

Show All Possible Responses*** Response is required**

1. PROGRAM OVERVIEW

*** Program Title & Code****Program Title**Kinesiology
(Max chars: 100)**Program Code**0830
(Max chars: 100)*** Is this a CTE program?** Yes No*** 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

*** 1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: Provide supporting statements of how the program aligns with this goal).

Goal 1: The Kinesiology program is committed to equity and success for all student demographics. Our lecture courses offer equitable opportunities for assignments, inclusive discussion topics and opportunities that allow for diverse perspectives within all modalities. Courses provide inclusive textbook offerings and practice equitable based grading. All activity and team courses are ZTC or low-cost textbook sections directly contributing to student success. Extracurricular student support opportunities are provided by the Kinesiology Club by preparing Kinesiology Major Students for transfer and providing networking and community service opportunities.

Goal 2: The Kinesiology program contributes to learning and completion through the active contribution of guided pathways. Our area was amongst the first to collaborate with Chaffey Counselors to create three paths for Kinesiology students to choose from: General, Athletic Training, and Allied Health. These three paths allow students to earn an ADT while starting their path for specialization in Kinesiology. To coincide, faculty advising has also allowed for mentorship of student majors and guidance to keep students on their path to transfer.

Goal 3: The Kinesiology program serves the local community in a variety of ways such as participating in Advisory Boards for local CSUs in Kinesiology, participating in the annual Trunk or Treat, participating in "Welcome Day" for incoming freshman, providing Mindfulness Workshops to staff and faculty and hosting our own advisory board for our Athletic Training Aid Certificate. The annual advisory board meeting allows for collaboration with local community colleges, 4-year institutions, and both current and former Chaffey students. Lastly, our Athletic Training room provides local bachelors and master's students in current Athletic Training programs with opportunities to complete their required rotations.

Goal 4: A number of Kinesiology courses incorporate technology for student learning. Athletic Training Aid Students learn how to use massage percussion instruments, electrical stimulation, and therapeutic ultrasound combo machines for rehabilitation of injured athletes in the certificate program. They also learn how to use SportsWare, an electronic medical record program and SWAY, a concussion testing software. For activity classes, music software and streaming services are used in classroom settings along with television size monitors to display demonstration videos and class workout plans. Cardio machines such as treadmills, stationary bikes, and rowing machines track distance, heart rate and calories burned. These machines allow students to control the level of intensity during their workout. Lastly, students can track their body composition progress with the use of bioelectrical Impedance Analysis (BIA) machines.

Goal 6: The Kinesiology program adapts to the changes in students' academic needs by offering a variety of course modalities (online, hybrid, in-person) and entry points to the semester start as well as updating course curriculum. Our program has also adapted quickly by offering online activity classes for the first time in this last 3-year cycle. This gives students flexibility with their schedules to assist with completion of their Kinesiology degree requirements and/or personal health and wellness benefits. Our Athletic Trainer Aid certificate has adapted to students' career needs by updating the certificate requirements and curriculum to reflect the recent changes in the professional field. Currently, this certificate program is continuing to research how to further change the certificate to not only reflect the field changes, but also increase student completions.

Goal 7: Our Kinesiology faculty prioritize professional learning through the maintenance of certifications and membership in professional organizations. Our Athletic Training faculty maintain certifications such as First Aid, CPR, AED, and complete required CEUs to maintain their ATC in California (BOC). Our First Aid instructors maintain a teaching certification by The American Red Cross. Some activity instructors have certifications for specialty courses such as Yoga, Pilates, and Spin as well as in Personal Training and Strength and Conditioning. Our Kinesiology department is a member of the California Community College Physical Education, Kinesiology and Dance (3CPEKD) organization. This organization is composed of California CC Kinesiology faculty and work to improve the Kinesiology field, student experience, and transfer process. Our department is also one of the few community colleges who is a member of the American Kinesiology Association (AKA). This is a national organization composed of Kinesiology faculty from 4-year institutions and community colleges. A faculty representative attended the AKA conference this year and was a panelist for a round session.

PRIOR VIP GOALS STATUS/PROGRESS

*** 1c. Please list the program's VIP Goals from the last PSR cycle and report on the progress (complete, ongoing, etc.).**

VIP Goal 1. Develop A Personal Training Certificate

Create a Personal Training Certificate to increase program diversity and address the growing needs of our community.

We did not achieve this goal. During the last three years, the priorities shifted when faced with challenges being fully remote. Faculty who had not previously taught online, were quickly needing to get certified and learn this new format of teaching. Faculty who were experienced with teaching online also faced challenges as most were teaching classes online they had not taught previously such as activity classes. It was crucial our time be spent on the present necessary changes occurring. Additionally, we have realized how much dedicated time is necessary to finish the creation of this Certificate Program (curriculum for a portion of the certificates classes were created in the previous three cycle). We will need at least one full time faculty member to dedicate their time to this programs development. With the challenges of the last few years, we have not been able to identify a faculty member able to dedicate this time.

VIP Goal 2. Develop an AA degree in Athletic Training

Create additional degree offering to our kinesiology majors, allowing greater access to more diverse degrees.

