

2025-2026 Instructional Program Review - Kinesiology Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2025-2026. Review period: 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, and 2024-2025

Instructional Program Review Overview

Section 1. Instructional Program Overview

A. Mission Alignment : Version by **Edwards, Carrie** on **11/03/2025 19:12**

1. Explain how your program supports the College's Mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

- **Equitable Access:** The Kinesiology Department is committed to providing flexible scheduling opportunities to meet the diverse needs of our students. We offer online, hybrid, and in-person course formats as well as block schedule certificate program courses for student convenience.
- **Completion:** The Kinesiology Department provides a variety of session lengths to help students move through their programs at the pace that best suits their needs and schedule. We regularly schedule 18-week, 15-week, first and second 9-week sessions, as well as program courses during three different summer sessions. We are committed to offering all Certificate Program courses at least once per year to ensure that students can complete their programs without gaps.
- **Career and Transfer Success:** The Kinesiology Department offers the Kinesiology AA-T and the New Nutrition and Dietetics AS-T degree providing direct CSU aligned transfer opportunities for students. Our Fitness Programs are aligned with the American Council on Exercise equipping students with current skills, knowledge, and preparation for national certification for employment preparation. All Certificate Program Students complete at least 1-unit of Work Experience by enrolling in KIN 271A Work Experience Athletic Training or KIN 271B Work Experience in Fitness. The 1-unit work experience courses require students to complete 54 hours in the work place. Students are responsible for securing a worksite and work place supervisor. However the department does provide students with guidance and a list of past work experience sites. Participating in the work experience course provides students with an opportunity to apply knowledge in the workplace and develop real world skills and knowledge increasing future employment opportunities.
- **Institutional Health:** The Kinesiology Department is committed to effective resource utilization, often sharing equipment between facilities, programs, and instructors. Additionally, we are dedicated to attracting and retaining highly qualified faculty who reflect the diversity of our student body and support their educational needs.

The Cerritos College Kinesiology Department provides opportunities for students to engage in understanding body movement and fitness. Courses are designed to introduce students to various aspects of kinesiology, gaining knowledge and skill in areas such as athletic injury assessment, fitness and wellness, sports psychology, and movement analysis as well as workforce experience. The program aims to prepare and equip students with the tools necessary for employment or transfer.

The Kinesiology Department offers high quality instruction and four different levels of completion (Transfer AA Degree, Career Technical Education [CTE] AA Degree, Certificate Program, and Lower Unit Certificate Program), providing students with multiple opportunities to complete their academic goals. All programs housed in the Kinesiology Department are aligned, allowing students to shift goals and move between programs without losing educational time. Additionally, we have completed guided pathways mapping for all programs in the Kinesiology Department and suggested CTE sequences to provide students with a clear path to completion. This clearly aligns with the college's mission to provide high-quality instruction and clear pathways for students' educational goals (Lever B2, B3, C3 Student First Framework)

The Kinesiology Department also has several successful local high school partnerships. The Gahr High School Sport Medicine Pathway is a two-year program that includes four dual enrollment courses (KIN 102 Introduction to Athletic Training, KIN 104 Fitness and Wellness, KIN 110 Community First Aid and CPR, and KIN 206A Lower Extremity Injury Assessment). The La Mirada High School Sports Medicine Pathway is a two-year program that includes two dual enrollment classes (KIN 102 and KIN 110) and one articulated high school course allowing students to earn credit by exam in KIN 104. The California Advancing Pathways for Students (CALAPS) Articulation Agreement allows students to earn credit by exam in KIN 102 after completing the high school course. This year we began our most ambitious Sports Medicine Pathway with St. John Bosco High School in which students will take dual enrollment classes in all four years of high school, with an opportunity to complete 15 or more college credits and a CTE Certificate Program. The Kinesiology Department's commitment to partnering with high schools provides students with the opportunity to finish high school and begin their college careers with up to an entire semester worth of college credits. This aligns with the Students First Framework goal of providing students with the opportunity to complete in less time. (Lever A2, A3, C2 Student First Framework).

KIN 104 Fitness and Wellness has been using an Open Enrollment Resources (OER) textbook for lectures since Spring 2017. The primary purpose of using the OER is to decrease costs for students and provide access to more students. One of our full-time faculty developed a new OER specifically for the Cerritos College Fitness and Wellness class so that we can continue to provide affordable access to high quality education. This aligns with the Student First Framework goal of ensuring equitable access for students to enter an educational pathway. (Lever C2 Student First Framework).

