

## 2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-2024 PROGRAM(S): KINESIOLOGY ADT

CLUSTER: HEALTH AND WELLNESS AREA OF STUDY: HEALTH AND WELLNESS

LAST YEAR CPPR COMPLETED: [Click here to enter text.](#) NEXT SCHEDULED CPPR: [Click here to enter text.](#) CURRENT DATE: [Click here to enter a date.](#)

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [Resource Plan](#), which can be downloaded from this [SharePoint folder](#). Please review the [Resource Allocation Rubric](#) when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

**Note:** Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

Kinesiology ADT

### General Program Update

This degree is an ADT and as such, program updates are generally dictated by the Statewide faculty groups that manage the ADTs. However, there have been a handful of KINA courses developed in recent years, to create greater movement opportunities for students seeking the degree.

### Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes  If yes, please complete the Program Sustainability Plan Progress Report below.

No  If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

### Data Analysis and Program-Specific Measurements

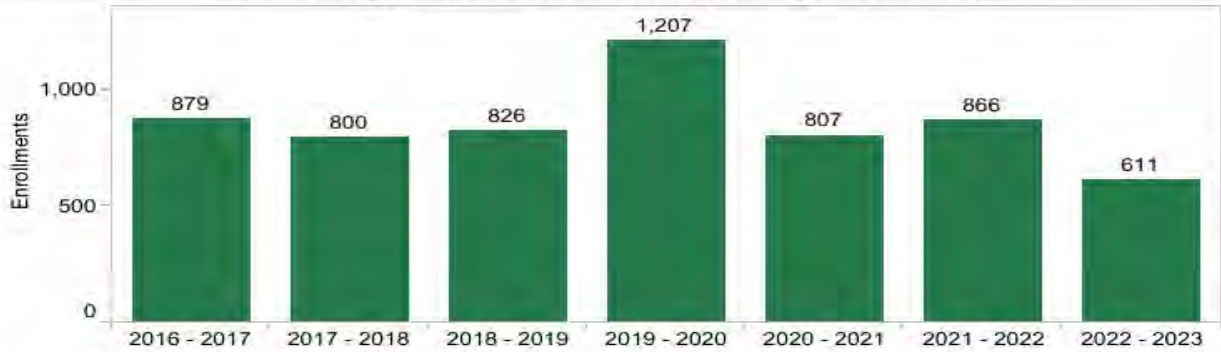
#### A. General Enrollment

## SLOCCCD Program Review Data - Enrollment

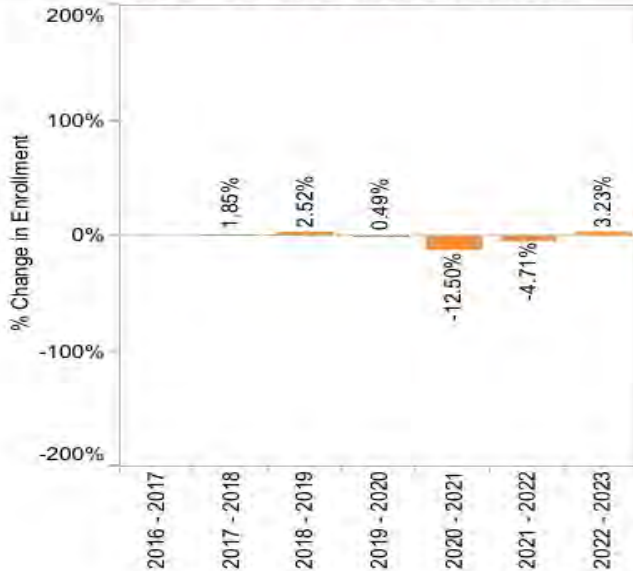
Department: All Course: Multiple values Dual Enrollment: All Prison: All

