental courses. We have several adjunct faculty that also work at local health clubs and will serve as excellent resources to fine tune programs toward where the demand is. We also will explore and

define the needs of local health clubs and personal trainers to determine need and curriculum. A certificate program could assist in managing the enrollment decline.
One other aspect that deserves examination is looking at 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 physical education class into their schedule. The department will research the concept of an open gym 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 particular interest is PHYE-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 one 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 Counseling. The early intervention model should be applied to all students. If each faculty member can follow an early intervention model, students can be referred to a counselor to assist them early on, before it is too late.
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 online success rates are about 4% lower in the CCC system (CCCC Office, 2017 Distance Education Report) overall with age differences. Younger students have a greater success rate due largely to familiarity with technology. The largest reason for students enrolling in an online class is that the course was convenient with individual work schedules, not ability to adequately learn and manage a course in the online platform. The report concluded that "student retention is a faculty training issue and is an important tool to improve retention rates for distance education courses" (p44). The department is recommending extensive training and the hiring of instructional designers to help faculty in the design and management of online classes.
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. One practice would be to establish a kinesiology club that would pair faculty with student majors to better assist in program completion. The physical education department needs to have direct communication with counselors so that when students identify as a major, they are connected with faculty members.

3. Projected Program Growth, Stability, or Viability:

Program Plan: Viable to Stable
The Physical Education department is currently in a mode 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 physical education not a requirement for the transfer students we are concerned that this contributes to a decrease in enrollment. It is imperative 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 physical education 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 best practices. Specific training and working with curriculum design facilitator may assist in improving not only retention, but also completion rates for distance education classes.
Faculty need to continue to develop new curriculum. The fact that the department has not been allowed to hire new full-time faculty for over 10 years means that we are limited in our offerings. The program needs new full-time faculty members to revitalize the curriculum and draw from more current trends in the field.
The facilities are in need of serious upgrading and modernization. The technology in the two buildings does not reflect current standards. Faculty and students are not able to use computer resources due to a lack of a viable and reliable wifi system. Online classes would be assisted with the availability of programs that assist in student communication, such as PRONTO and early alert systems when students demonstrate trends toward unsatisfactory achievement. Software that would communicate majors from the Counseling department will also assist in improving the graduation rates for our major and identifying and mentoring prospective majors. Efforts to advertise the course offerings to prospective and returning students will be conducted by the department with coordination with the Counseling faculty.

B. New Objectives/Goals:

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

Program Review Report Fall 2019

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	**Physical Education (PHYE)**	
Area of Study	Health	
Degrees / Certificates		Kinesiology: AA-T
Courses	HELH-100	PHYE-100/B
	HELH-106	PHYE-101
	HELH-109	PHYE-102A/B
		PHYE-103
		PHYE-112/B
		PHYE-113/B
		PHYE-123/B
		PHYE-125/B
		PHYE-127/B
		PHYE-129/B
		PHYE-130/B
		PHYE-131/B
		PHYE-133/B
		PHYE-139/D
		PHYE-141
		PHYE-146/B
		PHYE-147
		PHYE-148/B
		PHYE-149/B
		PHYE-150
		PHYE-151/B/C
		PHYE-152/B
		PHYE-153
		DANS/PHYE-154/B
		PHYE-160
		PHYE-162
		PHYE-169
		PHYE-171
		PHYE-172
		PHYE-174
		PHYE-176/B
		PHYE-190
		PHYE-199
Taxonomy of Programs, August 2019		PHYE-200
		PHYE-201
		PHYE-272

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2016-2017	2017-2018	2018-2019	% Change over 3-Year Period
Headcount				
Within the Program	1,942	1,875	1,586	-18.3%
Across the Institution	8,930	8,843	8,177	-8.4%
Enrollments				
Health	**570**	**618**	**564**	**-1.1%**
HELH-100	49	50	28	-42.9%
HELH-106	502	568	536	6.8%
HELH-109	19	--	--	--
Physical Education	**2,201**	**2,045**	**1,622**	**-26.3%**
PHYE-100	59	51	32	-45.8%
PHYE-100B	6	22	18	200%
PHYE-101	--	--	--	--
PHYE-102A	11	--	--	--
PHYE-102B	1	--	--	--
PHYE-103	71	116	117	64.8%
PHYE-112	25	26	17	-32.0%
PHYE-112B	9	3	13	44.4%
PHYE-113	24	31	8	-66.7%
PHYE-113B	9	6	5	-44.4%
PHYE-123	29	27	25	-13.8%
PHYE-123B	10	8	5	-50.0%
PHYE-125	21	6	23	9.5%
PHYE-125B	10	8	5	-50.0%
PHYE-127	10	--	6	-40.0%
PHYE-127B	--	--	1	--
PHYE-129	138	87	82	-40.6%
PHYE-129B	30	28	22	-26.7%
PHYE-130	181	104	100	-44.8%
PHYE-130B	40	34	24	-40.0%
PHYE-131	42	51	32	-23.8%
PHYE-131B	11	6	8	-27.3%
PHYE-133	71	92	48	-32.4%
PHYE-133B	11	20	9	-18.2%
PHYE-139	16	45	23	43.8%
PHYE-139D	--	2	1	--
PHYE-141	--	12	15	--
PHYE-146	59	45	16	-72.9%
PHYE-146B	5	14	1	-80.0%