B. Degrees and Certificates : Version by **Edwards, Carrie** on **09/11/2025 04:11**

Degree	Type (Cert., AA, AA-T, AS, AS-T)	Units or Courses Required
Kinesiology	Associate in Arts for Transfer	21-26.5
Nutrition and Dietetics	Associate in Science for Transfer	32-34
Exercise Science: Athletic Injury Management	Certificate of Achievement	14
Exercise Science: Athletic Trainer Aide	Certificate of Achievement	27
Exercise Science: Athletic Trainer Aide	Associate of Arts	30
Exercise Science: Fitness Trainer	Certificate of Achievement	13
Exercise Science: Fitness Specialist	Certificate of Achievement	22
Exercise Science: Fitness	Associate of Arts	28

Section 2. Instructional Program Trends

A. Program Data : Version by **Edwards, Carrie** on **10/06/2025 22:18**

1. Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?

• **Have they changed over time?**

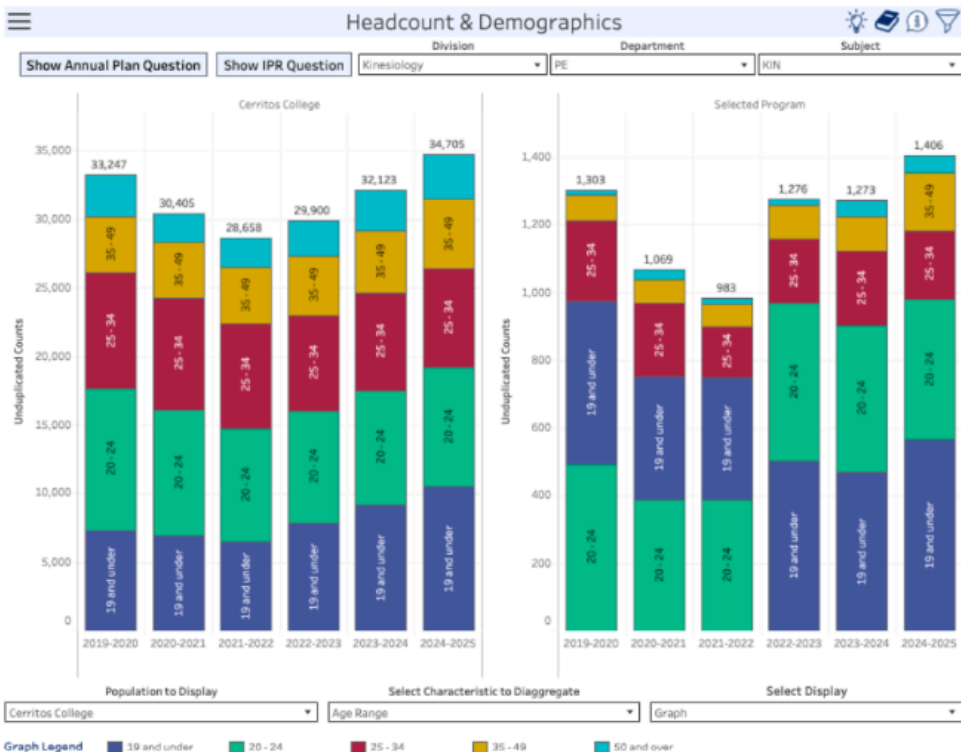
Similarly to the Cerritos College student headcount, the Kinesiology department also experienced a downward trend in enrollment as a result of the COVID 19 pandemic, experiencing the lowest number of students during the 2021-22 academic year with a total of 983. However, the department was able to rebound quickly, we believe this is because classes that should be offered in-person were able to come back to campus. Enrollment was near pre-pandemic enrollment in 2023-24, and the Kinesiology Department served 1,273 students.

Demographics 2023-2024 (See bar graphs below for data for 2019-2025)		
	Cerritos College	Kinesiology
American Indian or Alaska Native	0.31%	0.16%
Asian	9.94%	7.46%
Black or African American	6.57%	12.10%
Hispanic/Latino	64.89%	55.38%
Native Hawaiian or Other Pacific Islander	0.18%	1.49%
Two or More Races	2.23%	4.40%
Unknown	3.48%	1.49%
White	12.33%	17.52%