We did not achieve this goal. Over the last few years, Athletic Training Degree requirements have changed. Previously, a Bachelors degree was required to allow students to meet the requirement for certification. During that time, it was necessary students complete lower division pre-requisites as well as a number of internship hours before the acceptance into a bachelors program as a transfer student. In the next 2-3 years, a Masters degree will now be required to become a certified Athletic Trainer (ATC). Many bachelors programs have stopped allowing incoming students into their programs and are no longer offering a bachelors in Athletic Training. This is to allow many of these schools to transition into offering it as a Masters program. Students will now be completing these pre-requisites as upper division courses. This degree is no longer meeting the needs of our students at this level.

OTHER RESOURCES REQUESTS

*** 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?**

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

Yes

No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

We received two Cybex Treadmills, two Recumbent Bikes, 10 Weight Benches, 35 Bolsters, two Cybex Hydro Rowing Machines and 2 Cybex ARC Elliptical Trainers. This equipment was intended to support the start of the Fitness Specialist Certificate program which would be housed out of Gym-205 also our "Fit Lab". Because we were unable to implement the start of the Certificate program, these items were not used as intended. However, these items did support student success by enhancing our Fit Lab which we use for Body Conditioning and Strength & Conditioning Classes. This equipment is used actively M-F by students in these courses. We were able to replace older cardio equipment not properly working with the new treadmills, recumbent bikes and ellipticals in Gym-205. This allows us to offer a variety of low impact cardio to modify for student injuries or safety during training. The addition of the Rowing Machines is a form of low impact cardio that also provides an upper body workout and is trending in fitness workouts. This addition helped modernize our Fit Lab. The weight benches were necessary replacements for the older ones. The older benches in both Gym-205 and Gym-111 were worn, torn and the wheels to move them did not work for some. The new ones allow for the flexibility to move the benches for different purposes at the racks. Students can now easily and quickly move the new benches during workouts or circuit training saving time and hassle. The bolsters are used in yoga classes enhancing restorative poses and allowing students to experience yoga similar to yoga studios at low cost. Because of these additions our program is ready to expand how we use this space. We aspire to make this space available to our Chaffey Community (students, faculty and staff) and believe this will be a space ready to for the Fitness Specialist Certificate program.

2. EVIDENCE

The evidence section comprises of the following: (a) equity, (b) learning and completion, (c) CTE data if applicable, and (d) learning outcomes.

EQUITY DATA

Please reference the "Equity" Institutional Research data file to evaluate the following areas.

*** 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
	1	2	3	4
	1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available			
Number of enrollments by males		✓		
Number of enrollments by females		✓		
Success rate by males			✓	
Success rate by females		✓		
Retention rate by males	✓			
Retention rate by females			✓	

*** 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
	1	2	3	4
	1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available			
Number of enrollments by African American		✓		

Number of enrollments by Asian		✓		
Number of enrollments by Caucasian		✓		
Number of enrollments by Hispanic		✓		
Number of enrollments by other race/ethnicity		✓		
Success rate by African American		✓		
Success rate by Asian		✓		
Success rate by Caucasian		✓		
	1	2	3	4
Success rate by Hispanic	✓			
Success rate by other race/ethnicity		✓		
Retention rate by African American			✓	
Retention rate by Caucasian	✓			
Retention rate by Asian			✓	
Retention rate by Hispanic			✓	
Retention rate by other race/ethnicity			✓	

*** 2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available				
	1	2	3	4
Number of enrollments by age group, 19 or younger		✓		
Number of enrollments by age group, 20-24		✓		
Number of enrollments by age group, 25-29		✓		
Number of enrollments by age group, 30-39			✓	
Number of enrollments by age group, 40-49		✓		
Number of enrollments by age group, 50 or older		✓		
Success rate by age group, 19 or younger			✓	
Success rate by age group, 20-24			✓	
	1	2	3	4
Success rate by age group, 25-29	✓			
Success rate by age group, 30-39		✓		
Success rate by age group, 40-49		✓		
Success rate by age group, 50 or older		✓		
Retention rate by age group, 19 or younger			✓	
Retention rate by age group, 20-24			✓	
Retention rate by age group, 25-29	✓			
Retention rate by age group, 30-39			✓	
Retention rate by age group, 40-49			✓	
Retention rate by age group, 50 or older	✓			

*** 2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available

	1	2	3	4
Number of enrollments by students with disabilities		✓		
Number of enrollments by first generation				✓
Number of enrollments by economically disadvantage		✓		
Success rate by students with disabilities	✓			
Success rate by first generation				✓
Success rate by economically disadvantage			✓	
Retention rate by students with disabilities			✓	
Retention rate by first generation				✓
Retention rate by economically disadvantage	✓			

*** 2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?**

Response Legend:

1 = Increase 2 = Decrease 3 = No Change

	1	2	3
Number of sections with zero-cost textbooks		✓	

*** 2b. IDENTIFY EQUITY STRENGTHS**

- First, summarize "equity" data from Institutional Research that describes your program strengths.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Considering the evidence, explicitly identify specific "equity" strengths.