PHYE-147	--	--	--	--
PHYE-148	64	58	46	-28.1%
PHYE-148B	23	7	12	-47.8%
PHYE-149	40	--	15	-62.5%
PHYE-149B	--	--	--	--
PHYE-150	--	--	--	--
PHYE-151	313	282	213	-31.9%
PHYE-151B	114	114	84	-26.3%
PHYE-151C	38	31	33	-13.2%
PHYE-152	--	14	--	--
PHYE-152B	--	1	--	--
PHYE-153	6	--	--	--
DANS/PHYE-154	45	10	21	-53.3%
DANS/PHYE-154B	10	5	2	-80.0%
PHYE-160	328	332	317	-3.4%
PHYE-162	--	--	--	--
PHYE-169	16	13	14	-12.5%
PHYE-171	9	--	--	--
PHYE-172	--	--	--	--
PHYE-174	55	57	45	-18.2%
PHYE-176	87	89	35	-59.8%
PHYE-176B	53	35	9	-83.0%
PHYE-190	--	--	--	--
PHYE-199	--	--	--	--
PHYE-200	--	6	--	--
PHYE-201	101	148	124	22.8%
PHYE-272	--	--	--	--
Within the Program	2,771	2,663	2,187	-21.1%
Across the Institution	36,525	36,115	32,545	-10.9%

Source: SQL Enrollment Files
Concurrent courses are reported separately.

<u>RPIE Analysis</u>: The number of students enrolled (headcount) in the Physical Education program decreased by 18.3% over the past three years, while headcount across the institution decreased by 8.4%. Similarly, enrollment within the Physical Education Program decreased by 21.1%, while enrollment across the institution decreased by 10.9%.

Enrollment in the following courses and area of study changed by more than 10% (±10) between 2016-2017 and 2018-2019:

Courses with enrollment increases:

- *PHYE-100B (200%)*
- *PHYE-103 (64.8%)*
- *PHYE-112B (44.4%)*
- *PHYE-139 (43.8%)*
- *PHYE-201 (22.8%)*

Area of Study with enrollment decrease:

- *Physical Education (-26.3%)*

Courses with enrollment decreases:

- *PHYE-176B (-83.0%)*
- *PHYE-146B (-80.0%)*
- *DANS/PHYE-154B (-80.0%)*
- *PHYE-146 (-72.9%)*
- *PHYE-113 (-66.7%)*
- *PHYE-149 (-62.5%)*
- *PHYE-176 (-59.8%)*
- *DANS/PHYE-154 (-53.3%)*
- *PHYE-123B (-50.0%)*
- *PHYE-125B (-50.0%)*
- *PHYE-148B (-47.8%)*
- *PHYE-100 (-45.8%)*
- *PHYE-130 (-44.8%)*
- *PHYE-113B (-44.4%)*
- *HELH-106 (-42.9%)*
- *PHYE-129 (-40.6%)*
- *PHYE-127 (-40.0%)*
- *PHYE-130B (-40.0%)*
- *PHYE-133 (-32.4%)*
- *PHYE-112 (-32.0%)*
- *PHYE-151 (-31.9%)*
- *PHYE-148 (-28.1%)*
- *PHYE-131B (-27.3%)*
- *PHYE-129B (-26.7%)*
- *PHYE-151B (-26.3%)*
- *PHYE-131 (-23.8%)*
- *PHYE-133B (-18.2%)*
- *PHYE-174 (-18.2%)*
- *PHYE-123 (-13.8%)*
- *PHYE-151C (-13.2%)*
- *PHYE-169 (-12.5%)*

**Note: While enrollments among concurrent courses 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:

Enrollment analysis demonstrates increases in some areas and decreases in others. The increase in online and our capstone kinesiology class is a strength to continue to build on. As a result of analysis by faculty, it has been determined that possible solutions to address declining enrollments include; review current curriculum for currency, development of new curriculum to meet student needs, better promotion of the program through working with Counseling staff, and explore possibility of development of certificate programs in personal training. The current campus-wide initiatives and direction towards transfer students present a serious challenge for our department, as classes are not accepted at transfer institutions. As a result, the department must be more creative engaging new students into the program. It is important that the facilities and equipment also be evaluated and updated to meet current needs and standards. The deterioration of the physical space of the program directly impacts enrollment negatively.

Working with administration, the faculty will examine and provide guidance for the tracking and analysis of concurrently listed classes. The statistics for enrollment should reflect global enrollment as they are combined, not as individual sections.