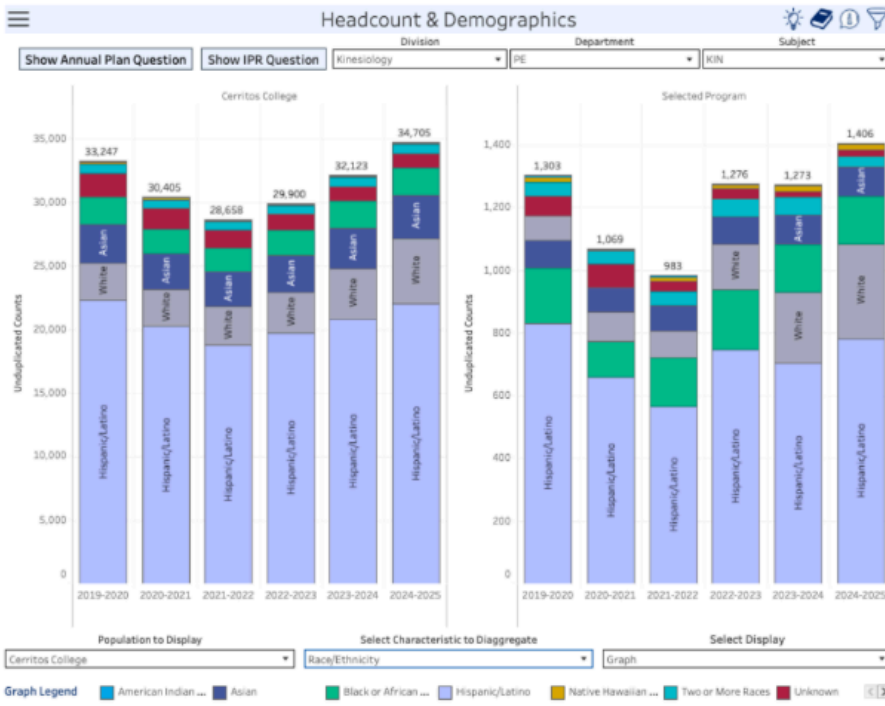
Age Trends	
19 and under	664
20-24	617
25-34	286
35-49	132
50 and over	56

Gender Trends	
Male	58.19%
Female	40.96%
Unknown	0.86%

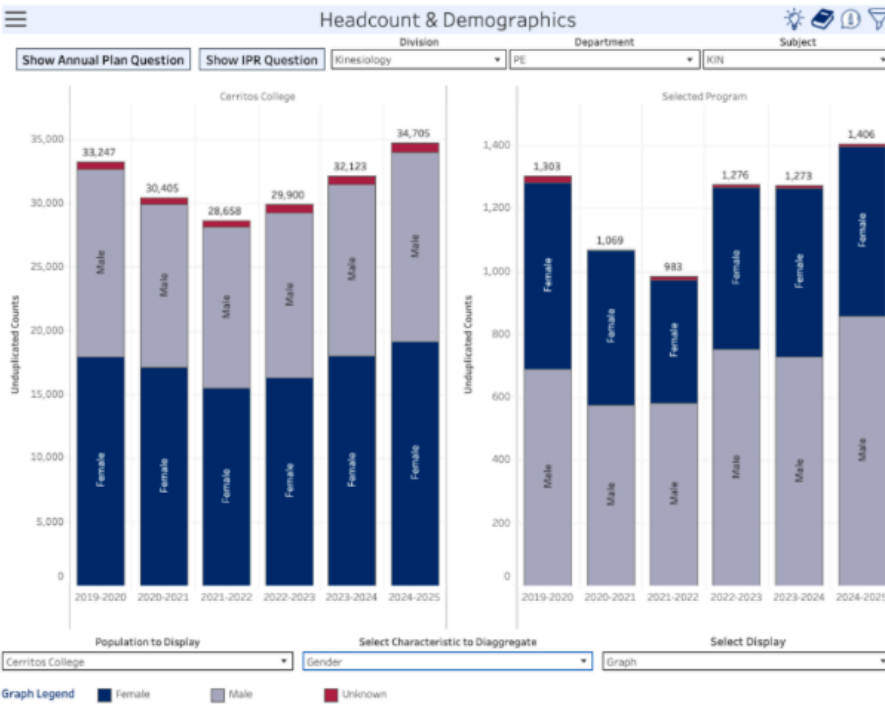
The majority of our students are comprised of the 19 and under and 20-24 categories, which is consistent with college data. There was a surge in students aged 19 and under due to several course sections added as a result in growing dual enrollment offerings. Although there has been an increase in the older student population (over 35 years old) to resemble the trends of this same age group at the college, they remain an underrepresented group in the Kinesiology Department.