Region: All TERM All

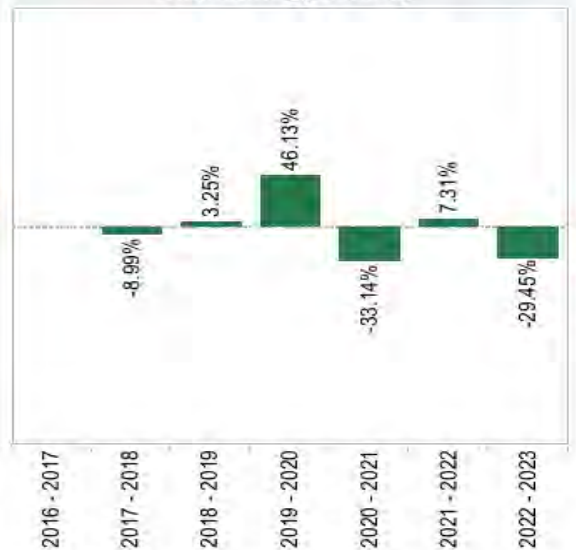
### Kinesiology Activities & Kinesiology Theory Enrollments



### % Change - Overall College Enrollments



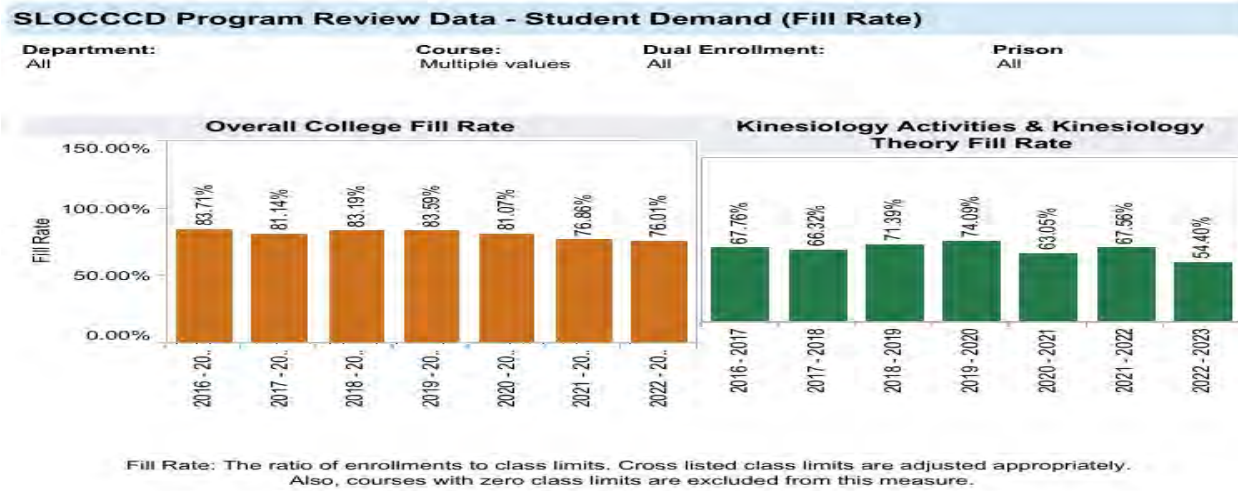
### % Change - Kinesiology Activities & Kinesiology Theory



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Overall, enrollment in the KINA courses associated with this degree are down. The impact of COVID (moving all movement classes online) and post-CVOID (moving some classes back to F2F) has had a detrimental impact on all KINA enrollments across the Division.

