

#10

COMPLETE

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Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Kinesiology

Q2

I.2. Lead Author:

Rob Wojtkowski

Q3

Respondent skipped this question

I.3. Collaborator(s) - List any person that participated in the preparation of this report:

Q4

1.4. Dean/Manager:

Temo Carboni - he took a new job and will be leaving Cuyamaca College in December 2021. The plan is to have an interim Dean/AD in place by early January 2022

Q5

Respondent skipped this question

Initial Collaboration Date with Dean:

Page 2: II. Program Reflection and Description

Q6

II.1. Provide your program's mission statement:

Below is our Kinesiology program's mission statement. Our department is planning on expanding our mission statement by creating a more comprehensive mission statement that encompasses our different degrees and more importantly the importance of learning about, demonstrating and understanding the importance of life long benefits of movement in all our classes.

Exercise Science

Exercise Science Associate in Science Degree

The Exercise Science degree program is designed to prepare students for a variety of careers including education, physical therapy, coaching, personal training and other allied health professions by providing classes oriented toward fitness, wellness and health promotion throughout the lifespan. The major also provides preparation for transfer to a variety of public and private four-year colleges in and out of state in physical education, exercise physiology, kinesiology, nutrition or athletic training, as well as teacher credentialing programs.

Kinesiology A.S. Degree for Transfer to CSU

This degree program (program will be offered starting Fall 2014) is also designed to prepare students for a variety of careers including education, physical therapy, coaching, personal training and other allied health professions by providing classes oriented toward fitness, wellness and health promotion throughout the lifespan. Completion of this degree with appropriate GPA guarantees transfer to a California State University offering degrees in physical education, exercise physiology, kinesiology, nutrition or athletic training, as well as teacher credentialing programs.

Career Opportunities

Aerobics Instructor

Athletics Coach

Athletics Trainer *

Cardiovascular Rehabilitation *

College Professor *

Elementary School Teacher *

Exercise Physiologist *

Health Club Manager *

Personal Trainer

Physical Therapist/ Assistant *

Registered Dietician *

Secondary School Teacher *

Teaching *

* Bachelor Degree or higher required

Certificate in Recreational Leadership – School-Based Programs

This certificate offers specific training for entry-level positions or for advancement in child care and outdoor programs for children and families. It is designed to demonstrate an area of expertise that may be used to attain employment in areas of school-based recreation and fitness programs.

Career Opportunities

Students may find positions in an elementary or middle school, YMCA, recreation center, day or residential camp, or after school day care program. This is a great "stepping-stone" training for those who want to major in exercise science, recreation, elementary education or child development. Provides students with the expertise to enter the entry-level job market with knowledge of sound principles of fitness and developmentally appropriate recreation.

Q7

II.2. How is this program advancing the college mission, vision and values?

Our Kinesiology Department is advancing the college's mission, vision and values. However, as stated later in this program review areas such as student centered, equity, innovation and community can be greatly improved in our department if our four department goals are supported by the college.

Student Centered

The Kinesiology department not only helps our Kinesiology AA-T majors and Exercise Science majors transfer, our guided pathway helps them accomplish this in a two year period of time. Our classes are not only beneficial for our majors, many students on our campus (including faculty, staff and admin) take our Exercise Science classes to help them learn about fitness, individual sports, team sports and combative classes. These students try to incorporate what they learn from these classes into their daily lives. Our program promotes the benefits of movement and tries to create students who have learned the value and benefits of exercise which can help them physically, mentally and emotionally. While we offer a variety of classes for our campus community, our department feels that we can offer a greater variety of classes that are more student friendly if our program review goals listed in this program review are met.

Equity

The Kinesiology department serves a wide range of students at Cuyamaca College. Whether it by race, age or physical ability (adaptive classes), the Kinesiology department serves a wide range of students. However, our department feels that we can help with our campus equity if our program review goals listed in this program review are met.

Student Success

The Kinesiology department has consistently had high student success in our classes. Whether it be our activity classes (fitness, individual sport, team sport or combative classes), our Introduction to Kinesiology class (ES 250), our specific Exercise Science major classes (ES 255), our weight training classes (ES 14abc) or our intercollegiate classes, our students have consistently had success at or above the college's average. This is due to the excellent instructors we have who are both full time and adjunct.

Innovation

The Kinesiology department has tried to be innovative in the types of courses that we offer at Cuyamaca. While this has been difficult the last few years due to budget restrictions, limited FTEF for our area and of course Covid-19, the Kinesiology Department has made some good innovations. The previous Kinesiology Department Chair, Donna Riley, created our off season conditioning classes for our intercollegiate teams (ES 248 & ES 249). These classes allow our student/athletes to train year round to help them in skill improvement, fitness improvement and most importantly improved chance to matriculate to a 4 year university. In the last few years, the Kinesiology Department has offered yoga classes (ES 24abc) that are not only popular but also great for students in these stressful times. One of our full time faculty members, JT Tomaschke, has taught these classes for our department and is planning on getting yoga certified so in the future Cuyamaca might be able to offer a yoga teaching certificate. Another one of our full time faculty members, Pat Thiss, has helped adjust his body building classes (ES 14abc) to accommodate social distancing in a face to face teaching format in our weight training room during these social distancing restrictions due to Covid-19. This is a required class for our Exercise Science majors and a primary fitness elective for our Kinesiology majors. Teaching this class face to face (with social distancing due to Covid-19) is very important for the students to access the curriculum in this class. Our department also added a boot camp class ES 24abc that was becoming more popular before Covid-19 when all our classes went to remote learning. However, our department feels that we can innovate even more if our program review goals listed in this program review are met.