When evaluating racial group distribution, general similarities are observed in the Kinesiology Department compared to the demographics of the college. Consistently, more than 50% (averaging 55%) of the students taking KIN classes are Hispanic/Latino. The next two largest racial groups are Black or African American and White students. Black or African American student enrollment ranged from 11% to 28% in KIN classes. This is consistently 2X-3X higher than the college's enrollment. White student enrollment was consistently lower than the college average (with a few exceptions)



Lastly, in over 50% of the courses offered in the Kinesiology Department, there was a higher percentage of men than women which is opposite to that of the college averages. Only 4 sections had similar gender breakdowns to that of the overall college enrollment and a few sections were significantly skewed much more female or much more male enrollment. There did not appear to be any obvious reasoning for these differences.



2. Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

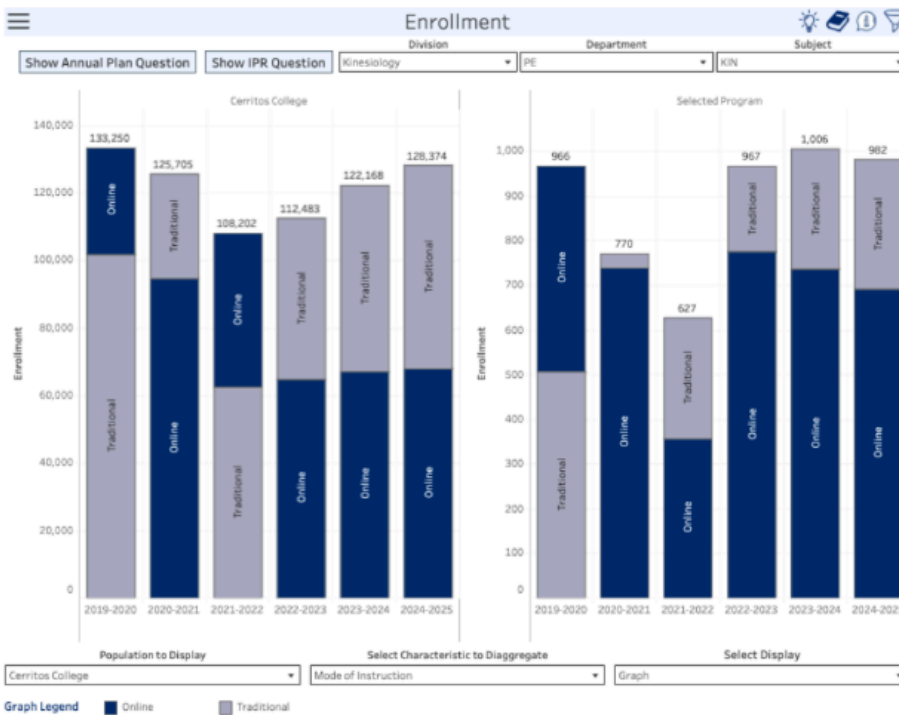
While there was a slight decrease in overall enrollment during the COVID years, it has since rebounded to exceed pre-pandemic levels. Excitingly enough, the department has seen an upward trend in enrollment in some of our Kinesiology classes. Specifically, there has been a slow increase in the enrollment numbers for KIN 100, an increase in enrollment in KIN 200, KIN 206A, and KIN 211, each of which resulted in added sections. The increase in KIN 206A enrollment and addition of a section was directly related to our dual enrollment partnerships. It is not exactly clear why KIN 200 and KIN 211 had increased interest, however we can make a few assumptions. KIN 211 meets a General Education requirement, the only course in our division that currently does. It may be that more students are in our area are interested in utilizing this course for GE credit. KIN 200 deals with Sport Psychology and it may be that the Pandemic lead more athletes to be interested in this topic. On the contrary, a decrease in KIN 130 was also seen with one less section offered. All other enrollment numbers remained consistent.

Enrollment						<input type="button" value="Show Annual Plan Question"/> <input type="button" value="Show IPR Question"/> Division: <input type="text" value="Kinesiology"/> Department: <input type="text" value="PE"/> Subject: <input type="text" value="KIN"/>					
Division	Department	Subject	Course	Select Student Attribute	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	
Grand Total					966	770	627	967	1,006	982	
Kinesiology	PE	KIN	KIN 100	All Students	781	593	420	645	686	705	
			KIN 130	All Students	35	26	40	88	61	53	
			KIN 200	All Students	38	20	1	36	65	58	
			KIN 206A	All Students	12	18	9	36	37	31	
			KIN 211	All Students	100	113	157	162	157	135	

Additionally, we have a few classes that are offered only or primarily online, these are our lecture only classes. The department continues to experiment with face-to-face lecture offerings, but these tend to struggle more to enroll. However, most of our classes that include lab activities have moved back to face-to-face instruction and do better. The biggest factor impacting our enrollment during the last few years has been the fraudulent student problem. It has drastically impacted enrollment in many of our classes and has made planning difficult. Fraudulent students could have also been an attributing factor to the decline we have seen in success and retentions rates, resulting in skewed data.