## B. General Student Demand (Fill Rate)

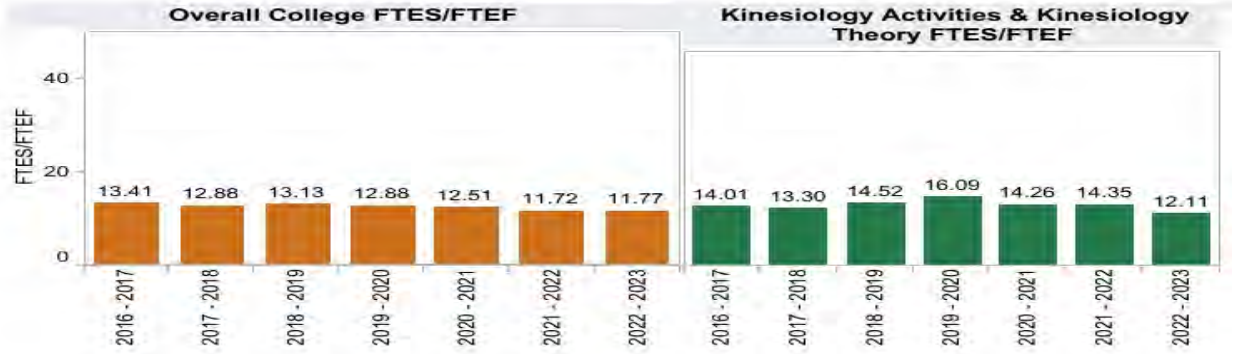


The fill rates for courses within this degree, mainly KINA classes, has both significantly decreased over the last several years and is well below the college average. This maybe in part that students do not see the value of movement classes, as was in previous years, and/or that COVID increased awareness of movement opportunities that do not require a structured class. It may be that the current enrollment is reflective on (mostly) degree earners and rather than a combination of degree and non-degree students as was in the past. In addition, General fill rate has dropped in KINE 201, below the overall college fill rate in the 22/23 year. On the other hand, the activity fill rates have run historically 10 to 15% below the college average. This past year we have seen an increase in the number of students, and our fill rate has decreased from 15% to 10% this past year. In looking at the future we may have to change the days, times, and calendar weeks that some of our activity classes are offered. Along with adding new classes such as pickleball. Online activity classes may have to be explored in the future also.

C. General Efficiency (FTES/FTEF)

**SLOCCCD Program Review Data - Efficiency (FTES/FTEF)**

Department: Multiple values      Course: Multiple values      Dual Enrollment: All      Prison: All



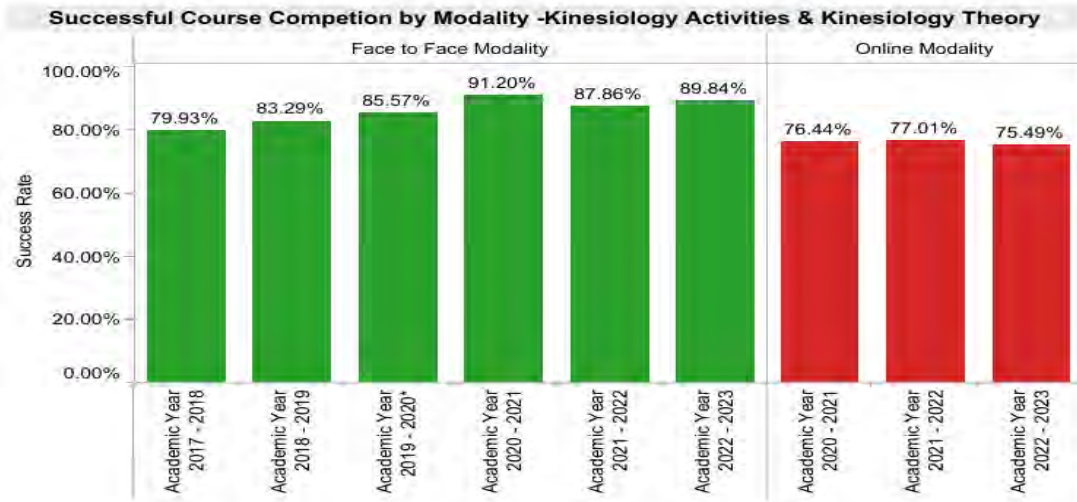
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Although enrollment in the KINE and KINA course associated with this degree are down, the program remains more efficient than the college average.