The Kinesiology programs strongest strength is retention. Kinesiology has experienced increases in retention rates from several student demographics and has shown consistency amongst the remaining. All but one demographic of students indicates retention above 90%, with students the ages of 50 or older at 89.5%. Student demographics that experienced increases are Caucasian (3.4%), Hispanic (2%), students with disabilities (2.8%), males (2.5%), students ages 25 to 29 years of age (4.2%), students ages 50 or older (2.3%). Although the increases may appear to be small in percent, we are proud that these numbers have been consistently strong over the last six years, and our faculty continue to increase the number of students we keep in our classes.

Success rates have been another positive strength of consistency in this program. Students with disabilities experienced a 2.8% increase in success rates. Hispanic students experienced a 2.6% increase and students ages 25-29 years of age increased by 2.2%. Other demographics that experienced an increase yet not 2% or higher were economically disadvantaged students (0.2%) and students ages 20-24 years of age (1.0%). Other demographics that remained close to no change but indicated drops with less than 2% of change showing consistency are males (-0.3%) and students the age of 19 or younger (-0.7%).

*** 2c. IDENTIFY DISPARITIES IN EQUITY**

- First, summarize "equity" data from Institutional Research that describes areas of improvement.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Third, considering the evidence, identify disparities in equity.

If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for equity, answer the following question instead: How will the program maintain excellence in equity?

The largest disparity identified in Kinesiology is the decrease of enrollment across nearly all student demographics. Male students decreased by 45.7%, Females by 43.3% and students unknown or who declined to state by 64.6% (151 students in 2015 to 53 by 2021).

The largest decrease of students with identified race or ethnicity were African American (58.8%) and a close second were Caucasian students (55.2%). Hispanic students decreased by 36.7%, Asian by 32.8% and students whose ethnicity was unknown decreased by 49.7%. The largest decrease in enrollment for this demographic was experienced by students who identify as "Other" (62.5%).

Students of all ages other than 30-39 years of age also experienced a decrease in enrollment. These students (ages 30-39) experienced a 0.3% increase which indicates this student group did not have significant change but maintained consistently from 307 in 2015 to 308 in 2021. The largest drops were experienced by our largest numbers of students ages 20-24 (-50.7%) and students ages 19 or younger (-47%).

Economically disadvantaged students dropped by 51.1%. There was insufficient evidence to report First Generation students throughout all 6 years. Yet a steady decrease was identified from 2019-2021 from 1,049 to 667 students.

Students with disabilities experienced the largest drop out of all demographics. The numbers of these students decreased by 71.2%. Out of the last 6 years, there was a steady increase of these students from 2015-2018 going from 372 to 401. From 2019 to 2021 we saw the decrease drop steadily from 319 to 107. This decrease was showing a steady drop two years prior to the pandemic.

The overall numbers of students in Kinesiology dropped from 5,412 in 2015 to 2,971 by 2021 an overall drop of 45.1%.

LEARNING AND COMPLETION DATA

Please reference the "Learning and Completion" Institutional Research data file to evaluate the following areas.

* 2d.1 Identify important LEARNING and COMPLETION developments and trends.

Review data over the last six years.

Response Legend:					
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = Insufficient Data Available					
	1	2	3	4	5
Overall Enrollment		✓			
Overall Retention			✓		
Overall Course Success			✓		
FTES		✓			
All ADT degrees awarded	✓				
All AA degrees awarded				✓	
All AS degrees awarded	✓				
All degrees awarded	✓				
	1	2	3	4	5
All Certificate Completion			✓		
Average units earned, ADT degree		✓			
Average units earned, AA degree				✓	
Average units earned, AS degree	✓				
Average units earned, all degrees					✓
Average units earned by certificate(s)					✓

CTE PROGRAMS: Labor Market Information (LMI): Regional Job Outlook (If Applicable)

OCCUPATIONAL GROWTH

2d.2 Identify important CTE PROGRAM developments and trends.

For the most up-to-date data about projected occupational growth, please visit the Center for Excellence Labor Market Demand data. The CoE Labor Market Demand data is available at: COE - Supply and Demand | Centers of Excellence (coeccc.net)

Response Legend:
1 = Middle Skill **2** = Above Middle Skill

1

2

CTE: Projected Occupational Growth

*** 2e. IDENTIFY LEARNING AND COMPLETION STRENGTHS--ASSESSMENT OF PROGRAM HEALTH**

- a. First, summarize "learning and completion" data from Institutional Research that describes your program strengths. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increased number of certificates/degrees). If applicable, summarize data related to program strengths for "projected occupational growth."
- b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- c. Third, considering the evidence, explicitly identify specific "learning and completion" strengths.

Completion of Kinesiology Degrees has been the strength of our program over the last 6 years. There has been a consistent increase of Kinesiology degrees for transfer that follow the CSUGE pattern from 2015 to 2021. Although in 2020-2021, the total degrees awarded were the lowest since the rise, it was still significantly higher (13) than the total in 2015-2016 (3). The first sizable increase was in 2016-2017, it went from 3 completions the previous year to 19 the next (633% increase). Another strong year followed with a 100% increase totaling 38 in 2017-2018. Our highest number of degree completions since 2015 followed in 2018-2019 with 53 (39% increase). In 2019-2020 we steadied out with 47 degrees earned. Then a severe drop was experienced in 2020-2021 with 13 degree completions. We expect to see these numbers rise again with the transition back to campus that allows for in-person class offerings required for degree completion.