Since returning back to campus from COVID, students are still preferring online courses, with the exception of hands-on, skill based classes. While the number of students enrolled in online classes is slightly decreasing every year since 2022-2023, it is still significantly higher than the Cerritos College average.

Due to increased enrollment, particularly with our dual enrollment partnerships, the Kinesiology Department was able to hire a second full-time faculty member. There is also an additional three full-time faculty in the division who teach approximately 40% of their load in the Kinesiology department. A total of 15 part time instructors assist with teaching KIN courses. Many of our part-timers possess specialized degrees, certificates, and/or experience, making them the most appropriate faculty to teach specialized courses in our department (i.e. certified athletic trainers, certified fitness professionals, and American Red Cross CPR and First Aid Instructor Certification). We have hired four new part-time faculty in the last 3 years to meet the special certification needs of our growing dual enrollment offerings. Most of the part-time faculty max out with a 60% teaching load in any given semester.



3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

The success rate of all students taking KIN classes has slightly decreased from 72.04% to 70.48%. This means that approximately 19 fewer students succeeded in KIN classes. However, the overall success rates in the Kinesiology Department exceeded the college's average by 10%. We had only one class that had a success rate significantly lower than the college average. KIN 271B, Work Experience in Fitness, demonstrated a 20.57% success rate in the 2023-2024 academic year. The department will analyze this to determine what factors may have led to this outcome. It is suspected that two factors may have affected the success of this course. Being an online course, it was one that was heavily affected by fraudulent students. A second concern was the decrease in fitness facility accessibility during COVID years, and/or the limiting of non-essential individuals, like student workers once gyms did begin to open back up.



On average, Males, Females, and Unknown Gender students had 11% to 40% higher success rates when observing trends, with a few exceptions. Females had lower success rates in KIN 200, KIN 206B, and KIN 271B. There was a significant decline in 22-23, but there was an even bigger dip in 23-24. This is not consistent with previous years, and the department will analyze this information.

KIN 100, KIN 110, KIN 200, KIN 211 all listed a significantly lower success rate and disproportional impact for White students. In 3 out of 4 cases the success rate for white students was significantly lower than the college's average for the same group. Conversely, in these same classes there is an upward trend in success rates for Asian, Native American, and Native Hawaiian students in comparison to the college's average for the same groups.

KIN 100, KIN 104, KIN 122, KIN 200, and KIN 211 showed lower success rates and a disproportionate impact for the students in the 25-34 age group. The success rates for this age group in the courses mentioned were significantly lower than the college's average for the same age group. KIN 100 and KIN 104 showed the same downward trend in the previous academic year. While we can't know for sure what is leading to the success rate outcomes, we can make a few assumptions. We can assume that the Covid-19 Pandemic had an impact on the data. But, more importantly we suspect that the Potential Fraudulent Student Problem had a great impact on these outcomes and may be significantly skewing the data. Over the past several years we saw classes filling quickly but experienced high rates of administrative drops and instructor no-show drops. This made it difficult for real students to access our classes and a need to increase offerings to accommodate enrollment, even though the students enrolling were often fraudulent. The table below presents a small selection of data looking at the starting enrollment, administrative drop, and no-show trends for KIN 100 and KIN 211 between Spring 2023 and Spring 2025. While this does not include all KIN classes and all types of drops, we believe it highlights how performance data would be impacted by the Fraudulent Student Problem. In some cases the volume of administrative drops and student no-shows exceeded twice the class size, underscoring the magnitude of the problem.

However, the department has seen an increase in enrollment and success rates since the implementation of the various measures to curtail the student bot issue. One of the most notable improvements were in the previously mentioned classes. Success rates began to slightly trend upward last academic year.

Semester	Course	Section	Starting Enrollment (Max 30)	Ending Enrollment	Administrative Drops	Instructor No-Shows
Spring 2023	KIN 100	25558	30	15	3	13
Spring 2023	KIN 100	27090	30	14	15	7
Spring 2023	KIN 211	29631	30	24	12	11
Spring 2023	KIN 211	31193	30	14	15	0
Fall 2023	KIN 100	30260	30	6	35	11
Fall 2023	KIN 100	32025	30	11	18	12
Fall 2023	KIN 211	31193	30	13	25	4
Spring 2024	KIN 100	27090	30	12	26	11
Spring 2024	KIN 100	30261	30	9	34	13
Spring 2024	KIN 211	30576	30	14	21	3
Spring 2024	KIN 211	31193	30	9	32	8
Fall 2024	KIN 100	32024	30	7	30	10
Fall 2024	KIN 211	32063	30	14	9	13
Fall 2024	KIN 211	32064	30	8	44	5
Spring 2025	KIN 100	31513	30	17	23	3
Spring 2025	KIN 100	31514	30	5	65	7
Spring 2025	KIN 211	31559	30	17	30	2
Spring 2025	KIN 211	31560	30	10	69	2