Excellence

Besides our Kinesiology students having good success rates in our classes, our intercollegiate support classes have allowed our student/athletes to not only succeed but to become champions. Our Men's soccer team has won back to back league championships (Fall 2019 & Fall 2021), our Men's Cross Country team had an All-American runner while our Women's golf team had one of the top Freshman at the State Championships. All these accomplishments happened in the Fall of 2021. Needless to say, the intercollegiate off season conditioning classes (especially during this difficult Covid-19 times) undoubtedly helped these student/athletes achieve excellence in their respective sports.

Community

As stated before, the Kinesiology department is a very important department not just for our Kinesiology major students but also for our campus community and the community of Rancho San Diego. Our classes are not only beneficial for our majors, many students on our campus (including faculty, staff and admin) take our Exercise Science classes to help them learn about fitness, individual sports, team sports and combative classes. Our program promotes the benefits of movement and tries to create students who have learned the value and benefits of exercise which can help them physically, mentally and emotionally. While we offer a variety of classes for our campus community, our department feels that we can offer a greater variety of classes that are more student friendly if our program review goals listed in this program review are met.

Q8

II.3. How does your program support the college's strategic goal of implementing guided pathways?

Our Kinesiology department has a guided pathway for both our Kinesiology AA-T and our local Exercise Science degree. These degrees can be completed in a two year time if the student follows the pathway listed by our department.

Q9

Yes

II.4. Is the program description in the current college catalog up to date and accurate?

Page 3: III. Course Curriculum, Assessment and Student Success

Q10

Yes

III.1. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active courses outlines been reviewed within the last five years?

Q11

III.2. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, statewide transfer model curriculum).

Kinesiology is a degree that can lead students to many different careers. Our majors look for careers in bio mechanics, sport psychology, coaching, exercise science teaching (elementary, middle, high school, community college and universities) personal training, physical therapist, registered dietician and athletic training. Our students have a wide range of job interests so our classes in our department need to reflect our student's need to understand a wide range of sports (individual and team), fitness classes and body building.

The Kinesiology department would like to add courses to our curriculum for our Exercise Science and Kinesiology AA-T majors.

Currently we offer for both our Kinesiology AA-T and Exercise Science majors only two individual sport sections for tennis ES 76abc (1 in Fall 2021, 1 planned for Spring 2022) and badminton ES 60abc (0 in Fall 2021, 1 planned for Spring 2022). Our major students do not have enough opportunity (only 1 or 2 a semester) to take these individual sports classes nor the variety of individual sport classes. In the future, we would like to offer individual sports such as pickle ball and table tennis. However, as listed in our program goals in this program review, we need an expansion of our storage area to store the equipment needed to offer these classes.

Currently we offer for both our Kinesiology AA-T and Exercise Science majors many fitness sections such as aerobic dance ES 9abc (1 in Fall 2021, 2 planned for Spring 2022), body building ES 14abc (2 in Fall 2021, 2 planned for Spring 2022), physical fitness ES 19abc (1 in Fall 2021, 2 planned for Spring 2022) and yoga ES 28abc (4 in Fall 2021, 5 planned for Spring 2022). Our department would like to make sure our fitness class section offerings are not being dominated in just one type of fitness class. Also, if a student that has physical limitations, some of these classes can be difficult for them to complete. Moreover, with our department student population older than the average Cuyamaca student population, new classes such as indoor cycling (ES 8abc) would be an excellent fitness class for this student population. This is why we added the curriculum to offer ES 8abc indoor cycling in 2020 so in the future, we would like to offer indoor cycling. However as listed in our program goals in this program review, we need to have our ROC equipment request supported by our college so we can purchase the equipment needed to offer these classes.

Q12

III.3. How is your program meeting the needs of students, and/or articulation with four-year institutions?

Our Kinesiology department has a "Kinesiology for Transfer AA-T" degree that is used by our Kinesiology majors. We also have a local Exercise Science degree that our Kinesiology majors can take. We encourage our Kinesiology majors to get the AA-T for transfer. If they complete the AA-T, they can take the additional classes that are required from our local ES major. The AA-T and local ES majors are similar with the ES major requiring 4 more classes - ES 255, Nutr 158 or 255, Psych 120 & Soc 120.

Q13

Respondent skipped this question

III.4. Please upload the most recent version of your program's course SLO assessment plan. [Click here for an Assessment Plan Template](#)

Q14

III.5. Please provide a high-level analysis of your SLO findings over the past year and discuss what changes, if any, were made as a result. Include any student learning-related successes and challenges that SLO results have revealed for your department.

Due to Covid-19, our department went to 100% ERT classes for the last part of Spring 2020, Summer 2020, Fall 2020, Spring 2021. We offered some face to face classes in the summer of 2021 (intercollegiate classes) while the remainder of our classes were ERT. We finally offered face to face classes in the Fall of 2021. Because our courses in Kinesiology are not ideal for the ERT format, we do not feel that the data from the last year and a half would be a good representation of the SLO data for our department. For example, teaching a soccer class (ES 170abc) in a 100% ERT format is not ideal. Before Covid-19 and being forced to have our classes to be taught in the ERT modality, we only offered ES 250 and ES 272 in a DE modality.

We will be able to get better SLO data from this Fall 2021 semester because many of our classes will return to a face to face modality. However, even this data from Fall 2021 can be skewed differently because of all the social distancing requirements incorporated this Fall 2021 semester. For example, in our ES 14abc (Body Building) the students had to be socially distanced in the weight room class room and they could not interact with the instructor like past semesters. We will be able to analyze the SLO data for our next annual program review (Fall 2022) to see how social distancing requirements from Fall 2021 compare with Fall 2019 data.

Page 4: IV. Degree and Certificate Programs

Q15

Yes

IV.1. Does your program offer any degree/certificate programs?

Page 5: IV. Degree and Certificate Programs

Q16

Respondent skipped this question

IV.2. For each degree and certificate, indicate how many awards were conferred in the past 5-years.

