

Kinesiology Department

Program Review

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DEPARTMENT OVERVIEW

The Cerritos College Kinesiology Department supports Kinesiology Majors, Physical Education Majors and Exercise Science Majors with the completion of lower division coursework and preparation for transfer. The department also supports several Career and Technical Education Certificate Programs. We currently have one California Advancing Pathways for Students (CALAPS) high school articulation agreement for Athletic Training Program introductory course. Students completing Kinesiology classes will gain the fundamental principles of Kinesiology including the historical development of Physical Education and sport in our society, theoretical and scientific knowledge about the body, development and execution of motor/sport skills appropriate for personal development, proficiency in discussing the benefits of an active lifestyle, kinesthetic awareness and knowledge about the body and its function as it relates to sport performance, fitness, health, and wellness. Students will display professionalism and communication/presentation skills with preparedness for transfer or the workforce.

The Cerritos College Kinesiology Department has one full-time faculty member who also serves as the Department Chairperson. There is another full-time faculty member who teaches a larger percentage of Kinesiology classes, but because she is the head Women's Basketball Coach she teaches 33.34-48.34 percent of her regular load in Kinesiology. She carries an additional 35 percent of Kinesiology classes in her overload each semester. There are an additional 22 Kinesiology faculty members, 17 are part time faculty and 5 are full time faculty who teach only 1 course in the Kinesiology Department. The Kinesiology Department includes a diverse group with expertise in: fitness and wellness; anatomy and human function related to exercise, sport, and injury prevention; coaching; first aid and CPR; history, sociology, and psychology of sport and exercise; and general understanding of careers and research in the field of Kinesiology.

The Kinesiology Department offers one Associate Degree for Transfer, two Associate Degrees, and four Certificate Programs.

- Kinesiology Associates in Arts Degree for Transfer
- Exercise Science: Fitness Associate in Arts Degree
- Exercise Science: Athletic Training Associate in Arts Degree
- Fitness Specialist Certificate of Achievement
- Fitness Trainer Certificate of Achievement
- Athletic Trainer Aide Certificate of Achievement
- Athletic Injury Management Certificate of Achievement

In addition to courses offered for Kinesiology Majors, the department offers several General Education Courses and Courses that meet the Health and Wellness Proficiency Requirement.

- KIN 108 Women in Sports (Plan A B3, Plan B Area D3, Plan C Area 4)
- KIN 211 Sport Management (Plan A B3, Plan B Area D3)
- KIN 104 Fitness and Wellness (Plan B Area E, Plan A H & W Proficiency)
- KIN 100, 102, 104, 106, 120, 121, 122, 123, 130, 131, 132, 133, 200, 202, 203, 206, 207, 210 (Plan A H & W Proficiency)

The Kinesiology Department also houses several cross-listed courses.

- KIN 108 Women in Sport is cross-listed with WGS 108
- KIN 110 Community First Aid and CPR is cross-listed with HED 110

We also have a California Advancing Pathways for Students (CALAPS) articulation agreement for the following course.

- KIN 102 Introduction to Athletic Training.

In the past 8 years, since the introduction of the Kinesiology AA-T and the KIN 100 Introduction of Kinesiology course, the department has seen major growth. One section of the Introduction to Kinesiology course was offered for the first time as PE 114 in Fall 2012, at that time the Kinesiology Associate in Arts Degree for Transfer was a brand new degree. In 2014 the HPEDA Division (now the Kinesiology Division) went through a restructuring, the KIN prefix was created and the Kinesiology Department was born, this was the year that the first Kinesiology AA-T was awarded. The year 2014 was also when Kinesiology debuted on the *TOP 20 majors at Cerritos College* list ranking #18. In 2015 Kinesiology was the 11th highest and by 2017 Kinesiology had climbed to the 9th highest declared major at Cerritos College. The number of Kinesiology AA-T Degree Awards climbed from one in 2014 to 26 in 2017. PE 114 became KIN 100 and the department now offers an average of 11-14 sections each semester with anticipated need for continued growth.

Section 1: INSTITUTIONAL AND SURVEY DATA

The department reviewed data supplied by the office of Institutional Effectiveness, Research and Planning. Our programs are very interdisciplinary with students taking classes in A & P, BUS, CHEM, MA, PEX, PHYS, and PSYC.