4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

It is difficult to evaluate the differences in success rates for modes of delivery since the majority of our classes are offered only online or only face-to-face. KIN 100 and KIN 104 are the only classes where we offer both online and in person sections. However, for KIN 104, the in-person sections are labs, and we do not have the data to evaluate the differences between online compared to face-to-face labs. For KIN 100, the success rates are higher for the face-to-face sections when compared to the online sections.

Various ways in which the Kinesiology Department has been aiming to close performance gaps and address student equity are:

- Regular course and SLO revisions and updates to ensure consistency in curriculum across the various sections without imposing on academic freedom.
- Promotion of campus resources and Learning and Career Pathways (LCP) and LCP coaches to all students.
- Encouraging participation in FLEX workshops for all faculty.
- Provide consistent training and faculty support.
- Adoption of zero cost or low-cost textbooks for KIN classes, including the development of an OER for KIN 104.

Interventions that will be implemented to further close performance gaps and address student equity are:

- Enhancement of online courses to incorporate more interactive, engaging, and collaborative elements through the use of tools such as Hypothesis and Pronto.
- Consideration of embedded tutors for classes with low success and retention rates.

5. Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

The Kinesiology Department is committed to the ongoing improvement and advancement of their programs. It is our ultimate goal to maintain high levels of enrollment, retention, success, and completion rates in our courses and degree and certificate programs.

Improve Success and Retention

KIN 100 is one of our most popular online courses. It is also a course that has been hugely impacted by fraudulent students. In more recent semesters, efforts implemented by the Student Services, Admission and Records, and Financial Aid Departments have curbed the impact of these fraudulent students in our enrollment patterns. This has allowed real students the opportunity to enroll and successfully complete these classes. The fraudulent student problem seems to be drastically improved for the Fall 2025 semester. We will keep an eye on enrollment trends and plan offerings accordingly.

To enhance student success in our traditional classes, it would be valuable to more consistently integrate resources that facilitate enrollment, promote course persistence, and support successful completion. These may include the following:

- Early Alert Program for students who are at risk academically
- Embedded tutoring, particularly for courses that include more rigorous topics or coursework.
- Increase availability of Zero-Cost and/or Low-Cost Materials for more courses in the Kinesiology Department. This may help alleviate financial barriers for students and improve access to textbooks and other course materials.

Promote Equity Among Diverse Populations

Identify and provide appropriate support for impacted demographic groups. This can include:

- Peer and/or faculty mentorship programs targeted at addressing gaps in instruction, access to campus resources, or additional assistance with academic support.
- Using data to adjust and incorporate class schedules that are more conducive to supporting a wider range of students, including but not limited to, various ethnic groups, older adults, working students, etc.

Expand Work Experience Site Partnerships

Two courses significantly impacted by student retention, success, and completion were KIN 271A (Work Experience in Athletic Training) and KIN 271B (Work Experience in Fitness). Contributing factors included the issue of fraudulent student enrollments and the COVID-19 pandemic. Gym and sports closures hindered students' ability to complete required work experience hours. Although we adapted to the new normal, slow reopenings presented further challenges—some sites never reopened or reduced the number of student placements.

While this wasn't an issue during low-enrollment periods, we are now facing site placement shortages as enrollment returns to pre-pandemic levels. Some gyms still limit access to non-essential individuals or restrict the number of students they accept. To address this, we are forming new partnerships to better support student success. The latest addition for our Fitness class is the Cerritos College Adaptive PE Fitness Lab.

B. Career Technical Education (CTE) Supplemental Questions : Version by Edwards, Carrie on 09/11/2025 04:11

1. How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

Job prospects for both the Fitness Specialist/Fitness Trainer and Athletic Trainer Aide/Athletic Injury Management Certificate Programs remain strong and projections show a trend for growth. The State of California Employment Development Department's Labor Market Information (LMI) Occupational Data shows a 10-year projection of growth in jobs most likely sought by graduates of our CTE Programs.

For Los Angeles County there were an estimated 11,380 jobs for Exercise Trainers and Group Fitness Instructors in 2022 with 13,600 jobs projected for 2032 which represents a 16.3% increase. For Orange County there were an estimated 4820 jobs for Exercise Trainers and Group Fitness Instructors in 2022 with 5670 jobs projected for 2032 which represents a 17.6% increase. The estimated and projected job openings far exceed the number of graduates from our programs, indicating strong employment opportunities for students upon completion.