Technically, there was an increase in Kinesiology degrees for transfer that follow the IGETC pattern. Yet the increase is not significant, nor is it anticipated to be steady. Kinesiology is not offered in the UC system as an area of study, which makes this pattern less likely to be followed in comparison to the CSUGE pattern. However, we did rise from 0 in 2015-2016 to 3 degrees from 2017-2019 (2 years back-to-back). There was a drop to 0 earned in 2019-2020, then on the rise again with 1 completed in 2020-2021.

Our Athletic Trainer Aide Certificate also experienced an increase in completions, this is a positive after experiencing some turnover in the program's direction. There was a steady stream of years from 2015-2018 with 0 degrees earned. There was an increase to 5 in the 2019-2020 year. The number again dropped to 0 in 2020-2021. We anticipate seeing these numbers rise again now that the required in-person lab classes have returned that allow for completion of this certificate.

The Physical Education AS degree has also experienced a pattern of growth over the last 6 years. In the 2015-2016 academic year, a total of 3 degrees were earned. The following academic year, the number doubled to 6. In 2017-2018 the highest number of these degrees were earned with a total of 15. The following two years were consistent with 13 and 14 earned. In 2022-2021 the number reduced to 5 degrees earned, an anticipated drop due to required courses not being offered. We anticipate a rise in this degree along with all others as the return to campus continues.

Another area of strength in our program is retention. Our retention rates have averaged 91% from 2015-2020. We increased to 93.1% in the 2020-2021 academic year.

Another important mention is our success rates showed improvements from 78.8% in 2015-2016 to 81% in 2018-2019. The following year was consistent with a success rate of 80.8%. There was a minor drop experienced in 2020-2021 (-3.5%). This brings us to a 1.5% decrease from 2015. This shows that through some challenging years, success rates have maintained.

*** 2f. LEARNING AND COMPLETION AREAS OF IMPROVEMENT**

- a. First, summarize "learning and completion" data from Institutional Research that describes areas of improvement. Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). If applicable, summarize data related to areas of improvement for "projected occupational growth."
- b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- c. Third, considering the evidence, explicitly identify specific areas in which the program can improve

over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for learning and completion, answer the following question instead: How will the program maintain excellence in learning and completion?

One of the areas identified for improvement is enrollments. In the 2015-2016 academic year, we had 5,412 enrollments. We experienced about a 9% decrease the following year lowering to 4,878. We maintained the following two years with 4,912 and 4,903 enrollments. In 2019-2020 we experienced a 7% decrease from the previous year dropping to 4,572. However, a large decline would follow again with a 35% decrease in 2020-2021 totaling 2,971 enrollments. This brings the 5-year change to a severe decrease of 45.1%.

A direct outcome of the loss of enrollments contributed to the considerable decline of FTES over the last 6 years. Since 2015, our FTES consistently decreased. In the 2015-2016 academic year, our FTES totaled 612.19. The following years the numbers lowered to 574.9 (2017), 552.13 (2018), 547.08 (2019), 494.63 (2020). It was in 2020-2021 the largest decline was experienced dropping to 191.19 FTES a decrease of 61.3% from the previous year. This makes the 5-year change an overall drop of 68.8%.

The number of sections that offer ZTC is another area we seek to improve. Although our ZTC offerings were strong from Spring 2018 (66 sections) to Spring 2020 (73 sections) we did see a decline in Fall 2020 (43) through Fall 2021 (50). We would like to see this number return to where it was in Spring 2020 or possibly increase higher with the exploration of expanding our ZTC offerings into courses we previously believed did not have ZTC options.

3. EVIDENCE--LEARNING OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation. If you have questions about the learning outcomes requirements in section 3, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu.

*** 3a. MANDATORY COMPONENTS: Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.**

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

- COURSE LOs (CLOs) have been revised/updated as needed and entered in the course SLO Taskstream workspace.
- COURSE LOs (CLOs) have been mapped to Program or Institutional Learning Outcomes in each course's Taskstream workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- Each Degree and Certificate has a Curriculum Map that aligns Courses to PROGRAM LOs in Taskstream's Program Learning Outcomes (PLO) Workspace.

Three Year Cycle

3b.1 List any courses from your department that were not offered during the previous three-year cycle (from fall 2018 through fall 2021). Enter NONE if all courses were offered.

There is NO SCORING for element 3b.1

KINLEC 14, KINLEC 17, KINLEC 24. Some KINTM courses are not offered because we have 1 unit and .5 unit classes of the same courses. These courses are KINTM 1, 16, 18, 19, 2, 3A, 60, 62, 65, 67A, 6A. All KINACT courses- Activity classes were not assessed during the spring 20 - spring 22 semester due to Covid. Almost half of our activity lab based classes could not be offered in an online format.