Q17

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

- Kinesiology AA-T
- Exercise Science (local degree)
- Certificate of Specialization - Recreational Leadership (school age programs)

Information from Cuyamaca's Institutional Effectiveness, Success, and Equity Office explained that until the adoption of a curriculum and catalog management system this information can not be attained.

The Kinesiology department can not report on this at this time, however upon adoption of the curriculum management system next year, the department could provide an update.

Q18

Yes

IV.4. Can students complete the degree/certificate requirements within a 2-year period? **Requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

Q19

IV.5. How are you currently assessing your PLOs? *Note: The college requires assessment of PLOs within a 4-year cycle

The Kinesiology Department chair (Rob Wojtkowski) along with the Public Health Department chair (Scott Herrin) and Biology Pre-Allied Health Department chair (Kathryn Nette) are in the process of creating PLO's for the entire Health Science Program. The three department chairs met pre-Covid-19 and discussed program wide PLO's with Tania Jabour who is the Student Learning Outcomes Coordinator at Cuyamaca College. Notes were taken at the meeting with a follow-up meeting to be scheduled to finalize the Health Science Program PLO's. Unfortunately, due to Covid-19 the group has not met to align the Health Science Program's PLO's. Hopefully, this upcoming Spring 2022 semester the group can meet to finalize the Health Science Program's PLO's.

Once the Health Science Program PLO's are in place, the Kinesiology department is planning on changing our departments PLO's. Two past professional development department meetings have already been used to create PLO's for our fitness, individual sport, team sport, combat, and intercollegiate classes. This information will be used to create more meaningful PLO's that can be connected with individual course SLO's.

Team sports such as ES 155abc (basketball), ES 170abc (soccer) and ES 175abc (volleyball) will have PLO's that are similar for each course. Individual sports such as ES 60abc (badminton) and ES 76abc (tennis) will have PLO's that are similar for each course. Fitness classes such as ES 008abc (indoor cycling), ES 09abc (aerobic dance exercise), ES 14abc (body building), ES 19abc (physical fitness), ES 24abc (fitness boot camp), ES 28abc (yoga) will have PLO's that are similar for each course.

Q20

IV.6. Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

If No, briefly explain the plan to revise:

Currently the PLO's are accurate but once the Health Science Program PLO's are in place, the Kinesiology department is planning on changing our departments PLO's. Two past professional development department meetings have already been used to create PLO's for our fitness, individual sport, team sport, combat, and intercollegiate classes. This information will be used to create more meaningful PLO's that can be connected with individual course SLO's.

Page 6: IV. Degrees and Certificate Programs continued

Q21

Yes

IV.7. Are the PLOs mapped to the course SLOs?

Page 7: IV. Degree and Certificate Programs continued

Q22

IV.8. The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade A, B, C or P out of those enrolled at census) for the College as a whole. What is your department or discipline's 4-year (2024-25) goal for success rate across all courses in the department or discipline and how has the department of discipline's success rate across all courses changes within the past 4-years?

Instructional Comprehensive Program Review Fall 2021

Our department goal for 2024 is to have a 77% student rate success rate which is the same as our college's goal. With this in mind, the Kinesiology department wants to help all our students from different demographics reach our 77% success rate goal. While moving our classes to ERT/DE was a challenge for our department, there were some benefits. Many of our ESL students liked having the lecture portion of their lecture/lab courses online. These students were able to review written information multiple times and watch videos multiple times. The Kinesiology department is offering more hybrid and DE classes that will allow our ESL students and all our students the ability to have more time to understand the lecture information in our classes. This will hopefully help with success rate for some of our students.

Below is data collected by our college that reflects the success rate for our Kinesiology department and across some demographics with equity gaps.

ES	Fall 2017	Fall 2019	Fall 2020
Success			
Kin. Dept	86%	86%	82%
White	90%	89%	84%
Black	87% (-3%)	79% (-10%)	72% (-12%)
Asian	82% (-8%)	95% (none)	74% (-10%)
Mid East	70% (-20%)	84% (-5%)	71% (-13%)
Hispanic	80% (-10%)	84% (-5%)	83% (none)

When comparing Fall 2017 to Fall 2019 demographic data for Kinesiology, there was improved equity gaps for Middle Eastern students (20% to 5%) and Hispanic students (10% to 5%). There was no longer an equity gap for Asian students. Black students unfortunately saw their equity gap increase (3% to 10%).

Once Covid-19 and ERT/DE learning took place for Fall 2020, the demographic data shows an increase in the equity gap for Black, Asian and Middle Eastern students. This equity gap in Fall 2020 could have been accelerated by a lack of technology for many of our students. While some students had access to computers and quality internet, many of our students were using only their smartphones and a poor internet connection to take our ERT/DE courses.

Hispanic Kinesiology students in Fall 2020 showed no equity gap.

However, when compared to college wide data (shown below) Kinesiology Black and Hispanic students in Kinesiology did much better than the college wide classes.

College wide	Fall 2020
Success	
White	81%
Black	62% (-19%)
Asian	77% (-4%)
Mid East	79% (-2%)
Hispanic	66% (-15%)

It will be important to compare data from Fall 2021 in our next annual program review to see if the equity gaps for Black, Asian and Middle Eastern students are at the same levels or reduced with the Kinesiology department offering more face to face courses.

Q23

IV.9. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

The Kinesiology department looks at a lot of data to make decisions on course offerings, number of sections offered per course, day/time of course offerings and if a class should be face to face, hybrid or distance education.

From the college wide data, 24% of Kinesiology students are 40 years or older while only 13% of college wide students are 40 years or older. This has been similar over the last few years of analysis for the Kinesiology department. Our goals listed in this program review reflect the need to create courses that are appropriate for our older Kinesiology students. Furthermore, we are trying to offer classes that will meet the needs of our older students whether it be offering classes that are distance education, hybrid or classes (night or weekend classes) that give our students the flexibility to take classes that will work with their busy schedules.