For Los Angeles County there were an estimated 4810 jobs for Occupational Therapy and Physical Therapists Assistants and Aides in 2022 with 6260 jobs projected for 2023 which represents a 23.2% increase. Additionally, there were an estimated 1560 jobs for Physical Therapists Aides in 2022 with 1780 jobs projected for 2032 which represents a 12.4% increase. For Orange County there were an estimated 2040 jobs for Occupational Therapy and Physical Therapists Assistants and Aides in 2022 with 2700 jobs projected for 2023 which represents a 32.4% increase. Additionally, there were an estimated 760 jobs for Physical Therapists Aides in 2022 with 880 jobs projected for 2032 which represents a 15.8% increase. The estimated and projected job openings far exceed the number of graduates from our programs, indicating strong employment opportunities for students upon graduation.

The Lightcast Q3 2025 Data Set also shows strong trends for employment opportunities within these CTE disciplines. However, the reports were flawed. The Physical Fitness Technician Report data was skewed because it included unrelated fields of employment like Special Education Teachers. But within the report we were able to determine that in LA and Orange County combined there were 18,920 jobs for Exercise Trainers & Group Fitness Instructors in 2024 and a projection of 19,586 for 2025 representing a 4% increase. The salary range for this group was reported as \$18.27 (25th percentile) to \$37.35 (75th percentile). Additionally, we were able to view the employers listing the most job opportunities for this group. 24 Hour Fitness listed 1096 jobs, Equinox listed 896 jobs, YMCA listed 222 jobs, Life Time listed 191 jobs, Stretch Lab listed 196 jobs, and LA Fitness listed 132 jobs. The Athletic Training/Trainer Report only listed jobs for Certified Athletic Trainers which require the completion of a master's degree. Cerritos College Completers will work as Aides in training rooms and PT clinics.

Additionally, the Lightcast Report highlighted that the most frequently requested qualifications in job postings were CPR certification, AED certification, and First Aid certification, respectively. Training in these skills is a required component of all CTE certificate and degree program areas.

While full-time positions are both available and viable in these CTE fields, there is also a significant amount of flexible part-time work. This makes the industry especially well-suited for students who want to gain hands-on experience in their chosen field while continuing their education.

2. How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

Compared to other colleges in our region, Cerritos College's Kinesiology Department not only offers an Associate of Arts degree and an Associate's transfer degree (as well as our new ADT in Nutrition and Dietetics), but it also offers high and low credit certificate options in Fitness Specialist, Fitness Trainer, Athletic Trainer Aide, and Athletic Injury Management. This allows students several pathways based on their academic and employment goals. The CTE certificate programs are designed to prepare students for immediate entry into the workforce upon completion, offering them the flexible opportunity to gain valuable experience in their field while continuing their education and pursuing higher-level degrees.

While some nearby colleges offer similar programs, they differ in some ways. Many offer only associate degrees or transfer options, not certificates. Others may offer either fitness or athletic trainer aide programs, but rarely both. Additionally, few provide certificate pathways for students who want to enter the workforce directly without pursuing further education beyond community college.

3. What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

Currently, we do not have formal employment data on program completers, as we do not systematically collect this information. However, anecdotal evidence strongly suggests that many of our students are securing employment. Several have reported being hired directly by their work experience sites upon completing their required hours, while others return to campus to share updates about their current employment.

During the COVID-19 pandemic, a former work experience student took a bold step and purchased a gym that had closed due to city restrictions and financial strain. It was the gym she had selected to complete her hours a couple of semesters before. Today, her gym is thriving and serves as a key partner site for our Work Experience in Fitness course.

In Fall 2024, a student originally enrolled in welding transitioned to Kinesiology. He took several of our classes including the work experience course. He completed his hours at the gym mentioned above, where his knowledge and work ethic led to a job offer. Also, in Spring 2025, an adult re-entry student with disabilities pursuing a Fitness certificate completed his hours in our Adaptive Physical Education Fitness Lab. His strong connection with the students and positive impact led to a student assistant job offer from the lab instructor.

4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

Licensure or Certification exams are not required for program completion or entry into the workforce at this level. However, our fitness specialist and fitness trainer programs are aligned with ACE and students are prepared for that national certification should they decide to pursue that.