## D. Student Success—Course Completion by Modality

### SLOCCCD Program Review Data: Successful Course Completion

Select Department: All Course: Multiple values Legend: Face to Face Modality Online Modality

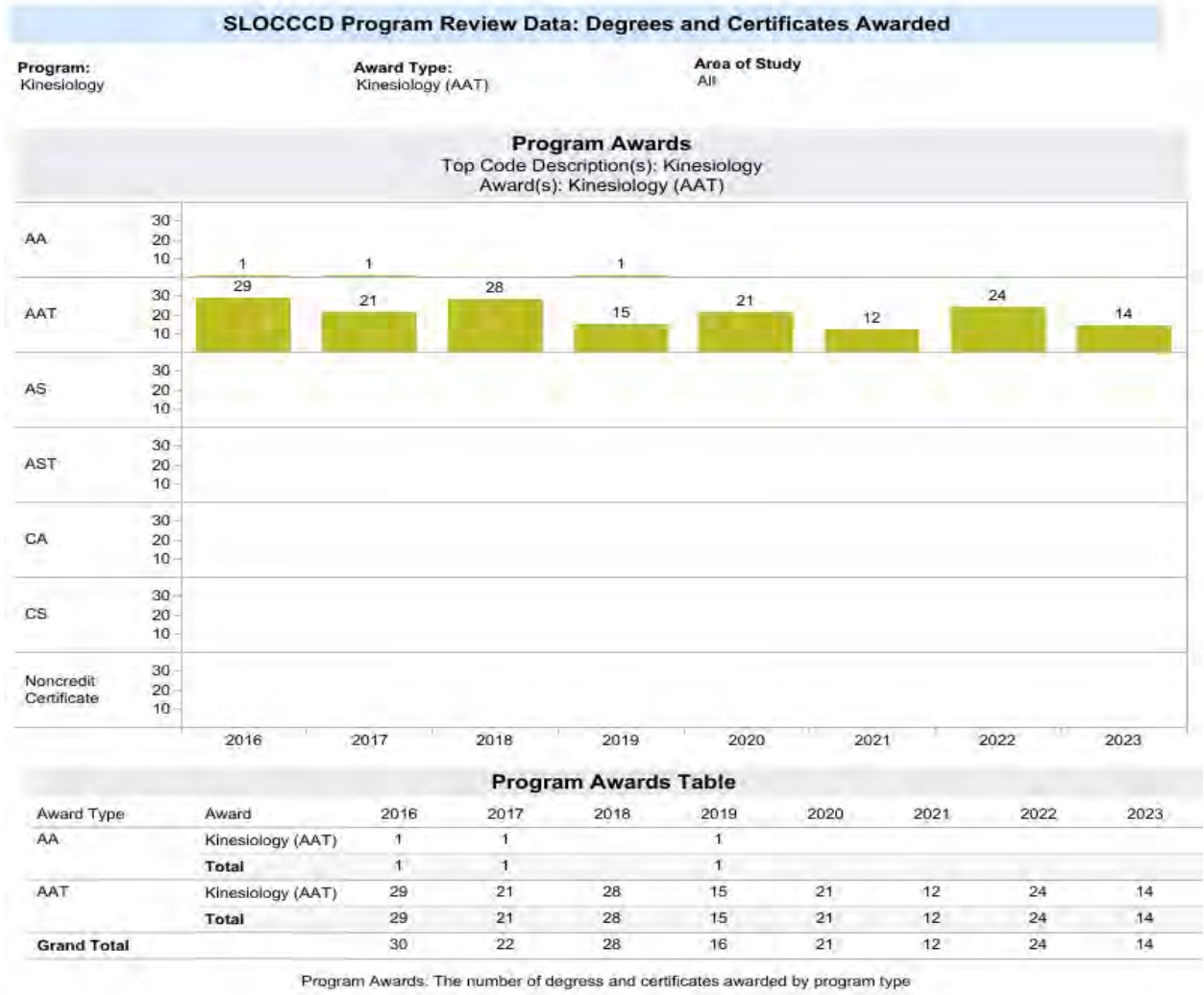


### Successful Course Completion by Modality Table - Kinesiology Activities & Kinesiology Theory

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	80.90%	83.67%	86.23%	88.10%	87.55%	89.95%
	Total Department Enrollm...	1,665	1,354	1,584	627	729	608
Online Modality	Department Success Rate	65.38%	79.03%	80.39%	76.04%	75.52%	71.52%
	Total Department Enrollm...	52	62	58	559	435	330

Based on the data presented, success in the F2F course within the degree is significantly higher than those students in the online modality. The overall enrollment in the online modality has increased, but students are not completing those courses at the same percentage as F2F classes.