2. Average Class Size

	2016-2017		2017-2018		2018-2019		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
Health	**22**	**25.9**	**22**	**28.1**	**21**	**26.9**	**27.0**	**3.9%**
HELH-100	2	24.5	2	25.0	2	14.0	21.2	-42.9%

HELH-106	18	27.9	20	28.4	19	28.2	28.2	1.1%
HELH-109	2	9.5	--	--	--	--	9.5	--
Physical Education	**208**	**10.6**	**185**	**11.1**	**153**	**10.6**	**10.7**	**0.0%**
PHYE-100/B	6	17.7	8	9.1	6	8.3	9.4	-53.1%
PHYE-101	--	--	--	--	--	--		--
PHYE 102A/B	2	6.0	--	--	--	--	6.0	--
PHYE-103	3	23.7	5	23.2	5	23.4	23.4	-1.3%
PHYE-112/B	5	6.8	4	7.3	4	7.5	7.2	10.3%
PHYE-113/B	4	8.3	4	9.3	2	6.5	8.3	-21.7%
PHYE-123/B	6	6.5	4	8.8	4	7.5	7.4	15.4%
PHYE-125/B	4	7.8	2	6.5	4	6.3	6.9	-19.2%
PHYE-127/B	1	10.0	--	--	2	3.5	8.0	-65.0%
PHYE-129/B	15	11.2	12	9.6	11	9.5	10.2	-15.2%
PHYE-130/B	22	10.0	10	13.8	10	12.4	11.5	24.0%
PHYE-131/B	4	13.3	4	14.3	4	10.0	12.5	-24.8%
PHYE-133/B	9	9.1	12	9.3	6	9.5	9.3	4.4%
PHYE-139/D	1	16.0	3	15.7	3	8.0	12.4	-50.0%
PHYE-141	--	--	1	12.0	1	15.0	13.5	--
PHYE-146/B	5	12.8	6	9.8	2	8.5	10.8	-33.6%
PHYE-147	--	--	--	--	--	--	--	--
PHYE-148/B	10	8.7	8	8.1	8	7.3	8.1	-16.1%
PHYE-149/B	2	20.0	--	--	1	15.0	18.3	-25.0%
PHYE-150	--	--	--	--	--	--	--	--
PHYE-151/B/C	53	8.8	52	8.2	46	7.2	8.1	-18.2%
PHYE-152/B	--	--	2	7.5	--	--	7.5	--
PHYE-153	1	6.0	--	--	--	--	6.0	--
DANS/PHYE-154/B	7	7.9	2	7.5	2	11.5	8.5	45.6%
PHYE-160	14	23.2	14	23.7	13	24.4	23.8	5.2%
PHYE-162	--	--	--	--	--	--	--	--
PHYE-169	2	8.0	2	6.5	2	7.0	7.2	-12.5%
PHYE-171	1	9.0	--	--	--	--	9.0	--
PHYE-172	--	--	--	--	--	--	--	--
PHYE-174	7	7.9	7	8.1	6	7.5	7.9	-5.1%
PHYE-176/B	20	7.0	15	8.3	4	11.0	7.9	57.1%
PHYE-190	--	--	--	--	--	--	--	--
PHYE-199	--	--	--	--	--	--	--	--
PHYE-200	--	--	1	6.0	--	--	6.0	--
PHYE-201	4	25.3	7	21.1	7	17.7	20.7	-30.0%
PHYE-272	--	--	--	--	--	--	--	--
Program Average*	230	12.0	207	12.9	174	12.6	12.5	5.0%
Institutional Average*	1,474	24.8	1,406	25.7	1,313	24.8	25.1	1.2%

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:

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

Total # Sections

It is not the average of the three annual averages.
Average class size calculations for all concurrent sections are listed under the parent course.

<u>RPIE Analysis</u>: Over the past three years, the Physical Education Program has claimed an average of 12.5 students per section. The average class size of 25.1 students per section across the institution has exceeded the average class size within the program during this period. The average class size in the Physical Education program increased by 5.0% over the past three years. Average class size at the institutional level increased by 1.2% over the same period.

Average class size in the following course changed by more than 10% (±10%) between 2016-2017 and 2018-2019:

Courses with increases in average class size:

- *PHYE-176/B (57.1%)*
- *DANS/PHYE-154/B (45.6%)*
- *PHYE-130/B (24.0%)*
- *PHYE-123/B (15.4%)*
- *PHYE-112/B (10.3%)*

Courses with decreases in average class size:

- *PHYE-127/B (-65.0%)*
- *PHYE-100/B (-53.1%)*
- *PHYE-139/D (-50.0%)*
- *HELH-100 (-42.9%)*
- *PHYE-146/B (-33.6%)*
- *PHYE-201 (-30.0%)*
- *PHYE-149/B (-25.0%)*
- *PHYE-131/B (-24.8%)*
- *PHYE-113/B (-21.7%)*
- *PHYE-125/B (-19.2%)*
- *PHYE-151/B/C (-18.2%)*
- *PHYE-148/B (-16.1%)*
- *PHYE-129/B (-15.2%)*
- *PHYE-169 (-12.5%)*

Program Reflection:

Working with administration, the faculty will examine and provide guidance for the tracking and analysis of concurrently listed classes. The statistics for class size should reflect global enrollment as they are combined, not as individual sections. Faculty will work with administration to adjust class size to reflect actual capacity. Faculty will continue to work to build average class size. Increasing awareness of our classes and programs using campus media will assist in efforts to increase class size. Administrative staff will work with Counseling staff to promote classes to students during registration.