*** 3b.2 Did you evaluate learning outcomes for all courses other than those listed in 3b.1 within the previous three-year period? Note: evaluating courses for ACES-ILO (formerly New World of Work, or NWOW) counts for this component.**

Yes

No

Assessment Results and Reflection

3c.1 Is there ACES-ILOs assessment data (formerly known as NWOW employability skills) for courses in your department?

There is NO SCORING for element 3c.1.

Yes

No

* 3c.2 Are all COURSE LO assessment results (other than ACES-ILO/NWOW data) from fall 2018 through fall 2021 entered into Taskstream?

Yes

No

* 3c.3 Mark all applicable approaches to illustrate how your department currently uses course learning outcome (CLO) results. Mark all that apply.

Review & share results as a department

Revise CLOs

Change instructional strategies

Attend professional development

Change methods of assessment

Modify criteria for measuring success

Other:

* 3c.4 PROGRAM STRENGTHS

Describe how your department is using CLO assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

We have 83 Kinesiology courses (12 lecture, 21 activity, 50 team). We assess lecture, activity and team classes on different assessment cycles to allow us to draw thoughtful conclusions on the strengths of each area. We share results with faculty, discuss why we believe we are performing well in areas, review if the assessments are strong enough to reflect a true strength and determine if we need to challenge our students at a higher level or improve our assessment practices. An example from Spring 2019 is how our team classes (KINTM 1-15) performed well during the assessment cycle (+70% success rate). We assessed SLO #1: Students will be able to demonstrate sport specific skills and abilities. We have noticed these classes typically perform at this level. These are motor skills based classes and often the skills being assessed are basic fundamental skills necessary to perform at an intercollegiate level. These students are often proficient in these skill sets and therefore will perform at a high level since they are practiced frequently and necessary for success at this level. Essentially, these students are in the class by selection. They tried out to make the team, showed high levels of proficiency and therefore are given faculty consent to enroll in the class. So it is expected these students will continue to perform strong on their CLO's.

* 3c.5 PROGRAM AREAS OF IMPROVEMENT

Describe how your department is using CLO assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

As mentioned previously, we have 83 Kinesiology courses (12 lecture, 21 activity, 50 team). We assess lecture, activity and team classes during different assessment cycles to allow us to draw thoughtful conclusions and address the areas of improvement necessary in our program. We share results, reflect on what is contributing to the area in need of improvement and collaborate on how we can improve before the next assessment cycle. An example is that in lecture classes (Specifically KINLEC 2, 19, 21, 22 and 18) we noticed that students typically needed improvement in specific areas of learning. This helped our area indicate what areas of content needed improvement to benefit student learning. A specific example from Spring 2021

are students across our athletic training courses (KINLEC: 2, 19, 21, 22) were assessed for SLO #1: Students will be able to identify areas of critical thinking to enhance movement based concept learned in class. Although these students performed well (average 88%), we identified a need for improvement when most students missed Question #5, performing assessment testing of the knee. We concluded, when teaching this concept in the future, instructors should spend more clinical time on this topic, allow for additional feedback from students and give ample practice opportunities for students. We will assess this same SLO in the next cycle to observe if improvements have been made as an outcome of the recommendations made.

*** 3c.6 Identify next steps that will help address gaps in achievement of the Program Learning Outcomes.**

- Revise program learning outcomes
- Embed ACES-ILOs outcomes and assessments into the curriculum
- Attend professional development/training in embedding ACES-ILO (formerly New World of Work/NWOW) outcomes and assessments into the curriculum
- Develop a department Canvas shell to share discipline-specific ACES-ILO resources
- Schedule a department meeting with members of the OAC and/or the ACES-ILO team for Q&A and coaching
- Implement changes to course assignments and/or curriculum
- Other (please specify):

Institutional Learning Outcomes ACES-ILO Assessment Plan

In previous PSR cycles, courses were mapped (aligned) to Program Learning Outcomes (PLO, introduced/practiced/mastered), which were also mapped (aligned) with Institutional Learning Outcomes (ILO). Academic, Career/Community, & Employability Skills (ACES, formerly New World of Work/NWOW) were subsequently introduced to connect college coursework to skills valued by employers and advanced programs of study. The ACES skills have been aligned with ILOs, creating opportunities to directly assess ILOs and measure student progress longitudinally.

Develop a three-year plan that identifies one or more ACES-ILO skills and provides opportunities for students to demonstrate their level of competency in at least THREE (of the 40 possible) ACES-ILO (formerly New World of Work/NWOW) outcomes in Canvas. For statistically valid results, a good goal is to obtain assessment data for at least 50% of all sections for each course over the three year PSR cycle. Please specify one or more specific objectives and action items for each of the next three years.

*** 3d.1 Identify the ACES-ILO skill(s) for which your department will assess outcomes over the next three years.**

If it is helpful, refer to the ACES-at-a-Glance document, located at <https://tinyurl.com/za9b3kps>, or refer to the Top 3 ACES by Academic & Career Community, located at <https://www.chaffey.edu/outcomes/digital-badges.php>.

