Kinesiology Program Review

Rubric Evaluation	Kelly Edwards (Same Division Faculty)	Lisa Schultheis (Faculty At-Large)	Paula Schales (Staff At-Large)	Mike Teijeiro (Administrator)
A. Program Information				
Program Mission Statement				
How many criteria are met for the Program Mission statement?	Exceeds expectations for all 8 criteria - Excellent	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 8 criteria - Meets the Standard	Addresses all 8 criteria - Meets the Standard
Reader Feedback	Our purpose and department commitments are clearly stated in KA/ATHL mission statement. We work with the most diverse group of students on the campus. Our goals are transparent and characteristics we want to instill is clearly stated. It also is in lockstep with our college mission.	N/A	I'm not clear on what the activities of the program are. The statement says that faculty work collaboratively with students. What does this collaboration entail?	The PR mission statement does a nice job outlining how faculty focus their instruction to collaborate with students to increase student success. I feel they have acknowledged the need to meet diverse educational needs of our student population and the need for continual growth and understanding in this area. Nice job outlining how the curriculum aligns with transfer requirements, career pathways and Division core values.
Program Learning Outcomes				
Overall, this section:	Addresses all 5 criteria - Meets the Standard	Addresses 3 to 4 of the criteria - Needs Some	Addresses 3 to 4 of the criteria - Needs Some	Addresses all 5 criteria - Meets the Standard

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		Improvement to Meet the Standard	Improvement to Meet the Standard	
Reader Feedback	All the criteria has been met in our Program Learning Outcomes. Our measurable knowledge, skills, or behaviors are clearly stated in our PLOs. It proves clearly state our constant building towards higher order thinking skills, all the while keeping our learning outcomes focused on the student.	The PLO's look good overall! For the 7th one I wasn't sure how it would be measured. Maybe it could be adjusted to say something like "students will be able to anticipate the needs and approaches required for diverse populations with whom they will work as kinesiologists"? In the 6th PLO I suggest you incorporate the sub-bullet point into the main one. I actually like the wording of the sub-bullet point better. It could even replace the main bullet point.	In the first PLO what about saying something like this: Demonstrate a critical understanding of the sub-disciplines of Kinesiology for personal fitness, ... PLO #4, what does it mean to effectively communicate? Can it just say Communicate...? PLO #6a, Students will articulate a philosophy... how about Students will develop a philosophy...? PLO #7, Is promoting respect a goal for the program or will the program promote respect? Do you want the students to become more aware of the needs of diverse populations?	Nice summary of PLSO's. Most importantly our ability to effectively communicate to our student population the essential theories, scientific applications, and ethical considerations related to Kinesiology. This needs to be at the forefront of faculty professional development going forward.
B. FTES - Enrollment Trends				
1. What does the FTES data trend indicate?	FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard	FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard	FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard	FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard

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FTES Narrative Explanation - *Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.*				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 4 of the criteria - Meets the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 4 of the criteria - Meets the Standard
FTES Action Narrative (if applicable) - *Describe the proposed actions for stabilizing/increasing the FTES.*				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	Katy did a great job explaining the reasons for our trends and ways we are working to improve our FTES. Our department is constantly trying to be forward thinkers and create more FTES for our department. We need more full time coaches and invest in our department.	I wasn't sure how the reduced number of full-time faculty impacted enrollment trends (though I appreciate that you would like to see your full-timer #'s increase again). Are there also limited numbers of adjunct available to staff classes? Your ideas about reaching out to high schools and your alignment with CCCPEKD are good. I imagine kinesiology would be very appealing to high school students.	What specific impact has the retirement of faculty had on FTES?	Faculty and the Division Dean will continue to collaborate on ways to increase FTES such as, dual enrollment opportunities, certificate stacking and more directed student outreach/marketing.
C. Sections - Enrollment Trends				
Section Narrative Explanation (If Applicable) - *Explain why the number of sections is flat, increased or decreased.*				

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Overall, in this section:	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 4 of the criteria - Meets the Standard
Section Narrative Explanation (If Applicable) - ***Explain why the number of sections increased while FTES decreased.***				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent		The narrative includes all 3 of the criteria - Meets the Standard	
Reader Feedback	The explanation of the upward trend taking into account all that was stacked against our department during Covid was well thought out and explained. Any person in administration could clearly understand the where and why of our trend.	N/A	N/A	The data trend shows an increase because of COVID and the impact of having every Kinesiology class go online as well as having to schedule every full timer with a Kinesiology class to manage load and enrollment.
D. Productivity - Enrollment Trends				
1. What does the data indicate about the productivity trend?	The program productivity has not decrease by more than 5% - Needs Some Improvement to Meet the Standard	The program productivity has not decrease by more than 5% - Needs Some Improvement to Meet the Standard	The program productivity has not decrease by more than 5% - Needs Some Improvement to Meet the Standard	The program productivity has not decrease by more than 5% - Needs Some Improvement to Meet the Standard
Productivity Narrative Explanation (If Applicable) - ***Explain why the productivity is flat, increased or decreased.***				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard

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Productivity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the productivity number.*				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	The explanation was clearly given of why our enrollment has been down the last two years. The statement of under 5% _4.6%) was given. We also made it very transparent as to why our enrollment was down and why our sections were increased.	If I understand correctly, the inability to teach many of your regular physical activity classes meant you had to increase the number of sections of kinesiology classes to meet load, even if it meant the class sizes were small. Did you also have to offer duplicate sections of the same class? Given t steady upward trend you saw prior to the pandemic, it seems promising that your numbers will rebound now that we are getting back onto campus.	One of the reasons you state for a decrease in enrollments is because students stayed at their respective colleges and didn't take classes outside of their own college. Is there data showing this, before the pandemic and after? The K is missing from the word Kinesiology in the box under "proposed actions for stabilizing/increasing the productivity number".	Faculty and the Division Dean will continue to collaborate on ways to increase FTES such as, dual enrollment opportunities, certificate stacking and more directed student outreach/marketing.
E. Enrollment by Student Demographics				
a. Enrollment by Gender				
Enrollment by Gender Narrative Explanation - *Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.*				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard

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			The narrative includes 2 of the criteria - Needs Some Improvement _	
2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? **(College 2020-21 = 52%Female, 46% Male)**	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent
Enrollment by Gender Action Narrative (If Applicable) - *What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?*				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard			
3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent	
Reader Feedback	Our department is within the gender gap percentage. I agree with Katy, program is parity. We work hard to provide an open environment for both genders in our division.	Looking at the data across departments, your program is the only one with such parity. It is really remarkable. By Gender for Declared Majors. It looks like you have a small error. Enrollment went up (44% to 50) for females if	The trend seems to be increasing for females in Kinesiology in each year excluding 2020-21 perhaps due to the pandemic?	N/A

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		examining the full 5yearspan.		

b. Enrollment by Ethnicity

Rubric Evaluation	Kelly Edwards (Same Division Faculty)	Lisa Schultheis (Faculty At-Large)	Paula Schales (Staff At-Large)	Mike Teijeiro (Administrator)
Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? **(College 2020-21 = 5% African American, 28% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific Islander, 29% White, 4%Decline to State)**	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard

Enrollment by Ethnicity Narrative Explanation (If Applicable) - *Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).*

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Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard			The narrative includes all 3 of the criteria - Meets the Standard

Enrollment by Ethnicity Action Narrative (If Applicable) - *Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.*

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Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard			The narrative is not included
Reader Feedback	As stated before, I believe we are the most diverse	You didn't need to include anything in these sections	N/A	The KINS enrollment numbers are consistent

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	division on our campus and our coaches and teachers are responsible for that. We have to recruit 90% of our students/student athletes. I know we are an outstanding example for the college when it comes to inclusion of ethnicity.	since your enrollment mirrors the college and has remained stable over the last five years. I think it is worth noting however that you have a higher representation of African American students than the college overall (8% vs5%) which also helps to bring this underrepresented group into the college community as a whole.		with the colleges numbers and have remained stable to flat for most ethnicities.
F. Student Course Success				
a. Student Course Success				
1. What does the data trend indicate about overall course success?	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Student Course Success Narrative Explanation - *If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.*				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Student Course Success Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the student's course success percentages.*				

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Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard			The narrative is not included
Reader Feedback	As Katy said, our numbers are consistent with the colleges numbers and have remained stable to flat for most ethnicities.	N/A	N/A	Student course success has increased slightly while FHDA was a virtual campus. Continual work and understanding drives KINS faculty to champion student success.
b. Student Course Success by Student Groups				
3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has decreased over the time span - Meets the Standard	The gap between the two groups has decreased over the time span - Meets the Standard	The gap between the two groups has decreased over the time span - Meets the Standard	The gap between the two groups has decreased over the time span - Meets the Standard
Course Success by Student Groups Narrative Explanation - *Explain why the course success gap is flat, increased or decreased.*				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
Course Success by Student Groups Action Narrative (If Applicable) - *What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?*				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard

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Reader Feedback	The data suggests there is a gap between the two groups. Our interpretation of the data shows the withdrawal rate is higher in the group for African-Am., Latix, Filipinx. as well as the total number for course success. We will monitor through annual program reports the gap and hopefully better identify why the course success gap between the groups. We think some of this has to do with Covid and zoom meetings with our athletes. There was a lack of tangibility with our athletes.	While you still have a 5% success gap between the two groups (as grouped by the college), something you didn't point out was that this gap decreased dramatically over the 5 year period. There was a 17% success gap in 2016-2017 that went down to only 5% in 2020-21(with some fluctuations in intervening years). Is there anything that may have contributed to this big increase in student success? Could the increase in online options have been helpful in some way? (Sorry that the way the rubric is set up it makes is seem like you "need major improvement" for not providing an explanation for the trend, even though the trend is good!) For comparison, the success rates in the 2nd group (Asian/Native American/Pacific Isl/White) didn't change much.	The total number of students in both groups have increased especially in the African American, Latinx, and Filipinx group, until the pandemic. With the increase in that first group the gap has narrowed between the two groups. Who knows why... Is it just due to having a larger sample size?	The data shows an increase in student course success which is higher than the college student course success. However, the data suggests there is a gap between the two groups. Interpretation of the data shows the withdrawal rate is higher in the group for African-Am, Latinx, Filipinx. The KINS faculty will monitor through annual program reports while working with campus support services to better identify why there is a course success gap between the groups and ultimately eliminate those gaps.

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		You mentioned a high withdrawal rate for group 1. That rate seems fairly steady over the 5 year span. Something I noticed was that the withdrawal rate for group 2 increased quite a bit (from 8% to 14%) in 2020-21, bringing it to a % on par with group 1. It is hard to say whether the overall impact of having to offer lots of classes online was helpful (if it was a contributing factor to student success in group 1) or not (if it also led to an increased withdrawal rate in group 2). In any case, the reduction in your success gap is noteworthy.		
G. Student Course Success by Demographics				
a. Student Course Success by Gender				
What does the data indicate about course success?				
Female	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

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Male	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Non-binary	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Course Success by Gender Narrative Explanation - *If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased or decreased.*				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard		The narrative includes all 3 of the criteria - Meets the Standard
Course Success by Gender Action Narrative (If Applicable) - *Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.*				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard			The narrative is not included
Reader Feedback	Our numbers have shown to be stable and the same the last 5 years.	Here again the "needs major improvement" is an artifact of the rubric. Your numbers are steady and success rates by gender are quite close.		KINS has been consistent for the past five years with numbers staying generally flat.
b. Student Course Success by Ethnicity				

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What does the data trend indicate about program student course success by ethnicity?				
African Americans	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Asian	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Filipinx	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Latinx	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Native American	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Pacific Islander	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
White	Course success has decreased over the time	Course success has decreased over the time	Course success has been flat or decreased over the	Course success has decreased over the time

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	span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	time span by no more than 2 percentage point - Meets the Standard	span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Decline to State	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).*				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard		The narrative is not included
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *Describe the reasons for the gap in course success.*				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard		The narrative is not included
Student Course Success by Ethnicity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/improving the course success by ethnicity.*				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard		The narrative is not included
Reader Feedback	Our department works hard to try and create academic success through special programs such as UMOJA. Our school needs	I agree it is hard to say why some groups improved and others declined, and that efforts to improve access to tutoring and	The jump in African American success in 2020-2021 has a really low number of students probably due to the	KINS faculty & Dean will work with student support groups and campus academic services to determine why there is a

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	to create the same kind of program for other ethnicities such as Pacific Islanders.	support for all would be beneficial. For some of these you can't really draw any conclusions given the small samples sizes and large fluctuations from year to year. The two things that stand out are overall improvement in the Latinx group, and a marked improvement in the last year for the African American group. Given the big departure from all prior years, this may be an anomaly. The point about first-gen is a good one– maybe that could be added to the data we see for our future program reviews.	pandemic so just comparing the percentage with prior years might be misleading since considering the trend for the years prior to 2020-2021, the trend shows a decrease. For white students the trend was up until 2021 where there was a precipitous drop along with a lot of withdrawals. This might bean anomaly due to the pandemic. Looking at the data without any input from the students makes it hard to determine remedies to increase success. It would be great to survey students when they withdraw to find out why they are withdrawing.	decrease in course success in Fillipinx, Native American, and White ethnic groups. There has been a concerted effort to provide dedicated tutoring and collaboration with college support to help all groups.