Q24

IV.10. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program? Please discuss all equity gaps identified in the data.

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It will be important to compare data from Fall 2021 in our next annual program review to see if the equity gaps for Black, Asian and Middle Eastern students are at the same levels or reduced with the Kinesiology department offering more face to face courses.

Q25

IV.11. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Once Covid-19 and ERT/DE learning took place for Fall 2020, the demographic data shows an increase in the equity gap for Black, Asian and Middle Eastern students. This equity gap in Fall 2020 could have been accelerated by a lack of technology for many of our students. While some students had access to computers and quality internet, many of our students were using only their smartphones and a poor internet connection to take our ERT/DE courses.

Q26

IV.12. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)? Consider the specific steps your department will take to address equity gaps and discuss any plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.

Short term, the Kinesiology is hoping to see an improvement in equity gaps as we move back to more face to face classes.

Long term, as stated above, while moving our classes to ERT/DE was a challenge for our department, there were some benefits. Many of our ESL students liked having the lecture portion of their lecture/lab courses online. These students were able to review written information multiple times and watch videos multiple times. The Kinesiology department is offering more hybrid and DE classes that will allow our ESL students and all our students the ability to have more time to understand the lecture information in our classes. This will hopefully help with success rate for some of our students.

Q27

IV.13. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

The Kinesiology department transitioned into remote teaching a lot better than what was anticipated in March 2020. Other community college's Kinesiology departments throughout San Diego and California suffered in enrollment and student success, Cuyamaca's Kinesiology department did not. In fact, because of our Kinesiology instructors commitment to be trained in distance education teaching over the summer of 2020 and by reviewing the class schedule and offering classes that would be more appropriate to teach online, our department flourished.

Finishing the Spring 2020 semester was a challenge for many of our instructors due to the fact that only a few of our instructors had any distance education teaching training prior to Spring 2020. In the summer of 2020, DE/ERT training by Cuyamaca College for not only ERT but more importantly distance education training was beneficial to all our department instructors. Besides this DE training, many of the Kinesiology department's professional development meetings were geared for discussions on DE teaching. Whether it be how to effectively engage with students, what type of assignments are best for online sport/fitness classes, best practices to assess students, our faculty shared ideas with their department colleagues. These "brain storming" sessions really helped our faculty embrace online teaching. In fact, some of our students prefer online classes in our department because they can complete these classes at their own pace and not be limited to the day/time of a traditional exercise science class. This flexibility is allowing students to take classes that they never could take because of conflicts with a classes day/time offerings or the fact we might only offer one section per semester.

In the fall of 2021 and spring of 2022 all our individual sport, team sport, combat and body building classes are being offered with a face to face component (body building classes are hybrid). In both the fall 2021 and spring 2022, many of our fitness classes are being offered online. While one section of a fitness class might be appropriate to be distance education, our department is hoping in the future to offer more of our fitness classes to have a face to face component so our students will have an opportunity to take a fitness class that has at least the lab portion of the class meeting face to face. For the Spring 2022 semester, the Kinesiology department is offering four fitness courses with a face to face component (ES 9abc, ES 10, ES 11, ES 28abc) and seven fitness courses that are distance education (ES 9abc, ES 19abc - 2 sections, ES 28abc - 4 sections). Before Covid-19, all eleven of these courses had a face to face component.

Q28

Respondent skipped this question

OPTIONAL DOCUMENT UPLOAD 1: Please upload any data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

Q29

Respondent skipped this question

OPTIONAL DOCUMENT UPLOAD 2: Please upload any other data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

Q30

Yes

Does your program offer courses via distance education excluding emergency remote teaching in 2020-21 (classes that would have been taught in person, if not for the pandemic)?

Page 9: IV. Degree and Certificates Programs continued

Q31

Yes

IV.14. Are there differences in success rates for distance education (online) versus in-person sections?

Q32

IV.15. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

While all our classes for Fall 2020 and Spring 2021 went to an ERT modality, our two classes that were DE, ES 250 and ES 271 had lower success rates when compared to Fall 2019. ES 250 had a Fall 2020 success rate of 63% from a Fall 2019 success rate of 77%. While ES 271 had a Fall 2020 success rate of 62% from a Fall 2019 success rate of 81%.

ES 250 is a 3 unit lecture only class that is more rigorous than some of our lecture/lab activity classes. However, seeing both ES 250 and ES 271 with lower success rates for Fall 2020 when compared to Fall 2019 is puzzling. Perhaps the stress of Covid-19 and having all of a student's classes in an ERT/DE format for the Fall 2020 semester somehow effected the success rate for the students taking these classes. Maybe time management of was a factor for these students when trying to balance all their classes in an ERT/DE modality. Data from Fall 2021 and Spring 2022 will be needed to see if these two classes were effected by our college's having all classes in an ERT/DE modality.

Q33

IV.16. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching) within online courses across the discipline or department?

Our ES 250 classes have increased their regular and effective contact through specific feedback on all written assignments to every student that had any points deducted. Regular announcements were added spring 2020 for weekly assignment deadlines.

Q34

IV.17. What innovative tools and strategies are you using in your online courses to engage students and support student success?

Weekly logs

Short videos to show contact understanding and mastery

Assignments rather than quizzes so students can show high level understanding and critical thinking instead of just repeating facts.

Discussions

Page 10: IV. Degree and Certificate Programs continued

Q35

No

IV.18. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

Page 11: IV. Degree and Certificate Programs continued

Q36

Respondent skipped this question

IV.19. Please share your observations about the employment rate for your program over the past several years.

Q37

Respondent skipped this question

IV.20. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

Q38

Respondent skipped this question

IV.21. What would you like your program's employment rate to be, ideally (stretch goal)?