- Adaptability
- Analysis / Solutions Mindset
- Collaboration
- Communication
- Digital Fluency
- Empathy
- Entrepreneurial Mindset
- Resilience
- Self Awareness
- Social / Diversity Awareness

*** 3d.2 What specific objectives or actions will be taken each year to ensure at least three of the 40 possible ACES-ILO outcomes are assessed in all courses (at least 50% of sections) for the next three years? NOTE: During the three year cycle, a minimum of three different outcomes MUST be assessed.**

ACES-ILO YEAR 1 ACTIONS

Year 1-ACE: Analysis/Solution Mindset (Problem Solver)

- The ACE that will be assessed during year 1 for all lecture classes is the Analysis/Solution Mindset (Problem Solver)
- We will start with lecture classes because these are taught by a majority of full-time Faculty
- Lecture classes are also the smallest group of class offerings in comparison to activity and team class offerings each semester. This will allow our faculty time to learn and focus on this new form of assessment with less classes.
- All full-time Faculty will attend at least one ACES Workshop
- Full-Time Faculty will then be able to assist as mentors for adjunct faculty and head coaches during their cycles for ACES assessment for the following 2 years
- We will assess a different outcome for each type of lecture course offered, this will allow students the opportunity to earn a Analysis/Solution Mindset (Problem Solver) badge in our area, particularly Kinesiology major students and Athletic Training Aid Certificate students.

- a. KINLEC 18, 19, 24-Outcome assessed: Evidence
- b. KINLEC 11, 15, 21, 32 -Outcome assessed: Different Viewpoints and Problem Solving
- c. KINLEC 16, 17, 22-Outcome assessed: Implements Solutions
- d. KINLEC 2-Outcome assessed: Holistic Analysis

* ACES-ILO YEAR 2 ACTIONS

Year 2-ACE: Resilience

- The ACE that will be assessed during year 2 for all activity classes is Resilience
 - Adjunct Faculty teach a majority of our activity classes, they will be asked to attend ACES workshops (Adjunct will be reminded this can be used towards their Flex Credit responsibilities)
 - Adjunct faculty will be supported with mentorship by full-time faculty
 - We will assess a different outcome for each type of activity course offered, this will allow students the opportunity to earn a Resilience badge in our area
- a. Combatives-Outcome assessed: Personal Growth
 - b. Aquatics-Outcome assessed: Perseverance
 - d. Sport-Outcome assessed: Utilizes Strengths
 - f. Fitness-Outcome assessed: Stress Management

* ACES-ILO YEAR 3 ACTIONS

Year 3-ACE: Collaboration (Team Player)

- The ACE that will be assessed during year 3 for all team classes is Collaboration
 - Head Coaches teach a majority of all team classes they will be asked to attend ACES workshops (Coaches will be reminded this can be used towards their Flex Credit responsibilities)
 - Team classes were chosen last to allow time for the variable unit/curriculum updates with Team Courses
 - We will assess a different outcome for each type of team course offered, this will allow student athletes the opportunity to earn a Collaboration (Team Player) bade in our area
- a. In-Season Competition-Outcome assessed: Conflict Management
 - b. Out of Season Competition-Outcome assessed: Team Climate
 - c. Fall Strength and Conditioning-Outcome assessed: Respect
 - d. Spring Strength and Conditioning-Outcome assessed: Group Contribution

4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all faculty (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

* 4a. Do you have any plans to modify a degree or certificate in your program?

Yes

No

*** 4b. Are you planning to initiate a new program?**

Yes

No

*** 4c. Please identify specific factors that have contributed to or have influenced program areas of improvement?**

Refer to the following elements to help you answer this question:

2c. Identify disparities in equity

2f. Learning and completion areas of improvement

3c.3. Learning Outcomes Areas of Improvement

One specific factor that has influenced our program for improvement is the disparity in equity for DPS students. In the last three years we have observed a steady decline in the number of DPS students enrolling in Kinesiology courses. There was a drop from Spring 2018 (401 students) to the following academic year by 82 (319 students). The following two years continued to decline resulting in 107 DPS students total in 2020-2021. We lost nearly $\frac{3}{4}$ of our DPS students (294 students) from the 2017-2018 year to the 2020-2021 academic year.

Although we believe the pandemic contributed to this significant decline, we cannot ignore the decreasing number of students started pre-pandemic. However, when going fully remote, we lost 150 DPS students from the previous year. There are likely a number of variables that have contributed to this decline. We suspect creating courses that are designed specific to this student population's needs will increase enrollment, retention and success rates.

For many years, our program has been aware that several of our DPS students enroll in our activity courses. Over the years, our faculty have faced challenges with being able to adequately meet the needs of all our DPS students. Traditional class sizes of +30 students have made it a challenge to offer the extra guidance necessary for the student to participate fully with the class. It becomes a difficult balance of assisting our DPS students with additional needs and maintaining a pace adequate for the class to progress properly.

Often the learning outcomes for our activity courses present barriers for success to some of these students. In addition, safety for some of these students is also a concern. We have had students struggle and sometimes drop courses because they were unable to have the assistance they need with standing independently, reaching and grasping. Adaptive physical education activity courses would allow curriculum and learning outcomes to meet the needs of some students who require specialized courses. We believe smaller class sizes, specialized curriculum and proper training in Adaptive Physical Education is necessary for this disparity in equity.