## E. Degrees and Certificates Awarded



The number of degree earners decreased from 2022 to 2023. However, over the past 8 years, the Division has average twenty ADT degree earners per year.

F. General Student Success – Course Completion

**SLOCCCD Program Review Data: Successful Course Completion**

Select Department:  
Kinesiology Theory

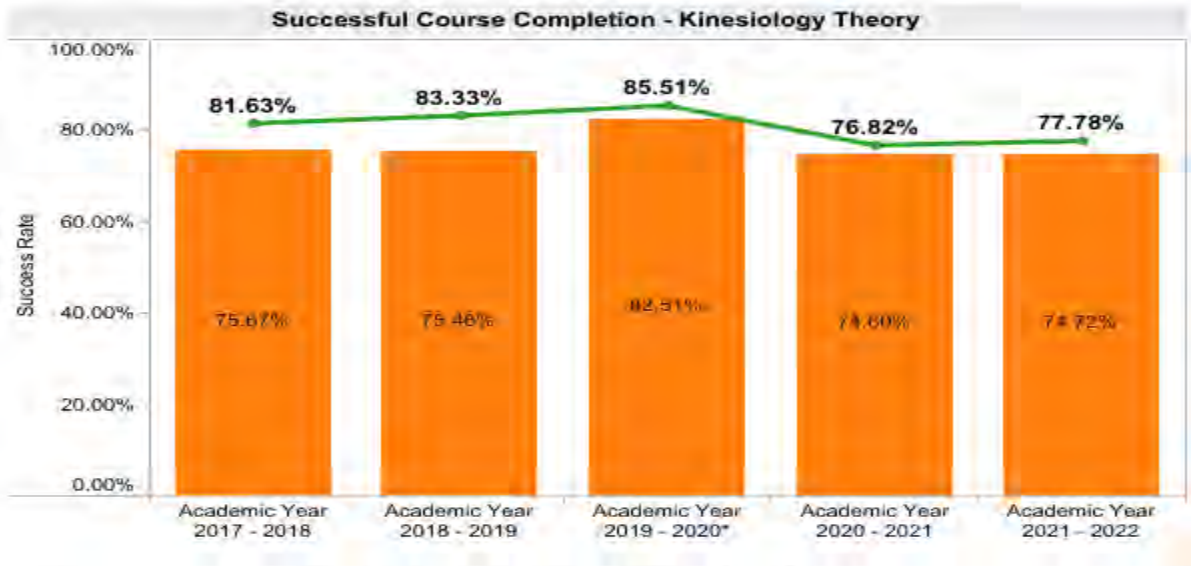
TERM  
All

Measure Names

Department Success Rate

Overall College Success Rate

COURSE  
All



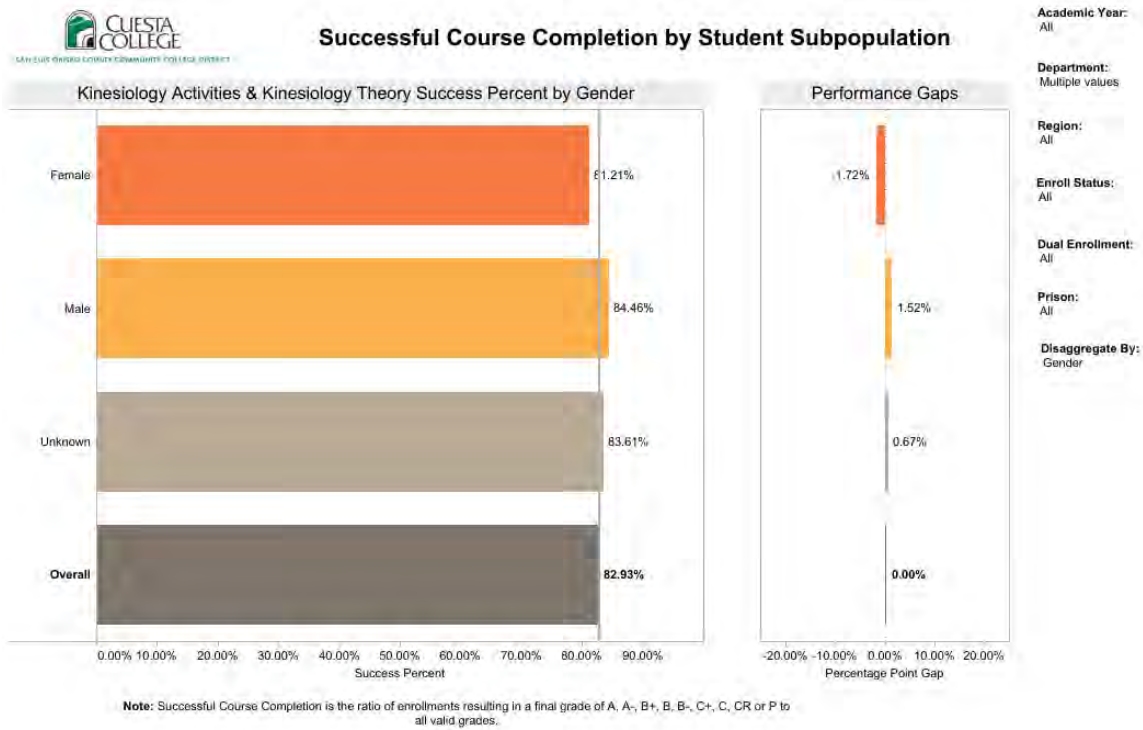
**Kinesiology Theory Success Rate Table**

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	81.63%	83.33%	85.51%	76.82%	77.78%