Page 12: IV. Career Exploration and Program Demand (All Programs)

Q39

IV.22. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)? Please include information on how your program is helping students explore careers in your program area.

Our ES 250 course (Introduction to Kinesiology) is required for all Kinesiology AA-T majors and Exercise Science majors at Cuyamaca College. In this class all jobs in the related fields of Kinesiology are discussed including: bio mechanics, sports psychology, coaching, teaching exercise science, personal training, physical therapy, register dietician and athletic trainer. The students then do a "deep dive" into the specific kinesiology profession that they are interested in pursuing. They look at job requirements, salary scales and education requirement. They then interview a person in their field of interest. Lastly, they review the Bureau of Labor Statistics to see the rate of pay, rate of hiring and projected job growth.

Q40

IV.23. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the California Employment Development Department. You can also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

After review of EMSI data which is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics, it shows for Exercise Physiologists and Exercise Trainer/Group Fitness Instructors, an increase in jobs in San Diego County when compared to the national average. Furthermore, jobs in San Diego County had higher compensation compared to the national average.

Q41

Respondent skipped this question

OPTIONAL - If your program has labor market data to include in your program review, please use the upload button to attach the file.

Page 13: IV. Strengths, Challenges & External Influences

Q42

IV.24. Please describe your program's strengths.

Our Kinesiology program has many strengths. First, our department have very good and dedicated Kinesiology faculty including both full time and part time faculty. We have three full time faculty members in Kinesiology. Most of our adjunct Kinesiology faculty members have taught for our department for many years. Both FT and Adjunct faculty believe in getting our students to "move" in our classes by teaching them the benefits of movement. Therefore, our faculty create a positive environment to demonstrate and gain knowledge of fitness. Whether it be in a fitness class, individual sport class, team sport class or combat class, our students learn the skills and movements necessary to perform the skills in the class and more importantly take these skills with them after the class and into their daily lives.

Another strength, is our AA-T degree in Kinesiology and our Exercise Science degrees. Students can complete either of these degrees in two years. We encourage our majors to complete the AA-T. If they still need to take a few more classes, they can take four additional classes to earn the ES degree.

A strength that is somewhat unique to Cuyamaca College, is the ability for our intercollegiate teams to get "out of season" training with our ES 248 and ES 249 classes. While some colleges offer out of season training classes, our intercollegiate teams get the maximum hours allowed (350 hours) by the CCCAA. This is a huge benefit for our teams as they prepare for the upcoming season and more importantly improve the individual players skills and conditioning to matriculate to universities to participate on the university teams.

Q43

VI.25. Please describe your program's challenges.

Like many programs, we have many challenges in our Kinesiology department.

The biggest challenge is the lack of consistency at our Dean/Athletic Director position. As of December 17, 2021 when this document is due, we will be losing our Dean/AD Temo Carboni. He is resigning to take an interim dean position at another college. His last day will be December 30. Since 2017, we now have had three full time Dean/AD's resign from our division. One left for a better paying district. One left due to health issues and retirement. The last one being Temo who left for another job. This lack of consistent leadership is a major challenge for our program. Whether it be the amount of time our department has an interim Dean/AD or at times no Dean/AD, our faculty and staff feel that they are on a merry-go-round that never moves forward. This is especially important for our faculty that are coaches and have to have an AD's support with budget, facilities, eligibility, CCCAA rules & regulations, transportation and competitions. Spending a year or two with a new Dean/AD, trying to get she or he to understand our departments needs/wants and then seeing them leave really causes a drop in moral for our staff - full time faculty, full time classified, adjunct faculty and part time classified.

Another challenge for the department is the cancellation of two intercollegiate teams (women's volleyball and women's soccer). These teams were cancelled right before the season started on August 15. Not only does our college have some possible issues with compliance with Title IX, our Kinesiology program could have offered classes with the FTEF that was cancelled due to the last minute drop of classes (.58 FTEF for each of these classes/sports). With our colleges low enrollment, the Kinesiology department (along with the Public Health department) could have offered classes that would have had high enrollments with the 1.16 FTEF. In fact, the department chair for Kinesiology was informed a week before the Spring 2022 schedule would be going "live" to the public that both the offseason ES 249 classes for both women's soccer and women's volleyball were being cancelled due to a lack of identified student athletes for women's soccer and a lack of a women's volleyball coach being hired. Once again our Kinesiology program could have offered classes with the FTEF that was cancelled due to the last minute drop of classes (.41 FTEF for each of these classes/sports). With our colleges low enrollment, the Kinesiology department (along with the Public Health department) could have offered classes that would have had high enrollments with the .82 FTEF.

Another challenge is the ability for the Kinesiology department to be innovative in its course offerings due to a lack of funding for equipment and a lack of storage area for current and new equipment. Our department has requested Spin Cycles from the ROC to be able to offer a new class- Indoor Cycling. This equipment request was approved twice by the ROC over the last three years as one of the top ranked priorities to be funded by the college. However, both times the college was not able to fund the request. This Indoor Cycling class will not only be a popular class for all our students (therefore high enrollment), it is especially important for our departments older students and community (data showing our Kinesiology students are older than our college wide students). As far as storage, we currently do not have enough storage for our equipment in Kinesiology. We are working on replacing broken storage areas (soccer/softball shed and shelves in D205 dance room). We also need a new storage area to allow us to expand and innovate our class offerings. For example, two very popular classes that we would like to offer are pickle ball and table tennis. They will not only have high enrollment, they will also be popular classes for our older students (and perhaps our faculty, staff and admin!). However, we do not have storage for the equipment necessary to offer these classes. We are adding a new goal of building a storage area on the backside of the gym to store not only our current equipment but also equipment for our new courses.