This Spring 2022, we invited Jacob Peck, the Director of DPS services, to one of our department meetings for some guidance on how we can better serve our DPS students in classes. With the return to campus, we had some activity classes with larger numbers of DPS students with high levels of special needs. The concern was for student safety in a group setting. This meeting inspired our area to strongly consider adaptive physical education (APE). During this meeting we discussed how Chaffey had an APE program many years ago. It was unclear why the program was disbanded. Later, Jacob and our Coordinator met to further discuss the partnership that would be necessary to strongly consider this program moving forward. Jacob expressed with new legislation being implemented; we are likely to see a drastic rise in students with disabilities enrolling in our activity courses over the next few years. He explained local community programs who provide social interaction experiences are likely to utilize Chaffey college, specifically our Kinesiology activity courses. He expressed these students may require higher levels of special needs than typically experienced in the past. This places a high demand for our program to meet the needs of our local community and provide equity.

If this program is supported by our administration, we plan to partner with DPS, write curriculum for APE classes and request support for faculty to be trained in APE.

Another factor that has influenced improvement in our program is the focus of increasing overall enrollments in Kinesiology. Since 2015 (5,412 enrollments), we have lost 45.1% of enrollments resulting in the total of 2,971 in 2020-2021. We noticed the most significant drop was from the 2019-2020 academic year to the following where we lost 1,601 enrollments. This loss was the year we were fully remote. This past Spring 2022, we noticed students still wanted online activity courses as they filled better than in person activity courses. We offer nearly twice as many types of activity courses (21) in comparison to lecture (12). Therefore, we decided to focus on how we can improve instruction in our online activity courses. We believe we can improve the experiences in these classes with the use of modern software/technology to attract more students.

Our Kinesiology Faculty have also been inspired by some of their own at home and online subscriptions for workouts they utilized over the pandemic. We would like to offer our students similar experiences that allow for online competition (leader boards), engagement with others (virtual high fives/encouragement), access to workouts with video demos and instant feedback of workouts (estimated calories burned/distance completed/time).

We will learn from those already utilizing this type of technology in their classes. We will collaborate with Community Colleges and 4-year institutions to learn what software they use and their experiences with it. Our faculty will then decide what software

we believe will be the best fit for our Chaffey students and faculty to implement.

In addition, marketing will be key to make students aware of the classes we offer online and the technology we use.

With the addition of technology and focus on improved instruction through professional learning, we hope to increase at least 25% of Kinesiology enrollments by May 2025.

Lastly, our program has been inspired to increase our CTE offerings. With the addition of a Fitness Specialist certificate, we will increase our CTE offerings by 50%. We believe we need to diversify our offerings of certificates that lead to employment and create a program that will contribute to an increase in total certificates earned in our area.

In the last PSR cycle, we requested and received fitness equipment to support this Certificate. We also have a designated space, our Fit Lab that we can better utilize with the development of this program. Our vision is to make our Fit Lab accessible to Chaffey and local community members through a community fitness program. The Fitness Specialist Certificate will have students requiring internship hours in a gym setting with group exercise instruction and personal training experience. Essentially, our students can intern in our Fit Lab and serve the community by improving health and fitness. Students in this program will also learn and provide fitness assessments and body composition testing in the Fit Lab.

We will partner with local community gyms to be additional internship sites. We hope these internship sites will lead to immediate employment opportunities at the completion of the certificate. An added benefit will be the marketing our interns do for Chaffey Kinesiology when interning in the local gyms.

DEVELOP AN ACTION PLAN

4d. What is your program's action plan to make improvements?

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

Year One:

VIP Goal 1: In Fall 2022 faculty will collaborate with DPS and research the new legislation to create a proposal of impact to Chaffey Kinesiology. Faculty will research APE training and request support for current, interested faculty to be APE trained. Faculty will then present it to the Dean in Spring 2023 and seek support from Administration to develop Adaptive Physical Education (APE) courses.

VIP Goal 2: Fall 2022 Collaborate with Community Colleges and 4-year institutions to learn the software they use in online activity classes. Spring 2023, provide quotes for fitness software subscription to Dean and seek support from administration.

VIP Goal 3: Fall 2022 Designate one Full-Time faculty member to be the lead for the development of the Fitness Specialist Certificate. Or hire a professional expert to be the director of the certificate. Create a partnership with local community colleges who offer this certificate. Spring 2023 write the remaining curriculum for the certificate.

Year Two:

VIP Goal 1: Fall 2023 Hire a professional expert APE certified. This professional expert can assist faculty with writing APE curriculum. They can also advise on what new equipment may be

necessary for long term planning of courses. It will be necessary to have someone who is qualified to teach APE while current faculty get trained. Interested full time faculty will apply to APE certification programs (1-2 year programs). Spring 2024, communicate with DPS the expected APE course offerings for Fall 2024. Communicate with local community groups to inform them of Fall 2024 offerings for their clients. Advertise APE courses on social media outlets and in Kinesiology buildings with use of flyers.

VIP Goal 2: Fall 2023, train Full-Time faculty with fitness software. Spring 2024, train adjunct faculty with fitness software (Full-Time faculty can mentor Adjunct faculty). Start marketing campaign to advertise online classes and implementation of new technology. Utilize Chaffey social media outlets and post flyers in Kinesiology buildings.