Total Enrollments	283	300	386	449	317

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The course completion rate for this degree with approximately 4% lower than the college average. This maybe a reflection of the significant number of online course in this degree.

## G. Review the Disaggregated Student Success







### Successful Course Completion by Student Subpopulation

Academic Year: All

Department: Multiple values

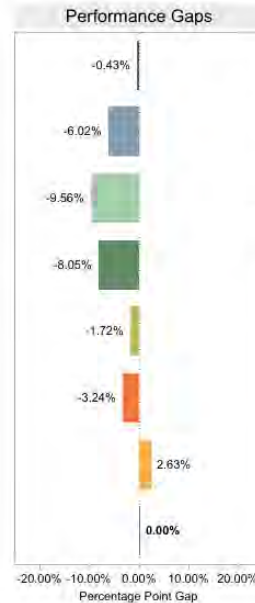
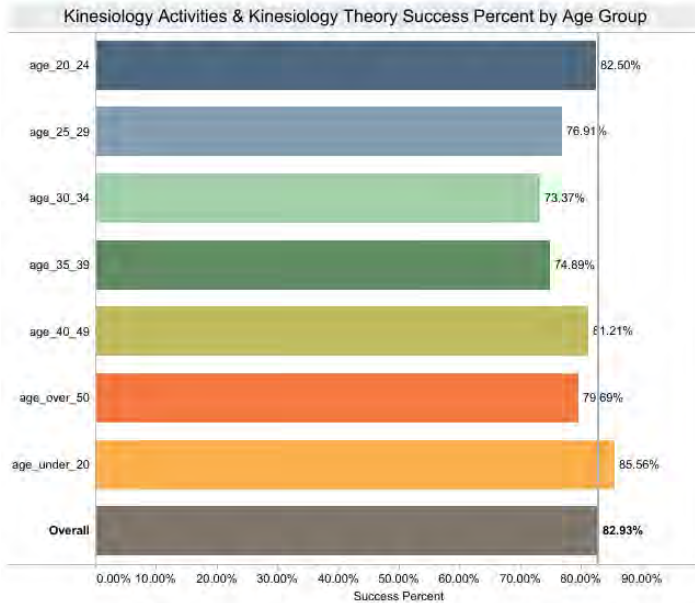
Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: Age Group



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, B, C+, C, CR or P to all valid grades.