Lastly, our facilities tech person resigned this semester. He had been out the entire semester on disability. Unfortunately, we did not hire a substitute during this persons absence and since his resignation in late October, we have not been able to hire a temporary person. With no facilities tech working for our Kinesiology classes (some being intercollegiate classes/practice/games), instructors had to handle classroom cleaning, maintenance, set ups and fix any safety issues - which at times took away from the instructors instruction.

Q44

IV.26. Please describe external influences that affect your program (both positively and negatively).

An external influence that might be causing quick turnover in our Dean/Athletic Director position is the lack of pay by our district. We are losing Dean/AD's to other colleges that offer greater compensation. Furthermore, many current Dean/AD's might not consider leaving their current job for Cuyamaca College due to the discrepancy in pay compared to their current district.

Obviously a huge external influence since March of 2020 is Covid-19. Changing our classes to the ERT format for the remainder of Spring 2020, all of Summer 2020 all of Fall 2020 and all of Spring 2021, had negative aspects to our department. The Kinesiology departments ability to pivot and embrace distance education teaching was also a positive influence. Finishing the Spring 2020 semester was a challenge for many of our instructors due to the fact that only a few had any distance education teaching training prior to Spring 2020. In the summer of 2020, DE training by Cuyamaca College for not only ERT but more importantly distance education training was beneficial to all our department instructors. Besides this DE training, many of the Kinesiology department's professional development meetings were geared for discussions on DE teaching. Whether it be how to effectively engage with students, what type of assignments are best for online sport/fitness classes, best practices to assess students, our faculty shared ideas with their department colleagues. These "brain storming" sessions really helped our faculty embrace online teaching. In fact, some of our students prefer online classes in our department because they can complete these classes at their own pace and not be limited to the day/time of a traditional exercise science class.

Q45

IV.27. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

The Kinesiology department being able to offer some of our lecture/lab fitness classes in a distance education format can help with student success and equity. Allowing students to at least have one section of distance education per fitness class (ES 9abc, ES 19abc, ES 28abc) will give them flexibility to take classes that they never could take because of conflicts with a classes day/time offerings or the fact we might only offer one section per semester.

Page 14: V. Previous Goals

Q46

1. Previous Goal 1:

Have D100 (gym) fitted for air condition so our students can learn more effectively. The Kinesiology (Exercise Science) department offers multiple courses in D100 without air conditioning. D100 has had a temperature measuring of over 95 degrees during many of our classes. Besides being unsafe for our students and especially many of our older students, it is difficult and almost impossible to teach under these conditions. In fact, during a two week span, two ES 155a students had to be carted off to the health office due to heat related issues.

Q47

Student Validation & Engagement

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q48

Not Started - Please describe the goal and action steps in the 4-Year Goals section (Section VI.)

3. Goal Status

Page 15: V. Previous Goals continued

Q49

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q50

Respondent skipped this question

Would you like to submit another previous goal?

Page 16: V. Previous Goals continued

Q51

Yes

Would you like to submit another previous goal?

Page 17: V. Previous Goals continued

Q52

1. Previous Goal 2:

Offer a "spin cycle" course in D203. Since last program review, our Kinesiology (Exercise Science) department has put in the curriculum (ES 008abc) so that our college can offer indoor cycling. Spin cycle classes are popular classes at many colleges. We are confident that this course will not only easily fill, more importantly it will be a popular course with many of our colleges different populations including adaptive students, older students and ESL students. Currently our Kinesiology (Exercise Science) department has 12 indoor cycles in D100. The additional 13 life cycles will allow us to offer ES 008abc. Due to the size of the classroom (D203) only 25 indoor cycles can fit in that space. As this course grows in popularity on our campus, the Kinesiology (Exercise Science) department can offer more "spin" classes.

Both last year and three years ago our equipment request received the top score for funding by the ROC.

However, the college choose not to fund it. Our department is still not clear on why the college decided not to fund this equipment request.

Q53

Guided Student Pathways

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q54

Not Started - Please describe the goal and action steps in the 4-Year Goals section (Section VI.)

3. Goal Status

Page 18: V. Previous Goals continued

Q55

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q56

Respondent skipped this question

Would you like to submit another previous goal?

Page 19: V. Previous Goals continued

Q57

Yes

Would you like to submit another previous goal?

Page 20: V. Previous Goals continued

Q58

1. Previous Goal 3:

Change class max for some of our Kinesiology (Exercise Science) classes that do not represent the appropriate class max. Currently we have a number of Kinesiology (Exercise Science) courses that do not have the correct class size. These courses have 50 student maximums when it is not appropriate to have 50 students in these courses. Like a science laboratory class with only 15 microscopes, there would not be 50 students in the science laboratory class so up to four students have to share a microscope. Similarly, the Kinesiology (Exercise Science) department has classes with class size greater than what should be allowed. These classes are lecture and lab. Furthermore, our sister college at Grossmont has the same courses with the same class class space but with smaller class sizes.

Q59

Guided Student Pathways

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q60

Not Started - Please describe the goal and action steps in the 4-Year Goals section (Section VI.)

3. Goal Status

Page 21: V. Previous Goals continued

Q61

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q62

Respondent skipped this question

Would you like to submit another previous goal?

Page 22: V. Previous Goals continued

Q63

Yes

Would you like to submit another previous goal?