1. WSCH (Weekly Student Contact Hours)

Specific WSCH data is not available from the Cerritos College Department of Institutional Effectiveness, Research and Planning

2. FTES (Full-time Equivalent Students)

There was a steady increase in FTES for the Kinesiology Department. In the 2014-2015 academic year FTES was 91 and over the 5 years reported FTES increased to 139 by the 2018-2019 academic year.

3. FTEF (Full-time Equivalent Faculty)

Specific FTEF data is not available from the Cerritos College Department of Institutional Effectiveness, Research and Planning.

4. ENROLLMENT

Changes in Distinct Count Enrollment is mixed, there has been great increase in certain courses, some courses remained consistent, and a few saw drops for what we think are identified reasons.

As already detailed above, the KIN 100 Introduction to Kinesiology course has seen tremendous gains. In the 2014-2015 academic year we had 99 distinct enrollments, in the 2018-2019 academic year that number had jumped to 592 distinct enrollments.

The two General Education courses in the Kinesiology Department have also seen growth. KIN 108 Women in Sport had only 12 students enrolled in the 2014-2015 academic year and had climbed to 72 students in the 2018-2019 academic year. KIN 211 Sport Management was offered for the first time in the 2016-2017 academic year with 27 students enrolled. In the 2018-2019 academic year KIN 211 had 50 students enrolled and we expect this year's numbers to exceed that since we had 60 students that completed the KIN 211 course in Fall 2019. With the Spring 2020 numbers we expect enrollment in this course to be over 80 students.

We have also seen some moderate growth in the KIN 123 Sports Officiating course. Our faculty member who teaches this course has developed a partnership with an outside organization to fill a need for knowledgeable Sports Officiating Individuals in the community. KIN 123 only had 20 students enrolled in the 2015-2016 academic year and increased to 35 students enrolled in the 2018-2019 academic year.

The 2018-2019 academic year was also the year we debuted three new courses that were the product of curriculum revision and creation related to the Strong Work Force initiative. KIN 205 Anatomical Movement Analysis was offered for the first time in Spring 2019 and filled to 32 students. This was a great number for such a specialized class.

KIN 106 Student Athlete in Society took a drastic drop in the 2017-2018 academic year (58 students enrolled dropped to 21 students enrolled) and we did not offer it in the 2018-2019 year. This was an easy transition for us since the faculty member had retired.

KIN 130 Theory of Coaching also saw a big drop in enrollment. There were 103 students who took KIN 130 in 2015-2016 and that number had dropped to only 46 students in 2018-2019. However, this drop is the result of less sections of the course being offered.

KIN 104 Fitness and Wellness saw a dip in enrollment beginning in 2017-2018. This seemed to match the dip in campus wide enrollment. However, since this is our lecture/lab class we hope the numbers will begin to increase with the attraction of our new facilities. Other courses have fluctuated, but enrollment seems to be averaging out over the 5 year span being reviewed.

5. COURSE RETENTION RATES

Completion rates are high across the board for the Kinesiology Department. The majority of Kinesiology courses have completion rates in the 80% to 100% range with the exception of a few random semesters. KIN 106 Student Athletes in Society had a few consistently lower completion rate semesters ranging from 51.9% to 71.4%, the faculty member who taught this class retired. KIN 202 Measurement and Interpretation of Fitness (50% - 100% completion rates) and KIN 203 Programs and Principles of Conditioning (65% to 100% completion rates) has some semesters low and some semesters high. These are the specialty classes for some of our Certificate Programs and it is not surprising to see this fluctuation. Students tend to naturally fall into cohorts within the certificate program courses and student make-up and instructor greatly impact the course dynamics. The Kinesiology Department numbers appears to be in line with the average overall college completion rate of 84%.

6. SUCCESSFUL COMPLETION RATES

The overall successful completion rates for the students enrolled in a Kinesiology course is satisfactory. For the 5 years reviewed, success rates ranged from 50% to 100%, averaging in the 75%-85% range. The average Kinesiology Department success rates appear to be higher than the college average of 70%.

7. DEGREES/CERTIFICATES DECLARED

As mentioned above the Kinesiology AA-T Degree debuted on the Top 20 Majors List at #18 in 2014 with 243 students declaring Kinesiology as their major. By 2018 Kinesiology was #9 on the Top 20 Majors List with 442 students declaring Kinesiology as their major.