3. Fill Rate and Productivity

	Enrollments*	Capacity	Fill Rate
2016-2017	2,433	3,527	69.0%
2017-2018	2,259	3,137	72.0%
2018-2019	1,865	2,587	72.1%
Three-Year Program Total	6,557	9,251	70.9%

Institutional Level	94,614	117,777	80.3%
Productivity*			
	FTES	**FTEF**	**Productivity**
2016-2017	232.6	20.3	11.5
2017-2018	218.5	17.8	12.2
2018-2019	180.6	17.9	10.1
Three-Year Program Total	631.8	56.0	11.3
Source: SQL Enrollment and Course Sections Files *Crosslisted and concurrent courses are reported as one observation.*			

RPIE Analysis: Fill rates within the Physical Education Program tend to be lower than the fill rates at the institutional level. [Compare program-level rate of 70.9% to institution-level rate of 80.3% over the past three years.] Between 2016-2017 and 2017-2018, capacity decreased at a higher than enrollments, resulting in an increase in fill rate. Between 2017-2018 and 2018-2019, capacity decreased at a similar rate as enrollment, resulting in a stable fill rate.

Productivity ranged from 10.1 to 12.2 over the three-year period. The three-year program productivity of 11.3 is lower than the target level of 17.5, which reflects 1 FTEF accounting for 17.5 FTES across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.) Productivity has not been calculated at the institutional level.

**Note: Fill rates and productivity reported in the table do not include 29 Physical Education and Health course section offerings for summer terms across the three-year period.*

Program Reflection:

Fill rates are also affected by the way we evaluate concurrent courses, using a skewed capacity. Each course does not fill to 30 students, for example. The combination of the concurrent sections should be the criteria used for calculating fill rates. It is still imperative that the department look at course and time offerings to better meet student needs. Faculty will continue to work with counseling staff to promote enrollment in physical education classes to improve fill rates. Faculty will also work to evaluate rosters earlier on in the semester to determine inactive students to improve productivity. In the past, the department's philosophy was that it was the student's responsibility to drop classes. After analysis, we realize this negatively impacts our production statistics. The department now requests faculty drop students after two weeks of non-attendance.

4. Labor Market Demand

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

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	**Rate**	**Course Rate vs. Program Rate**		**Rate**	**Course Rate vs. Program Rate**	
		Above	**Below**		**Above**	**Below**
Health	**92.9%**	**--**	**--**	***79.4%***		***X***
HELH-100	89.8%		X	***77.2%***		***X***
HELH-106	93.1%	--	--	***79.5%***		***X***
HELH-109	94.7%	X		89.5%	X	
Physical Education	**93.4%**	--	--	***87.2%***	***X***	
PHYE-100	***97.9%***	***X***		88.7%	X	
PHYE-100B	93.5%	--	--	91.3%	X	
PHYE-101	--	--	--	--	--	--
PHYE-102A	100%	X		90.9%	X	
PHYE-102B	100%	X		100%	X	
PHYE-103	***89.1%***		***X***	***74.7%***		***X***
PHYE-112	95.6%	X		***95.6%***	***X***	
PHYE-112B	92.0%		X	92.0%	X	
PHYE-113	93.7%	--	--	92.1%	X	
PHYE-113B	100%	X		***100%***	***X***	
PHYE-123	96.3%	X		79.0%		X
PHYE-123B	***82.6%***		***X***	78.3%		X
PHYE-125	94.0%	--	--	92.0%	X	
PHYE-125B	89.5%		X	89.5%	X	
PHYE-127	93.8%	--	--	93.8%	X	
PHYE-127B	100%	X		100%	X	
PHYE-129	***87.0%***		***X***	***78.5%***		***X***
PHYE-129B	90.0%		X	85.0%	--	--
PHYE-130	***90.9%***		***X***	83.4%		X
PHYE-130B	***87.8%***		***X***	79.6%		X
PHYE-131	***82.4%***		***X***	***75.2%***		***X***
PHYE-131B	92.0%		X	88.0%	X	
PHYE-133	***86.7%***		***X***	81.5%		X
PHYE-133B	90.0%		X	87.5%	X	
PHYE-139	91.7%		X	86.9%	X	
PHYE-139D	100%	X		100%	X	
PHYE-141	85.2%		X	85.2%	--	--