### Successful Course Completion by Student Subpopulation

Academic Year: All

Department: Multiple values

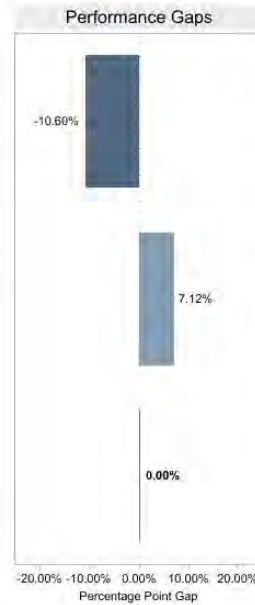
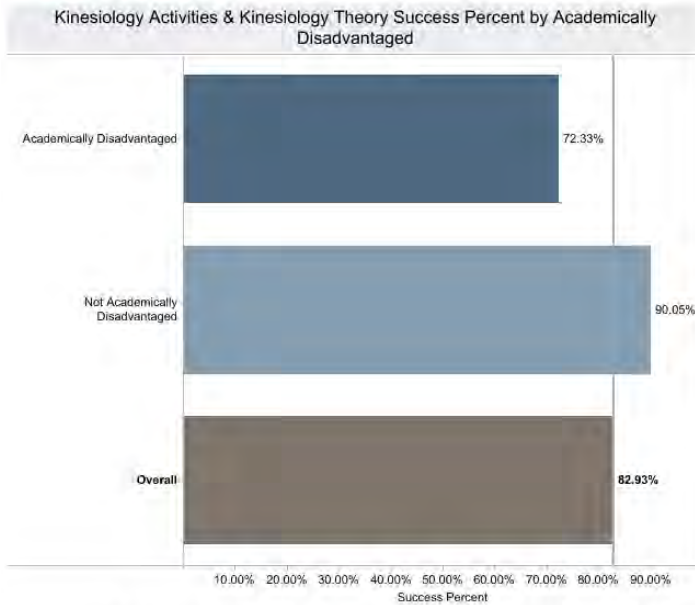
Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: Academically Disadvantag..



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, B, C+, C, CR or P to all valid grades.

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Based on the data presented, the most significant equity gap presented is within the academically disadvantaged/not academically disadvantaged population, approximately 20%. Again, this may be due to the resources available to some students and not others in terms of technology and course participation. Opportunities for closing gaps: Many of our faculty have participated in JEDI. (or are currently participating). Some of our faculty are participating in JEDI COP (Community of Practice). Faculty engage in a vast array of professional development: Anti-bias education; anti-bullying training; What could be improved: Ensuring that embedded counselors have the support and time they need to effectively assist students. Students often try and drop in but the scheduling requirement can be a huge barrier for students to get help in a timely manner when they need it the most. Having a counselor embedded in the division seemed particularly valuable. The counselor re-located creating an extra barrier for students to access.

### Programs and Curriculum Review **PROGRESS**

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2023-2024 year in the 5-year calendar of the Curriculum Review Worksheet.

**THERE WERE NO PROGRAMS OF STUDY THAT WERE SCHEDULED FOR MODIFICATION DURING THIS YEAR WITHIN THIS DEGREE PROGRAM.**

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the \_\_\_\_ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only.

<b>Program of Study OR Prefix and Course #</b>	<b>Past Due Date for Modification</b>	<b>Briefly state why modification was not completed on schedule</b>	<b>Re-scheduled date for modification (must be within 1 year)</b>

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first row of the table.

<b>Program of Study OR Prefix and Course #</b>	<b>Past Due Date for Modification</b>	<b>Re-scheduled date for modification</b>	<b>Completed (yes or no)</b>

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

<b>Program of Study OR Prefix and Course #</b>	<b>Past Re-scheduled Due Date for Modification</b>	<b>Briefly state why modification was not completed as rescheduled</b>	<b>Second re-scheduled date for modification (must be within 6 months)</b>

## Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

## Program Outcomes Assessment Checklist and Narrative

### CHECKLIST

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

### NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

### PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. None.

## Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success — Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.