VIP Goal 3: Fall 2023 Seek out local gyms that will partner as internship sites for the certificate. Create an application for admittance into the program and advisory board. Spring 2024 start marketing campaign in local gyms, the Career Center, utilize Chaffey social media outlets and post flyers in Kinesiology buildings.

Year Three:

VIP Goal 1: Fall 2024 offer APE courses. Interested Full-time faculty will start APE certification program. By Spring 2025 increase DPS enrollments by at least 35% from 2021.

VIP Goal 2: Fall 2024, implement the use of technology in online activity classes. By Spring 2025 increase enrollments by 25% from 2021.

VIP Goal 3: Fall 2024 open the application process for the following Fall 2025 cohort. Spring 2025 notify students accepted into the program, conduct orientation, and inform students of textbooks and costs to be prepared for Fall 2025.

CURRICULUM

4e. How does (or will) your department's degree and certificate programs incorporate opportunities for students to explore careers?

Information will be forwarded to the Curriculum Office. There is NO SCORING for curriculum question, 4e.

In Introduction to Kinesiology, about 1/3 of the textbook focuses on the variety of careers offered to Kinesiology majors. Other opportunities to explore careers have been provided by the Kinesiology Club who invite a variety of guest speakers from different professional fields in Kinesiology to speak to students (all Kinesiology students welcome). Lastly, the Athletic Training Aid certificate offers courses that allow for lab hours giving hands on experience to students working under the guidance of the head athletic trainers. Students in this program are able to observe how the head athletic trainers intervene with both coaches and student athletes during team practices, games and in the athletic training room.

PROFESSIONAL DEVELOPMENT SUGGESTIONS

4f. What topics, skills or types of professional learning would help you or your program execute future plans?

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4f.

Some suggestions for professional development workshops that our area could benefit from would on topics such as:

- Developing video content for activity classes or demonstration videos and how to embed these in Canvas.
- How to utilize YouTube with the creation of class video content (recorded activity classes and lecture videos etc.)
- How to utilize features in Canvas for activity/lab and lecture classes such as "Feature Options" and "Integrations" in the settings of Canvas
- Is there a way to add background music to recorded activity classes or special edits/effects to enhance the viewing of activity class videos (example, how to add background music to a recorded yoga class video for online classes)

VIP GOALS

4g.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

1. Increase number of DPS students by 35% by May 2025 with the addition of kinesiology activity courses designed specifically for students with disabilities (adaptive physical education).
2. Increase number of enrollments in Kinesiology by 25% by May 2025 with addition of new technology and fitness software in activity courses.
3. Develop a Fitness Specialist Certificate by Spring 2025 to increase CTE program diversity by 50% that leads to employment opportunities and addresses the growing needs of health and wellness in our community.

4g.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

- ✓ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- ✓ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- ✓ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- ✓ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

*** 4g.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?**

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals

VIP Goal 2--Rationale and how it aligns with the Chaffey Goals

VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

VIP Goal 1: This goal aligns with three Chaffey Goals; Equity and Success, Learning and Completion and Community Opportunities and Needs. We believe our area can better serve students with these physical and mental challenges. We lost nearly 200 DPS students over the last three years (2/3 of our DPS Students). By offering Adaptive PE courses we will provide Equity and support Student Success for these students. We want students with these challenges to have proper instruction by trained professionals in adaptive physical education with classroom settings that are equipped to face their needs. This will support DPS students with Learning and Completion of their educational goals by having curriculum with the appropriate learning outcomes that meet DPS students where they are. Also, with new legislation, we anticipate an increase in the number of students with these needs in our classrooms. We must prepare to meet this need that will impact our local community programs that provide social interaction opportunities for students with disabilities

VIP Goal 2: This goal aligns with four Chaffey Goals; Learning and Completion, Technology, Agility and Professional Learning. We believe online activity classes are here to stay. We must adapt to this need to support the demand of our students (Agility). Students still want the options for these online activity classes as these offerings were more popular than the in-person offerings this past Spring. Additionally, we want to provide students with opportunities to complete their Kinesiology ADT and/or improve their health and wellness with flexibility of time, an ongoing demand through these years of transition and change. This accessibility supports Learning and Completion by potentially increasing enrollments, retention and success. These online class offerings will require our program to utilize Technology that support online learning in lab based classes. This will also require Professional Learning of our faculty to be trained in new software, online formats and utilization of smart phones to support online activity learning

VIP Goal 3: This goal aligns with three Chaffey Goals; Efficiency, Community Opportunities and Needs and Agility. It is imperative we give our Kinesiology students opportunities for employment when completing their learning at Chaffey (Communities Opportunities and Needs). We feel strongly that CTE is the future for a growing department and have students express their interests in personal training opportunities while they pursue the 4 year degree in Kinesiology (Agility). We also want to utilize our Fit Lab that has the necessary equipment for this certificate and the potential to be a place of employment for students who complete this certificate. We aspire to have certified Fitness Specialists offer classes/personal training to Chaffey staff, faculty and students.