

Program Review, Analysis, and Planning

Department Name: Health, Kinesiology and Physical Education

Data Analysis

Based on data provided by ORPIE:

- 1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)**

Enrollment in the Health, Kinesiology and Physical Education department has continued to decline, following the change in Title V regulations regarding repeatability. While there has been a decrease in all three areas, the Kinisiology classes have a higher average fill rate than the campus compared to the Health and Physical Education classes which have a lower average fill rate compared to the campus.

- 2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)**

Health Education has stayed consistent in its fill rates per section; however, improvements have been true in success within the course offerings. We have experimented with the scheduling of the HLED courses offering a variety of options to students (first 8 week, second 8 week, 16 week, hybrid, online etc.). Our aim has been to increase enrollment and to adjust the schedules.

Kinesiology has seen consistency since the implementation of the ADT degree. While there has been a slight decline in our fill rates over the last 5 years, we have increased the number of students that transfer to the 4 year instiution with a Kinesiology ADT.

Physical Education has continued to see a decline in enrollment in the activity classes that were effected following the change in Title V regulations regarding repeatability. Our fitness center has seen a drastic decline and something we contribute to quality of the facility to which the class is being taught. We have discussed at great length the scheduling options we need to try in an effort to increase enrollment. We feel as though there is a hidden gem in these classes but that increased advertising and facility improvments to modernize the space would have a tremendous impact.

- 3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)**

Economically disadvantaged students is our largest demographic of students enrolled in Health, Kinesiology and Physical Educaiton courses. We are working diligently as a department to provide students with as many oppportunities to take classes in our area while being sensitive to costs and expenses associated with being a student. We have had many discussions about modernizing/upgrading facitlies and creating a space that is exciting for our students. We believe, more importantly that if we

are able to bridge the gap between low costs to attend GWC and providing optimal learning experiences students will persist in our programs.

- 4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)**

Success rates within the Kinesiology and Physical Education area have increased and are above the college average. While the success rates for Health classes has declined and is below the college average. Our plan to address success rates is immediate intervention with students who show signs of struggles as well as increasing communication about classroom expectations and standards for success.

- 5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)**

In reviewing success rates for different demographic groups, Health and Physical Education both are experiencing a disproportionate impact with economically disadvantaged students. I believe this phenomenon is affecting GWC, in general. As a department, we have had conversations about working with publishers to find cost effective textbook options, as well as using open educational resources (OER), if we find that is an option.

Our Kinesiology classes would benefit with working to increase success with our male students. They are over 50% of the students enrolled in those classes but are currently experiencing a lower rate of success of their female classmates.

- 6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)**

Yes, our department does confer the Kinesiology ADT. Our plan to increase the number of students who receive this degree is through advertisement within the classroom settings. Sharing with the student population that is enrolled into our KIN classes as well as those that are not that this degree is something we offer.

- 7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)**

We have seen a slight decline in the number of students who earn an Associate Degree for transfer in Kinesiology. The decline has been true since 2016. However, the decline is not unique to Kinesiology, but true across campus. Nonetheless, enrollment has stayed constant, over the past two years, given the existence of the Kinesiology ADT.

- 8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)**

N/A

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

There has been a great deal of value placed on the completion of SLO assessments. As a department, we are going to continue to work towards 100% completion of each of the individual assessments as well as remain consistent with the conversations and planning that has been influenced by SLO's and student success.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

We have reviewed all courses and created a plan for updating curricula. Since the start of the 2018-2019 school year, we have worked to update all of the intercollegiate athletic classes and bring them into compliance with units and hours. We created new curriculum to provide students additional opportunities to take classes within the Health, Kinesiology and Physical Education department.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

- We developed curriculum for 2 new course offerings within the Kinesiology and Physical Education areas.
- We revised 20 intercollegiate athletics courses.
- We have continued to foster and develop community relationships through programs such as swim lessons, hosted golf tournaments, clinics and facility usage to valuable community programs.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

- Increase enrollment in physical education activities courses.
- Create an athletic training certificate and/or fitness professional certificate.
- Increase dual enrollment course offerings.

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p>Goal 1:</p> <p><u>Increase enrollment in physical education activities courses.</u></p>	<p><u>FTES will be our metric for measurement.</u></p>	<p><u>Creating new curriculum to provide students with additional opportunities while we will continue to find ways to modernize our classrooms and equipment.</u></p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<p><u>Updated Equipment in the fitness center and our other physical education classrooms.</u></p>
<p>Goal 2:</p> <p><u>Create a certificate program.</u></p>	<p><u>The creation of new curriculum and the certificate will be our metric of measurement.</u></p>	<p><u>Communication and collaboration with programs that already exist.</u></p>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<p><u>Faculty support, curriculum development and collaboration with STRONG workforce.</u></p>
<p>Goal 3:</p> <p><u>Increase dual enrollment course offerings with local high schools.</u></p>	<p><u>FTES in our already existing courses and the growth and additional of new dual enrollment courses.</u></p>	<p><u>The department work closely with the dual enrollment program coordinator and the local high schools to provide opportunities for high school and future GWC students.</u></p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<p><u>Collaboration with GWC and local HS districts.</u></p>