8. DEGREES AND CERTIFICATES AWARDED

Over the seven year span from the 2012/2013 through the 2018/2019 academic year, the Kinesiology Department accounted for 96% of all awards within the Division. The Kinesiology AA-T Degree accounted for 82% and the Certificate Programs accounted for 14% of all Division awards. However, the total number of awards can improve. There were 30 Kinesiology AA-T Degrees awarded in the 2018/2019 Academic Year, but based on the growth of the KIN 100 Introduction to Kinesiology course we anticipate a gradual increase in degree completions.

We did not receive data that disaggregated program awards by age, ethnicity, or gender. But we do know that completion and success in individual courses within the programs is high for all groups.

The average course completion rates for all ages in the 2018-2019 academic year were high, ranging from 80% to 91%. The percentages were distributed throughout the age groups. Students in the age 19 or less age group had completion rates of 91% and students in the age 50 or more category had a 92% completion rate. The average success rates were good across all age groups ranging from 70% to 85%. The younger age groups tended to skew in the higher range, however ages 40 to 49 were also at 80% completion.

The average course completion rates for all ethnicities was high with a range of 83% to 89% completion. Success rates were also good across ethnicities with a range of 75% to 85%. Asian students were on the high end of the range at 85% course success and African American students were on the lower end of the range at 75% course success. While 75% is still a good success rate, the department needs to examine if there are any underlying factors facilitating this difference in course success.

Completion rates (85% to 92%) and success rates (79% to 84%) were good across gender groups. While the males tended to have a higher completion (males 88% and females 86%) and success (males 82% and females 79%) rates than females, this difference was not significant. The unknown gender group had the highest completion (92%) and success (85%) rates.

9. DEMOGRAPHICS OF STUDENTS IN PROGRAM (ethnicity, gender, age, etc.)

The age of the students taking classes in the Kinesiology Department skews a little younger than the overall college. Kinesiology students 19 years of age or younger represent 38% of those enrolled and students 20-24 years of age represent 38% of those enrolled. The college average for students 19 years of age or younger is 22.5% and 34.3% for those ranging from 20-24 year of age.

The ethnicity of students taking classes in the Kinesiology Department is similar to the demographics of the college. Hispanic or Latino students represent 67% of Kinesiology students while the college percentage is 68%. There is a slight difference with the American Indian or Alaskan Native Kinesiology students representing only .4% while the college average is 6%. There is also a slight difference with the Black or African American students in the Kinesiology department who represent 10% of those enrolled in Kinesiology Classes while the college average is only 2%.

The Kinesiology Department has slightly more males (52%) than females (46%). While the college average is the opposite with 46% male and 52% female.

10. CURRICULUM AND COURSE OUTLINES (See Appendix D)

11. STUDENT SURVEY RESULTS

The department also reviewed data from a Student Survey conducted in the Spring 2019 semester from among all students enrolled in a Kinesiology Course. There was a total of 184 respondents, following is the demographic breakdown of the respondents.

<u>Gender</u>		<u>Ethnicity</u>		<u>Age Range</u>	
Female	87	Asian	26	19 and Under	53
Male	92	Black	12	20 - 24	64
Unknown	5	Decline to State	10	25 - 34	49
		Hispanic or Latino	109	35 and Over	18
		Pacific Islander	3		
		Mixed Race	8		
		White	16		

<u>Cumulative Units</u>	
12 to 29	43
30 to 59.5	65
60 to 100	40
Less than 12	30
More than 100	6

<u>GPA Grouping</u>	
2.00 to 2.49	35
2.50 to 2.99	40
3.00 to 3.49	42
3.50 to 3.99	30
4.00 or higher	14
Less than 2.00	23

Students were most aware of the Associates Degree for Transfer. They were less aware of the Certificate Programs. The Injury Management Certificate was the least known. Below is a table of the survey responses for the awareness of the different award programs in the Kinesiology department.

<u>Survey Question</u>	<u>Yes</u>	<u>No</u>
Aware of ADT	153	31
Fitness Specialist Certificate	64	120
Athletic Trainer Aide Certificate	79	105
Fitness Trainer Certificate	69	115
Injury Management Certificate	34	150
Exercise Science AA	54	130

Fifty-three percent of respondents (97 of 183 responses) were identified as a Kinesiology major.

- Fifty-four students identified as Hispanic/Latino, 13 identified as Asian, and Black (7) and White (5) students both had less than 10 students
- Fifty-two were male and 41 were female

While the majority of students completing the survey were Kinesiology Majors, there was an even spread of students taking Kinesiology courses for other reasons.