PHYE-146	92.5%	--	--	85.0%	--	--
PHYE-146B	90.0%		X	90.0%	X	
PHYE-147	--	--	--	--	--	--
PHYE-148	94.0%	--	--	82.7%		X
PHYE-148B	88.1%		X	85.7%	--	--
PHYE-149	98.2%	X		***98.2%***	***X***	
PHYE-149B	--	--	--	--	--	--
PHYE-150	--	--	--	--	--	--
PHYE-151	93.1%	--	--	84.7%	--	--
PHYE-151B	95.2%	X		88.5%	X	
PHYE-151C	***98.0%***	***X***		89.2%	X	
PHYE-152	100%	X		100%	X	
PHYE-152B	100%	X		100%	X	
PHYE-153	83.3%		X	83.3%		X
DANS/PHYE-154	***88.2%***		***X***	84.2%		X
DANS/PHYE-154B	100%	X		82.4%		X
PHYE-160	***99.7%***	***X***		***98.8%***	***X***	
PHYE-162	--	--	--	--	--	--
PHYE-169	***100%***	***X***		***100%***	***X***	
PHYE-171	***66.7%***		***X***	***55.6%***		***X***
PHYE-172	--	--	--	--	--	--
PHYE-174	***99.4%***	***X***		***96.8%***	***X***	
PHYE-176	***99.1%***	***X***		***99.1%***	***X***	
PHYE-176B	96.9%	X		***95.9%***	***X***	
PHYE-190	--	--	--	--	--	--
PHYE-199	--	--	--	--	--	--
PHYE-200	100%	X		***50.0%***		***X***
PHYE-201	***89.0%***		***X***	***76.1%***		***X***
PHYE-272	--	--	--	--	--	--
Program Level	**93.3%**			**85.4%**		
Institutional Level	89.8%			75.1%		

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program level value.
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.
Concurrent courses are reported separately.

RPIE Analysis: Over the past three years, the retention rate for the Physical Education Program was significantly higher than the rate at the institutional level. The retention rates in the Health Area of Study, PHYE-103, PHYE-123B, PHYE-129, PHYE-130, PHYE-130B, PHYE-131, PHYE-133, DANS/PHYE-154, PHYE-171, and PHYE-201 were significantly lower than the program-level rate. Other Physical Education courses (highlighted in the table) and the Physical Education Area of Study had retention rates that were significantly higher

than the program-level rate. The retention rate for the Physical Education program falls in the 71st percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Physical Education Program was significantly higher than the rate at the institutional level. The successful course completion rates in the Physical Education Area of Study, HELH-100, HELH-106, PHYE-103, PHYE-131, PHYE-171, PHYE-200, and PHYE-201 were significantly lower than the program-level rate. Other Physical Education courses had retention rates that were significantly higher than the program-level rate. The successful course completion rate for Health Occupations falls in the 76th percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (7.9%) was lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP). The following Physical Education courses and area of study claim differences (between retention and successful course completion) exceeding 10%:

- *PHYE-200 (50.0%)*
- *DANS/PHYE-154B (17.6%)*
- *PHYE-123 (17.3%)*
- *PHYE-103 (14.4%)*
- *HELH-106 (13.6%)*
- *Health Area of Study (13.5%)*
- *PHYE-201 (12.9%)*
- *HELH-100 (12.6%)*
- *PHYE-148 (11.3%)*
- *PHYE-171 (11.1%)*

Program Reflection:

Faculty will work to evaluate rosters earlier on in the semester to determine inactive students to improve successful course completion. In the past, the department's philosophy was that it was the student's responsibility to drop classes. After analysis, we realize this helps our retention rates but negatively impacts our successful course completion statistics. The department now requests faculty drop students after two weeks of non-attendance. Faculty will be encouraged to adopt best practices for retaining students and encouraging successful course completion. Faculty will be reviewing successful strategies for encouraging students to stay in class and complete it. Knowing who our students are as well as their many challenging life circumstances may lead faculty to a better understanding and resulting strategies to help them cope. Hopefully successfully helping to stay in class and complete it. Flex day activities promoting these practices will be developed.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
Black/African American	90.5%	***85.8%***	72.9%	***64.2%***
Hispanic			84.6%	***72.9%***

First Generation			84.3%	***73.9%***

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.

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

Within the Physical Education Program, retention and successful course completion rates were significantly higher than the rates at the institutional level for all three groups.

This pattern reflects the findings from the comparison of retention and successful course completion at the program vs. institutional level (with the program-level rates exceeding the institution-level rates). (See Section I.B.1 above).

Program Reflection:

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 Counseling. The early intervention model should be applied to all students. If each faculty member can follow an early intervention model, students can be referred to a counselor to assist them early on, before it is too late.

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			**Successful Course Completion Rates**		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
HELH-106	96.5%	--	***90.4%***	85.0%	--	***75.0%***
PHYE-201	91.7%	--	92.9%	82.4%	--	***73.0%***
Program Total	95.8%	--	***89.7%***	84.6%	--	***74.6%***
Institutional Total	89.3%	--	***86.0%***	70.5%	--	***67.9%***

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.

