Kinesiology	Program	Review
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Rubric Evaluation	Kelly Edwards (Same Division Faculty)	Lisa Schultheis (Faculty At-Large)	Paula Schales (Staff At-Large)	Mike Teijeiro (Administrator)
		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 dearly 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 subbullet 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 subdisciplines 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	S			
1. What does the FTES data trend indicate?	FTEShas not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard	FTEShas not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard	FTEShas not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard	FTEShas not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard

Rubric Evaluation

Kelly Edwards (Same Division Faculty)

Lisa Schultheis (Faculty At-Large)

Rubric Evaluation	Kelly Edwards (Same Division Faculty)	Lisa Schultheis (Faculty At-Large)	Paula Schales (Staff At-Large)	Mike Teijeiro (Administrator)
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 Explana	tion (If Applicable) -			
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 dearly 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 - Enrollme	nt 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 Exp	lanation (If Applicable) -			
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

Kinesiology Program Review		
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Rubric Evaluation	Kelly Edwards	Lisa Schultheis	Paula Schales	Mike Teijeiro
	(Same Division Faculty)	(Faculty At-Large)	(Staff At-Large)	(Administrator)
Productivity Action Narrati	ve (If Applicable) -			
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 dearly 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 Kis 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 D	emographics			
a. Enrollment by Gender				
Enrollment by Gender Narr	rative Explanation -			
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 Standard05 ie1i468.1e	

Kinesiology F	Program Review
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Rubric Evaluation	Kelly Edwards (Same Division Faculty)	Lisa Schultheis (Faculty At-Large)	Paula Schales (Staff At-Large)	Mike Teijeiro (Administrator)
			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?	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
(College 2020-21 = 52%Female, 46% Male)				
Enrollment by Gender Actic	on Narrative (If Applicable) -			
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

Kinesiology

Rubric Evaluation	Kelly Edwards	Lisa Schultheis	Paula Schales	Mike Teijeiro
	(Same Division Faculty)	(Faculty At-Large)	(Staff At-Large)	(Administrator)
	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

Rubric Evaluation

Kelly Edwards (Same Division Faculty)

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.

Lisa Schultheis (Faculty At-Large)

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.

Paula Schales (Staff At-Large)

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?

Mike Teijeiro (Administrator)

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

Kinesiology Program Review	Kinesiol	logy	Program	Review
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Rubric Evaluation Kelly Edwards (Same Division Faculty)

Lisa Schultheis (Faculty At-Large) Paula Schales (Staff At-Large)

Mike Teijeiro (Administrator)

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 dasses 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.

Kinesiology

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Rubric Evaluation	Kelly Edwards (Same Division Faculty)	Lisa Schultheis (Faculty At-Large)	Paula Schales (Staff At-Large)	Mike Teijeiro (Administrator)
	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	y Ethnicity Narrative Explanatio	n (If Applicable) -		
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	y Ethnicity Narrative Explanatio	n (If Applicable) -		
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	y Ethnicity Action Narrative (If A	applicable) -		
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 depBTMC/Arti6275 reW			

Rubric Evaluation