<u>Survey Question</u>	<u>Count</u>
I am a Kinesiology major.	60
I am curious about the subject of this course.	36
I am interested in transferring to a 4 year institution.	37
I am working towards a Certificate program (Fitness, Trainer or Injury Management).	32
I needed a course, any course, to fill up my schedule.	19

Seventy-nine percent (78.8%) of students responded agreed (“Strongly agree” or “Agree”) they would be interested in taking another Kinesiology course.

- Seventy-three percent of all ethnic groups would likely take another Kinesiology course.
- Asian students (26.9%) were the highest population not likely to take another Kinesiology course.
- Similar pattern for gender as well in Female (75.9%) and Male (80.4%) students with “Strongly agree” or “Agree” responses.

The satisfaction of the Kinesiology department showed good responses from the students:

- Sixty-six (66%) percent of students responded “Strongly agree” or “Agree” to the “I am satisfied with the variety of Kinesiology course offered”
- Ninety-two percent of students would recommend taking a Kinesiology course to a peer.

Faculty in the Kinesiology department also received good responses:

- Ninety percent of students felt faculty are respectful
- Eighty-seven percent of students felt faculty are welcoming inside the classroom
- Seventy-five percent of students felt faculty are welcoming outside of the classroom
- Eighty-one percent of students felt comfortable visiting their Kinesiology professor during office hours

Students are split about the difficulty getting the required courses for their program outside of the Kinesiology Department (for example, A&P) with 31% agreeing and 36% disagreeing.

- The largest response group was “neutral”
- Overall a majority (68%) of students are not having difficulty.
- Although 31% did agree there were having some difficulty, which translates to 57 students.

Day and times of student preferences for offered courses

- Students preferred to take courses Monday through Thursday and did not prefer Friday and Saturday.
 - o Tuesday (84%) and Thursday (79%) were the most popular, with Monday and Wednesday both above 70% preference for those days.
 - o Friday (16%) and Saturday (9%) were not preferred.
- Students preferred to have courses offered in the morning with 70% of students preferring the 8:00am-12:00pm time frame.
 - o Thirty-seven percent of students preferred the 12:00pm-4:00pm time frame
 - o Twenty-two percent students preferred courses after 4:00pm

A majority of students preferred to have face-to-face courses (56%)KIN, however, 25% of students preferred the hybrid format. Only 17% of students preferred a fully online course.

Most students felt the textbook for their courses was a good value.

- Twenty-seven percent of students felt the textbook was too expensive
- Twenty-three of students did not use a textbook in their course
- Approximately 10% of students used a free online textbook for their course

PROGRAM SLOs FOR COURSES

Student Learning Outcome (SLO) assessment is a valuable tool for instructors to understand the achievement of students and adjust teaching methods to support student success. The most recent SLO report for the Kinesiology Department covers the semesters from Fall 2016 to Spring 2019. During the time period of this report Kinesiology faculty reported 2495 course assessments. Students scored 66.17% good, 29.58% satisfactory, and 7.25% emergent. These percentages were mostly similar for the courses reporting data, however there was great inconsistency in the reporting of SLOs. There are several reasons that may explain the inconsistent reporting of SLOs; 1) low faculty compliance due to a large proportion of classes being taught by part-time faculty or full-timers only teaching 1 course in the KIN department 2) the frustration faculty feel when trying to utilize eLumen for SLO assessment. In addition to sending email reminders about SLO assessment, the Kinesiology Department will host an eLumen/SLO assessment training for part-time Kinesiology faculty in an attempt to increase SLO assessment.

Section 2: SWOT ANALYSIS

STRENGTHS

- 1) **Kinesiology is a Popular Major** – Kinesiology is a top declared major in Cerritos College. According to the most recent Top 20 majors List on campus, Kinesiology was number 9.
- 2) **Quality Faculty** – A high percentage of students reported feeling respected by Kinesiology Faculty and found them to be welcoming in and outside of the classroom.
- 3) **Student interest in taking more Kinesiology Courses** – A high percentage of students expressed interest in taking another Kinesiology Class and were satisfied with the courses being offered.
- 4) **Offering pattern matches students desires** – Students reported interest in taking classes mostly Monday through Thursday during the 8:00 AM to 12:00 PM time blocks. It appears that we have been responsive to students needs since the greatest percentage of our course offerings are during these days and times.
- 5) **Development of new lower unit certificate programs** – We recently developed 2 new lower unit certificate programs that articulate with long running programs (higher unit certificates and AA degrees). These were developed to encourage completion of students that may not be able to continue to completion for the higher unit certificates or degrees.