RPIE Analysis: Over the past three years, two courses offered by the Physical Education Program have been offered through at least two delivery modes within the same academic year. In each year across the three-year period, both HELH-106 and PHYE-201 were offered through both the in-person and online formats.

Within the Physical Education Program:

- *The retention rate in online sections of HELH-106 was significantly lower than the retention rate in in-person sections.*
- *The retention rate in online sections across the Physical Education program (two courses listed in table) was significantly lower than the retention rate in in-person sections.*
- *The successful course completion rates in online sections of HELH-106, PHYE-201, and at the program level (two courses combined) were significantly lower than the successful course completion rate in in-person sections.*

This pattern within the program – with retention and successful course completion rates in in-person sections exceeding the corresponding rates in online sections of the same courses – reflects the findings at the institutional level.

Program Reflection:

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 online success rates are about 4% lower in the CCC system (CCCC Office, 2017 Distance Education Report) overall with age differences. Younger students have a greater success rate due largely to familiarity with technology. The largest reason for students enrolling in an online class is that the course was convenient with individual work schedules, not ability to adequately learn and manage a course in the online platform. The report concluded that "student retention is a faculty training issue and is an important tool to improve retention rates for distance education courses" (p44). The department is recommending extensive training and the hiring of instructional designers to help faculty in the design and management of online classes.

Other areas for improvement include working with online instructors to continue to develop online classes that better reflect best practices. Specific training and working with curriculum design facilitator may assist in improving not only retention, but also completion rates for distance education classes.

C. Student Achievement

1. Program Completion

	2016-2017	2017-2018	2018-2019
Degrees			
Kinesiology: AA-T	8	--	10
Institution: AA-T Degrees	**118**	**144**	**144**
Average Time to Degree (in Years)+			
Kinesiology: AA-T	*	--	5
Institutional: AA-T	**4**	**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 2018-2019 completers, the average time to

degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.

RPIE Analysis: The number of AA-T degrees conferred by the Physical Education Program increased by 25% between 2016-2017 and 2018-2019. Over the same period, the number of AA-T degrees conferred by the institution increased by 22%. Physical Education accounted for 6.8% of the AA-T degrees conferred in 2016-2017 and 6.9% of those conferred in 2018-2019. The average time to degree within the program exceeded the average time to degree across the institution (for the one year in which data were not suppressed due to student cohort size).

Program Reflection:

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. One practice would be to establish a kinesiology club that would pair faculty with student majors to better assist in program completion. The physical education department needs to have direct communication with counselors so that when students identify as a major, they are connected with faculty members.

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

This section does not apply to the Physical Education 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

Subject	**Course Number**	**Date of Last Review**	**Has Prerequisite*** Yes/No	**In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)*	**To Be Archived** *(as Obsolete, Outdated, or Irrelevant)*	**No Change**
PHYE	100B	1/16/2018	No			X
PHYE	100	1/16/2018	No			X
PHYE	101	12/8/2017	No			X
PHYE	102A	1/16/2018	No			X
PHYE	102B	1/16/2018	No			X
PHYE	103	8/11/2014	No			X
PHYE	112B	1/16/2018	No			X
PHYE	112	1/16/2018	No			X
PHYE	113B	1/16/2018	No			X
PHYE	113	1/16/2018	No			X
PHYE	123B	8/11/2013	No	S		
PHYE	123	8/11/2013	No	S		
PHYE	125	8/11/2013	No	S		
PHYE	125B	8/11/2013	No	S		
PHYE	127B	6/10/2017	No			X
PHYE	127	1/16/2018	No			X
PHYE	129	8/1/2018	No			X
PHYE	129B	8/13/2018	No			X
PHYE	130B	1/16/2018	No			X
PHYE	130	1/16/2018	No			X
PHYE	131B	8/1/2018	No			X
PHYE	131	1/16/2018	No			X
PHYE	133	1/16/2018	No			X
PHYE	133B	1/16/2018	No			X
PHYE	139	1/12/2018	No			X
PHYE	139D	1/16/2018	No			X
PHYE	141	1/16/2018	No			X
PHYE	146	1/16/2018	No			X
PHYE	146B	1/16/2018	No			X
PHYE	147	1/16/2018	No			X
PHYE	148B	1/16/2018	No			X
PHYE	148	1/16/2018	No			X
PHYE	149B	1/16/2018	No			X
PHYE	149	1/16/2018	No			X
PHYE	150	5/31/2016	No		Possible archive	
PHYE	151	1/16/2018	No			X
PHYE	151C	1/16/2018	No			X
PHYE	151B	1/16/2018	No			X
PHYE	152	1/16/2018	No			X
PHYE	152B	1/16/2018	No			X

PHYE	154B	1/16/2018	No			X
PHYE	154	1/16/2018	No			X
PHYE	160	1/16/2018	No			X
PHYE	162	8/11/2008	No		Offer su20	X
PHYE	169	8/10/2018	No			X
PHYE	171	8/10/2010	No		Has not been offered	
PHYE	172	8/13/2018	No		Has not been offered	
PHYE	176B	8/11/2013	No			X
PHYE	176	8/19/2013	No			X
PHYE	190	1/13/2017	No			
PHYE	199	1/1/1986	No	S		
PHYE	200	1/16/2018	No			X
PHYE	201	6/1/2018	No			X
PHYE	272	8/10/2010	No		Has not been offered	

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

Program Reflection:

Over 40 courses have been rewritten with updating student learning outcomes, objectives, and course materials. In addition, the student learning outcomes were assessed in the majority of our offerings. Based upon student data and analysis, all of the classes meet the established criterion. For each class evaluated, the assessment included actions and follow-up. The majority of the follow up included revising and rewriting the student learning outcomes to more closely reflect the course objectives. 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 be incorporated into the student learning outcomes.