Page 23: V. Previous Goals continued

Q64

1. Previous Goal 4:

Purchase TRX equipment (functional fitness) to offer functional fitness classes that will better serve our college population. The TRX equipment is being used by private fitness gyms, personal trainers and individuals. Many of the students that take Kinesiology (Exercise Science) classes at Cuyamaca College are unique to our campus. Many are older or with disabilities. While we offer two adaptive classes (ES 001) a semester, we do not have the equipment necessary to teach our ES 001 or other courses effectively such as ES 19abc (physical fitness) and ES 24abc (fitness boot camp). The TRX system uses the students own body weight when exercising which will allow students of all ages and fitness ability levels to take advantage of the curriculum in the class. This TRX system is more conducive for older students and disabled students. The Kinesiology (Exercise Science) department's student characteristics have changed over the past five years according to the data provided by the college. In Spring 2015 22% of the Kinesiology (Exercise Science) student population was over 40 years old. As of Spring 2019 27% of the Kinesiology (Exercise Science) student population is over over 40 years old. If this trend continues, the Kinesiology (Exercise Science) department will be serving over one third of its students who are over 40 years old. We need equipment that will be appropriate for our students. We need equipment like this TRX system that will be safe for our students and prevent injuries. The Kinesiology (Exercise Science) department is confident when the TRX system is placed in D205, our classes (ES 001, ES 10, ES11, ES 12, ES 19abc, ES 206, ES 209, ES 218, ES 230, ES 227, ES 248) that use this system will not only increase in file rate but also increase in popularity. The college will be able to offer more classes utilizing this equipment.

Q65

Guided Student Pathways

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q66

Completed

3. Goal Status

Page 24: V. Previous Goals continued

Q67

Please describe the results or explain the reason for the deletion/completion of the goal:

Our department purchased the TRX equipment during the 2020-21 academic year.

Page 25: VI. 4-Year Goals

Q68

1. Goal 1:

Have D100 (gym) fitted for air condition so our students can learn more effectively. The Kinesiology (Exercise Science) department offers multiple courses in D100 without air conditioning. D100 has had a temperature measuring of over 95 degrees during many of our classes. Besides being unsafe for our students and especially many of our older students, it is difficult and almost impossible to teach under these conditions. In fact, during a two week span, two ES 155a students had to be carted off to the health office due to heat related issues.

Q69

Student Validation & Engagement

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q70

3. Please describe how this goal advances the college strategic goal(s) identified above:

In order to provide a safe teaching environment for our students, D100 needs to be fitted for AC. Students have suffered heat exhaustion during classes in the gym due to the high temperatures. Furthermore, with new Covid-19 ventilation protocols going into effect, the gym needs to have AC to have proper ventilation. Currently, the only way to create any ventilation is to open the six gym doors. Needless to say, this does not provide enough ventilation for a room the size of D100.

Q71

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Antidotal data from students in classes that use D100 shows that students want AC in the gym. Some students have shared with instructors their shock that our gym does not have AC. They have stated that they took Kinesiology classes at other community colleges where there was AC in their gyms.

Q72

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

The action step for this item is for the college to simply prioritize the health and safety of our students and instructors who teach in D100. AC in the gym has been a discussion point at our college and in our district since 1999. D100 might be the only indoor classroom at our college that does not have AC.

Q73

6. How will this goal be evaluated?

When AC is placed in D100.

Q74**Yes**

Would you like to propose a new, 4-year goal?

Page 26: VI. 4-Year Goals continued

Q75

Goal 2:

Offer a "spin cycle" course in D203. Since last program review, our Kinesiology (Exercise Science) department has put in the curriculum (ES 008abc) so that our college can offer indoor cycling. Spin cycle classes are popular classes at many colleges. We are confident that this course will not only easily fill, more importantly it will be a popular course with many of our colleges different populations including adaptive students, older students and ESL students. Currently our Kinesiology (Exercise Science) department has 12 indoor cycles in D100. The additional 13 life cycles will allow us to offer ES 008abc. Due to the size of the classroom (D203) only 25 indoor cycles can fit in that space. As this course grows in popularity on our campus, the Kinesiology (Exercise Science) department can offer more "spin" classes. Last year and three years ago our equipment request received the top score for funding by the ROC. However, the college choose not to fund it.

Q76**Guided Student Pathways**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q77

3. Please describe how this goal advances the college strategic goal(s) identified above:

Both our Kinesiology AA-T and Exercise Science degrees have a fitness requirement. By purchasing the spin cycles our department would be able to offer the spin classes at our college (ES008abc) and allow our students to use this class as one of our fitness class requirements. This class would not be only a popular class for our majors and our college community, more importantly it will be a popular course with many of our colleges different populations including adaptive students, older students and ESL students. As the data shows, these populations are a large portion of our Kinesiology department's student population.

Q78

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

The student data show that the Kinesiology has a large amount of adaptive students, older students and ESL students. These students would benefit from an ES008abc spin cycle class.

Q79

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

1. College finds funding to purchase 13 indoor cycles. (was approved by ROC 2019 & 2021)
2. The Kinesiology (Exercise Science) department offers the class. The Kinesiology (Exercise Science) department is confident that when Cuyamaca College offers this class it will become one of the most popular classes on this campus. (not complete - cycles were not purchased).

Since our last annual program review, the curriculum for ES008abc spin class has already been approved by the college. Last year and three years ago our equipment request received the top score for funding by the ROC. However, the college choose not to fund it. We will be putting an equipment request to the ROC this year for this equipment again.

Q80

6. How will this goal be evaluated?

When the college funds the spin cycle equipment request.

Q81

Yes

Would you like to propose a new, 4-year goal?

Page 27: VI. 4-Year Goals continued

Q82

1. Goal 3:

Change class max for some of our Kinesiology (Exercise Science) classes that do not represent the appropriate class max. Currently we have a number of Kinesiology (Exercise Science) courses that do not have the correct class size. These courses have 50 student maximums when it is not appropriate to have 50 students in these courses. Like a science laboratory class with only 15 microscopes, there would not be 50 students in the science laboratory class so up to four students have to share a microscope. Similarly, the Kinesiology (Exercise Science) department has classes with class size greater than what should be allowed. These classes are lecture and lab. Furthermore, our sister college at Grossmont has the same courses with the same class class space but with smaller class sizes.