WEAKNESSES

- 1) **Not enough fulltime faculty** – Since the inception of the Kinesiology Department we have seen tremendous growth, but only have 1.5 fulltime faculty. Of these 1.5 fulltime faculty, one is the Department Chairperson and the other is the Head Woman's Basketball Coach. It will be difficult to grow, change, and meet our goals when there are not enough fulltime faculty to help with that work.
- 2) **Lack of follow-up and tracking of majors to encourage completions** – Tracking and follow-up of students pursuing our degrees and certificates has been inconsistent because of lack of fulltime faculty to help and inconsistent funding to hire an hourly to help.
- 3) **Not all faculty complete SLO assessments** – While faculty are reminded each semester, not all complete the SLO assessments. This may also be related to the fact that most individuals teach only 1 Kinesiology Course or they are part-time. It makes it difficult to develop cohesion in the department and encourage a culture of participation in SLO assessment.
- 4) **Outreach to high school programs is minimal** – Due to lack of fulltime faculty, it is difficult to balance all the department responsibilities and add on site visits/'outreach.
- 5) **Need for updated equipment** – There are several courses that need new or updated equipment. KIN 110 Community First Aid and CPR desperately needs new baby manikins, better working AED trainers, and equipment to teach the tourniquet unit. KIN 202 Measurement and Interpretation of Fitness and KIN 203 Programs and Principles of Conditioning continually need new and updated equipment, but don't always have the budget for replacement and acquisition.

OPPORTUNITIES

- 1) **Growth of KIN 100** – The growth of our KIN 100 class is an opportunity to promote our department and programs with the goal of growing program enrollment.
- 2) **Growth of General Education Offerings** – There is opportunity to increase offerings of KIN 108 Women in Sport and possibly KIN 211 Sport Management.
- 3) **Develop new General Education Offerings** – The existing KIN 106 Athletes in Society is only a 2-unit course and does not currently meet a GE category. However, with revision to a 3-unit course, the subject matter of this course is potentially a good fit for GE.
- 4) **Develop Anatomy and Physiology Course for our majors** – Through Strong Workforce Funds we will be receiving an Anatomy Dissection Table. The acquisition of this equipment will allow us to explore the development, in conjunction with the A&P Department, of a new Anatomy and Physiology Course designed for our majors.
- 5) **New Facilities** – The Kinesiology Department just moved into a brand-new building and for the first time we have a dedicated teaching lab. It is expected that this will improve the quality of our teaching and the specialized equipment that we can house.

- 6) **Development of new certificate programs** – There has been discussion about adding a coaching certificate or youth sport certificate. These have had success at other institutions and would meet an important community need.
- 7) **Explore new articulation agreements and dual enrollment opportunities with local high school or districts**– The department has seen success with the existing CALAPS alignment. We would like to explore if other opportunities exist to develop new high school articulation agreements or add a dual enrollment opportunity for students.
- 8) **Develop guided pathway** – Work with the guided pathways project to develop a clear pathway to help facilitate successful program completion by students without roadblocks.

THREATS

- 1) **Lack of access to Anatomy and Physiology Classes** – Kinesiology Majors often report having difficulty getting into the Anatomy and Physiology Classes, which are required for the Kinesiology AA-T.
- 2) **Inability to hire new fulltime faculty** – due to the current state budget and campus hiring procedures it is unlikely that we will get to hire a new fulltime faculty member anytime soon.
- 3) **Declining enrollment statewide** – Declining enrollment across the state continues to make scheduling a challenge. We have been fortunate to grow in certain areas, but declining campus enrollment may inhibit this.
- 4) **eLumen difficulties** – eLumen is difficult to use and is not an intuitive system. This may be another reason why SLO assessment is not consistent.