PHYE-123 and 125 will be revised in 2020. These will need to be assessed for learning outcomes and updated as needed.

We have several courses that we have not been able to successfully offer, due to student enrollment, but feel encouraged to continue looking at possible offerings.

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
56	44	44	79%	79%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree	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
Kinesiology AA-T	3	0	3	0%	100%

Program Reflection:

The original development of student learning outcomes resulted in outcomes that were more global. After one evaluation cycle, reflection resulted in the department changing the program learning outcomes to address three major themes across all courses. The faculty decided that the program learning outcomes were not specific enough for each course, hence the many SLO revisions.
The Kinesiology AAT has recently been revised to reflect changes and communications from articulating universities. This is an ongoing process.

B. Summary of Learning Outcomes Assessment Findings and Actions

The faculty have been engaged in revising and updating the development and assessment of student learning outcomes. Working with the Learning Outcomes Coordinator, a three year evaluation cycle has been established. Analysis has indicated that several courses have not been updated or measured. Several courses have not been offered (PHYE-139D, 150, 153, 162, 172, 190, 271, 272, and HELH-109) for several semesters. Reasoning for not offering have been lack of student enrollment and lack of qualified faculty to teach them. The department faculty need to determine the viability of classes that have not been offered for several semesters. For classes that lack qualified instructors due to subject matter, administration will work with Human Resources to advertise for qualified staff.
Outcomes assessment has indicated positive results. The extensive curriculum revision that has been completed over the last two years reflects new and more accurate student learning outcomes. The original development of student learning outcomes resulted in outcomes that were more global. The curriculum revision has allowed the department to tailor learning outcomes so that they more accurately represent the course objectives.
As a result of the student evaluations, individual action plans were recommended for each course. The results have been shared with the faculty and they will be addressed during the next cycle. Several plans include working with researchers to examine impacts of age as well as comparing differences between time offerings. For example, are later timed courses more successful in both, completion and retention and

completion of student learning outcomes? The faculty will work with the Office of Research and Institutional Effectiveness.
Each full time and adjunct faculty member participates in the evaluation of the student learning outcomes for the classes they teach. Individual plans are developed by faculty. Information is shared individually at division meetings and discussed. Faculty are concerned about student success and the student learning process.
Based upon student evaluations, equipment and facilities remain a concern for faculty. The unit plans have requested improvements in both areas. Rooms that are not attractive or conducive to learning have an indirect impact on student learning outcomes. Lacking adequate equipment is also an identified problem for effective teaching. The fields remain an inadequate learning environment, often posing safety concerns for conducting student activity. The faculty and students will continue to be impacted until these concerns are appropriately addressed.

Program Reflection:

As a result of the preliminary cycle, it was determined that all courses needed SLO revision to better reflect classroom instruction and activity. Each course was evaluated and new outcomes were proposed and accepted. These new outcomes will be assessed in the next evaluation cycle.

IV. PROGRAM PLAN

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

- ● Viability
- O Stability
- O 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: _Physical Education_____
Plan Years: __2019-2022_____

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Develop strategies to improve online retention and completion rates.	Course Retention and Completion	By fall 2020, secure funds to hire an online design instructor to assist faculty in course development and best practices.	Development and evaluation of curriculum as well as course syllabus. Increase retention/completion to establish equity with in-person classes.
Develop a kinesiology major mentor program with department faculty to assist student majors.	Student Achievement and Program Completion	Begin process in spring 2020. Establish a kinesiology club with faculty members. Coordinate with counselors to identify kinesiology majors. Establish a major list of students.	Establishment and advertisement of kinesiology club and establish faculty mentors. With major list identified by counseling staff, establish a contact list and mentor communication once per semester with student majors.
Faculty will explore alternative delivery	Demand/Headcount	Fall 2020. Faculty will research alternative	Data will be analyzed regarding alternate