Q83

Guided Student Pathways

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q84

3. Please describe how this goal advances the college strategic goal(s) identified above:

Many of our Kinesiology departments lecture/lab classes have a class max (50) that is not appropriate for the class. These classes do not have the equipment and courts/fields that are needed to offer a class with its current class max. These class max's need to be adjusted to be appropriate for these lecture/lab classes. These same classes are being offered at other community colleges and more importantly at our sister college (Grossmont) with appropriate class max's.

Q85

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

The source for this data is from the department chairs at Cuyamaca and Grossmont College.

The Kinesiology (Exercise Science) courses with current class max, appropriate class max, class max at Grossmont College (GC) for the same course in the same space. The ES course that need to have there class max changed are:

ES 60abc (badminton) - current class max 50 - appropriate class max 32 - GC class max 40.

ES 76abc (tennis) - current class max 50 - appropriate class max 36 - GC class max 36.

ES 125a (beginning golf) - current class max 50 - appropriate class max 25 - GC class max 25 fall, 20 in spring.

ES 155abc (basketball) - current class max 50 - appropriate class max 30 - GC class max 30.

ES 170abc (soccer) - current class max 50 - appropriate class max 40 - GC class max 40 fall, 25 spring.

ES 175abc (volleyball) - current class max 50 - appropriate class max 36 - GC class max 40 fall, 30 spring.

ES 255 (Care/Prevention of Athletic Injuries) - current class max 50 - appropriate class max 25 (this is a lab/lecture class that needs to utilize the athletic training room for the lab portion of the class - GC class max 25.

Intercollegiate classes:

ES 206 (intercollegiate basketball) - current class max 50 - appropriate class max 20 - GC class max 25, spring 15.

ES 209 (intercollegiate cross country) - current class max 50 - appropriate class max 15 - GC does not have sport.

ES 213 (intercollegiate golf) - current class max 50 - appropriate class max 15 - GC does not have sport.

ES 218 (intercollegiate soccer) - current class max 50 - appropriate class max 30 - GC class max 30.

ES 224 (intercollegiate tennis) - current class max 50 - appropriate class max 15 - GC class max 15.

ES 227 (intercollegiate track) - current class max 50 - appropriate class max 40 - GC does not have sport.

ES 230 (intercollegiate volleyball) - current class max 50 - appropriate class max 20 - GC class max 20.

Q86

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

1. Kinesiology chair meets with new interim AKHE Dean to discuss this issue.

2. Interim AKHE Dean sets up a meeting with VPI, AKHE Dean and Kinesiology Department chair (this meeting occurred previously in early 2020 with Pat Setzer, Terry Davis and Rob Wojtkowski).

3. VPI works with their office to change the class max's for the above listed classes.

Q87

6. How will this goal be evaluated?

This goal will be completed when the class max for the classes listed above are changed.

Q88

Yes

Would you like to propose a new, 4-year goal?

Page 28: VI. 4-Year Goals continued

Q89

Goal 4:

Build a new storage area in D100 for the Kinesiology Department to store current class equipment and new class equipment. This storage area would be outside the gym on the north side of the gym. Currently there is just dirt and shrubs in this area between the gym and the road. This storage area would have two doors entering the gym and two doors to the outside.

Q90

Guided Student Pathways

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q91

3. Please describe how this goal advances the college strategic goal(s) identified above:

If we are able to increase our storage area for Kinesiology, our department will be able to purchase new equipment so we can offer new classes for not only our Kinesiology AA-T and Exercise Science majors, but also for our college wide student body, faculty, staff, administration and our surrounding community at large. Some classes that the Kinesiology department wants to offer are pickle ball and table tennis. The Kinesiology department has money in its equipment budget to buy the equipment for these new classes but the department does not have sufficient storage for this new equipment. In fact, the department does not have enough storage for the current equipment used by our Kinesiology department. There is a safety issue in one of the two storage areas in the gym (D100). The "electrical room" was not designed for equipment storage. However, since the gym was built in 1995, this electrical room is and has been used for storage of equipment by not only the Kinesiology department and Athletics, but also for equipment used by the maintenance department. There is equipment stored in areas marked "keep clear - electrical." This new storage would allow all groups storing equipment in the gym to have none in the electrical storage area thus preventing possible safety issues.

Q92

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

As shown in our program review, our Kinesiology Department has 24% in the Fall of 2020 of our students who are 40 years or older. This compares to our college which has 14% in the Fall of 2020 of our students who are 40 years or older.. This shows that the Kinesiology Department has a significant number of older students when compared to the college wide population. Besides these older students, we have many students that have physical difficulties who need to take our adaptive classes (ES 001). By offering classes like pickle ball and table tennis, our Kinesiology Department will be able to offer additional classes for our adaptive students and safe classes for our older students to enroll in and complete. These students will not be discouraged by the difficulty of mastering complex movements or taking class that involve a great deal of movement. We currently offer only two individual sports classes to our Kinesiology AA-T and Exercise Science majors (badminton and tennis).

Q93

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

This is a new "big" goal that unfortunately will take time to complete. For the coming year, these would be reasonable steps:

1. When the interim Dean/Athletic Director is hired, she/he meets with the Kinesiology Department chair to discuss this project (the Kinesiology Department chair has discussed this project with the last two Dean/AD's).
 2. The interim Dean/AD and Kinesiology chair meet with the head of facilities to discuss the project.
 3. The head of facilities would then take the information discussed and come up with some possible scenarios that are not only physically feasible for the space but also financially feasible.
 4. The next step would to get a "rough" estimate of the cost for the project. Then identify which resource areas where funds can be requested.
-

Q94

6. How will this goal be evaluated?

A good start to this goal would be that action steps 1-4 be finished by next years annual program review for the Kinesiology Department.

Page 29: Resources Needed to Fully Achieve Goal(s)

Q95

Supplies/Equipment and Other Resource Needs

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

Page 31: Final Check

Q96

I am ready to submit my program review

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."