Section 3: PROGRAM GOALS

REF	Goal	Action to be taken	Completion Timeline	Person Assigned
W1	Increase Kinesiology Department Fulltime Faculty	Continue to follow the Faculty Hiring Prioritization Committee Procedure (FHP)	Yearly	Edwards
W2	Hire hourly worker to help with program follow-up	<ul style="list-style-type: none"> • Research funding resources • Apply for funding sources • Include request in Unit Plan • Submit request for hourly hire to Division Dean 	FA 2021	Edwards

W3	80% of SLOs assessed at least once per year	<ul style="list-style-type: none"> • Conduct eLumen training session for adjunct faculty as part of department meeting (Fall 2020, Fall 2021, Fall 2022) • Provide incentives for SLO assessment 	2023-2024 Academic Year	Edwards
W4 & O7	Improve high school outreach	<ul style="list-style-type: none"> • Attend at least 1 high school fair each semester • Continue to participate in campus counselors fair • Explore additional high school articulation agreements and dual enrollment opportunities (Fall 2020) 	2020-2021 Academic Year	Edwards (and hourly worker if hired)
W5	Purchase new and replacement equipment	<ul style="list-style-type: none"> • Research funding resources (Fall 2020, Spring 2021) • Apply for funding sources (Spring 2021, Fall 2021) • Include in Unit Plan (yearly) <p>(Specifically new First Aid and CPR equipment and equipment for KIN 202 and KIN 203)</p>	2021/2022 Academic Year	Edwards
O1	Increase awareness of all programs	<ul style="list-style-type: none"> • Work with the graphics department to update program brochure (Fall 2020) • Develop promotional video (Spring 2020, Fall 2020) • Update Webpage (Yearly) • Advertise on campus monitors and marques. (Beginning Fall 2020) • Meet with Public Affairs to develop additional strategies for increasing program awareness on campus (Spring 2020) 	2021/2022 Academic Year	Edwards

O2 & O3	Increase General Education Offerings	<ul style="list-style-type: none"> • Revise KIN 106 to a 3-unit GE Course (Fall 2020) and offer one section in Fall 2021 • Monitor enrollment to increase offerings of KIN 108 & KIN 211. (Add one section of each in the 2020/2021 academic year. • Expand pool qualified part-time instructors for Intro lecture classes and GE lecture classes. <ul style="list-style-type: none"> ○ Launch part-time job announcement (beginning of Spring 2020) ○ Interview potential candidates (end of Spring 2020) • Explore the possibility of using an intern through the CTX, 	Assess yearly when creating schedule	Edwards & Kozlowski
O4	Explore the possibility of developing an Anatomy and Physiology Course specifically for our programs	Connect with Department Chairperson for the Anatomy and Physiology Department to discuss the possibility of an Anatomy and Physiology Class targeted for our programs and taught in our teaching lab.	2020/2021 (begin conversation) 2021/2022 (write course and submit to the Curriculum Committee) 2022/2023 (schedule course) 2023/2024 (offer course)	Edwards
O6	Develop one new Certificate Program	Research development of a Coaching or Youth Sport Certificate Program <ul style="list-style-type: none"> • Review programs as community colleges 	2021/2022 Academic Year (research) 2022/2023 (write)	Richardson & Natividad

		<p>and CSUs in our area (2021/2022)</p> <ul style="list-style-type: none"> • Review labor market data (2021/2022) • Hold department meeting to discuss program development (Fall 2022) • Draft certificate program (Spring 2023) • Submit to the Curriculum Committee (Fall 2024) 	2023/2024 (offer)	
O8	Develop a guided pathway for each Kinesiology Program	<ul style="list-style-type: none"> • Develop Guided Pathway for the Kinesiology AA-T (Fall 2020) • Develop Guided Pathway for all Certificate Programs (Spring 2021) 	2020/2021	Edwards/Kozlowski
S2	Continuing Education for Certificate Program Faculty	<ul style="list-style-type: none"> • Research funding resources • Apply for funding sources • Include in Unit Plan 	2020/2021	Edwards

Appendices

Appendix A: Instructional Program Review Planning

1. Email – Initial IERP Contact
2. Email – IERP Consult Request
3. Email – Student Survey Meeting Request
4. Email – Library Resources Contact

Appendix B: List of Institutional Data

1. IERP Data
2. Top 20 Majors Report
3. Kinesiology Division Awards
4. Student Survey Results

Appendix C: Department Goals

See table in report

Appendix D: Curriculum Review Checklist

1. Curriculum Review Checklist
2. Kinesiology Department Courses 2019-2020 Catalog
3. Kinesiology Department Programs 2019-2020 Catalog

Appendix E: SLO Data

1. Kinesiology SLO Report by Course

Appendix F: Program Review Submittal Form

Appendix G: Program Review Checklist

Appendix H: Program Review Approval Form