opportunities as well as research and innovate courses.		formats at like community colleges to determine viability of implementation at NVC. New courses such as Sports Psychology, Spike Ball, and a newly designed fitness course will be developed and proposed to the Curriculum committee.	delivery methods. A minimum of two new courses will be developed and proposed to the Curriculum committee.
Review all B and C courses to adjust the course fill rate and productivity rates.	Fill rate and productivity	Spring 2020. Review all curriculum and adjust fill and productivity to reflect B and C status, thus more accurately reflecting concurrent course enrollment.	Production of fill rate/ productivity document for review by Curriculum committee and Office of Academic Affairs.
Continue SLO, PLO development and review.	Student Learning Outcomes Assessment	Ongoing for SLO- 3 year review plan will be distributed to full time and adjunct faculty to commence evaluation. PLO will be evaluated fall 2019.	Completion of year 1 SLO evaluation. Completion of PLO development and evaluation.
Work with administration, Facilities, and Budget committee to improve facilities and equipment.	All Sections	Spring 2020- develop equipment list and associated budget. Secure wifi in both, 600 and 400 buildings. Draft documentation of identified field areas in need of safety modifications.	Establishment of objectives/list needed to modernize and develop facilities and equipment, incorporate into curriculum as necessary. Secure cosmetic changes; painting, floor refinishing, replacement of acoustical tiles. Address field safety issues.
Explore development of a Personal Trainer certificate program.	Enrollment and Degrees Offered	Spring 2020- establish a community advisory committee made up of local fitness business representatives to determine program need requirements and employment potential.	Based upon advisory committee and faculty input, faculty will either develop a certificate program or will seek alternative career-focused options.

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. Personnel: Faculty
   Explanation: The PE/Athletic department has not had a new hire for over 10 years. It is time to bring new and innovative faculty to the department. In addition, new, adjunct faculty will be hired to teach specialty courses.
2. Instructional Equipment
   Explanation: The equipment is in need of upgrading in order to compete with local health clubs and other community colleges. Faculty and staff will develop a list of needs for upgrading and supporting new curriculum development.
3. Facilities:
   Based on student evaluations and observation, the facilities are in need of serious repair. The locker rooms have not been updated since the building was originally built. Classrooms and hallways need to be painted. Acoustical tiles that have been damaged need to be replaced. The major soundproof wall that divides the two studios is broken and poses a safety concern. Floors need to be stripped and refinished. Fields need to be upgraded and safety hazards need to be addressed. The fields are largely an athletic concern but the Physical Education department also uses the facilities.
4. Operating Budget:
   All items above will require augmenting several existing operating budgets.
5. Professional Training:
   Ongoing training, specifically in online education. Hiring a curriculum design consultant will assist in bringing best practices to the faculty and courses.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

The focus for the 2018-2019 academic year was to revise and evaluate course student learning outcomes. This effort has resulted in every course receiving new student learning outcomes that more clearly reflect the individual courses. The development and revision of the Kinesiology AAT degree has now an accepted structure for us to promote to potential kinesiology majors. Review of student evaluations supports the outstanding effort that our faculty put forth. Our adjunct faculty deserve special acknowledgement as they bring diverse knowledge and skill sets. Our department would be greatly hindered if we had to rely on full time faculty alone.

B. Effective Practices

The Kinesiology Department is fortunate to have long-standing, dedicated adjunct faculty that are able to teach to the variety of courses offered. The staff also work in local health clubs and assist the full time faculty in addressing current trends in the field. All faculty have been actively engaged in SLO evaluation and subsequent curriculum revision. The Kinesiology Department works closely with the Athletic and Dance programs to coordinate program offerings and resolve scheduling issues. Student evaluations reflect positively on faculty expertise, capability, and care and concern.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Jerry Dunlap

Date:

10.30.19

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

-The department's strengths and success lies within the program as a whole, 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 department has evidence that its enrollment continues to increase in the areas of Health, Fitness for Life, and Kinesiology.
-The Kinesiology Department has increased its enrollment levels on an annual basis in all of our online offerings, for Health 106, Fitness for Life and Introduction to Kinesiology. These online courses have excelled in retention and course completion, far exceeding the institutional average.
-The average class size within the department has increased by 5% over the past three years and the trend shows that we will continue with the gradual increase in class sizes.

Areas of concern, if any:

-The ability and capability to attract new and continuing students in activity based classes remains an ongoing concern.
-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 facility and equipment need to reflect current fitness and safety standards.
-Technology- or lack thereof- is interfering with the capacity of faculty to deliver classwork and use technology for in person classes.
-The fact that new full time faculty have not been hired in 10 years is of concern. While we have been fortunate to have long-term, dedicated adjunct faculty, the program is in need of new faculty to update and bring new course options for students.
-The growing need to hire a faculty member or consultant who specializes in online curriculum/course design. The current best practices, new software and design will assist in greater online presence, retention, and performance. The goal is to have equal statistics and comparative results for online and in person courses.

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 FTE
Personnel: Classified	
Personnel: Admin/Confidential	

Instructional Equipment	Update
Instructional Technology	Wifi, instructional support, new computers for faculty & staff
Facilities	Clean, update, address safety concerns
Operating Budget	1 FTE, Updated equipment & facility requests, plan for ongoing equipment & facility maintenance
Professional Development/ Training	Training for Best Practices for Student Retention & Completion Online Course Design Training
Library & Learning Materials	