Section 3. Instructional Program Learning Outcomes Assessment

A. SLO Assessment Report : Version by Edwards, Carrie on 09/11/2025 04:11

Course By SLO	Expected Performance	Performance
HED110 - COMMUNITY FIRST AID AND CPR		
Demonstrate CPR rescue skills for the lay person. (Active from 2020 FA)	100.00%	86.14%
Demonstrate the Check, Call, Care steps for an unconscious person. (Active from 2020 FA)	100.00%	85.06%
Explain the chain of survival. (Active from 2020 FA)	100.00%	80.19%
Demonstrate basic first aid skills for injuries. (Active from 2020 FA)	100.00%	85.23%
HED200 - Nutrition for Health, Fitness, and Wellness		
Describe and explain the digestive system. (Active from 2022 SP)	100.00%	62.07%
Describe the digestion of food. (Active from 2022 SP)	100.00%	62.07%
Discuss the role and sources of all essential nutrients in a healthy lifestyle. (Active from 2022 SP)	100.00%	62.07%
Explain how food is used for energy and disease prevention. (Active from 2022 SP)	100.00%	60.00%
HED200 - Nutrition for Health, Fitness, and Wellness		
Understand and apply current nutrition recommendations and dietary guidelines. (Active from 2024 FA)	0.00%	0.00%
HED110 - COMMUNITY FIRST AID AND CPR		
Students can apply the Check, Call, Care steps to an unconscious person. (Active from 2013 FA)	100.00%	100.00%
Students demonstrate basic first aid skills for injuries and CPR rescue skills for the lay person. (Active from 2013 FA)	100.00%	95.24%
Students understand the chain of survival. (Active from 2013 FA)	100.00%	80.95%
Students can treat a common injury. (Active from 2013 FA)	100.00%	71.43%
KIN100 - INTRODUCTION TO KINESIOLOGY		
Students apply the different areas of kinesiology to sport. (Active from 2018 FA)	75.00%	68.31%
Students discuss the basic concepts of kinesiology, including terms and philosophy. (Active from 2018 FA)	100.00%	68.42%
Students evaluate the different career opportunities related to professions in the field of kinesiology. (Active from 2018 FA)	100.00%	69.83%
Students question how sport performance and physical activity participation are influenced by emotions, thoughts, and behaviors. (Active from 2018 FA)	100.00%	67.29%
KIN100 - INTRODUCTION TO KINESIOLOGY		

Course By SLO	Expected Performance	Performance
Students employ the movement analysis model to evaluate athletic, dance, or fitness performance. (Active from 2013 FA)	100.00%	0.00%
Students recognize the importance of the historical development of physical education and sport in our society. (Active from 2013 FA)	100.00%	65.83%
KIN102 - INTRODUCTION TO ATHLETIC TRAINING		
Students demonstrate knowledge of tissue healing. (Active from 2015 SP)	100.00%	54.17%
Students demonstrate knowledge of the mechanism of injuries. (Active from 2015 SP)	100.00%	56.66%
Students demonstrate knowledge of the use of modalities in the rehabilitation of injuries. (Active from 2015 SP)	100.00%	54.09%
Students demonstrate the ability to tape an ankle. (Active from 2015 SP)	100.00%	57.88%
Students demonstrate skills used in advanced golf. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate knowledge of the rules of golf. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate ability to select correct golf clubs during play. (Active from 2013 FA)	100.00%	0.00%
KIN104 - FITNESS AND WELLNESS		
Students understand why all 5 components of fitness are important for health and quality of life. (Active from 2015 SP)	100.00%	60.21%
Students understand the basic principle of overload and how to apply this principle when developing and exercise plan. (Active from 2015 SP)	100.00%	57.34%
Students will demonstrate the ability to design an individualized fitness program including appropriate goal setting, principles of safe and effective exercise, principles of progression and overload. (Active from 2013 FA)	100.00%	0.00%
Students understand the basic principle of progression and how to apply this principle when developing an exercise plan. (Active from 2015 SP)	100.00%	57.79%
Students demonstrate the ability to measure the 5 components of fitness. (Active from 2015 SP)	100.00%	59.30%
Students demonstrate safe and effective ways of exercising. (Active from 2015 SP)	100.00%	58.25%
KIN108 - WOMEN IN SPORTS		
Students identify the three parts of the Title IX definition. (Active from 2013 FA)	100.00%	41.87%
Students describe a visionary woman who worked for equality in women's sports. (Active from 2013 FA)	100.00%	41.87%
Students describe damages that occur as a result of discrimination against lesbian athletes. (Active from 2013 FA)	100.00%	41.87%
Students define the Female Athlete Triad. (Active from 2013 FA)	100.00%	41.87%
KIN110 - Community First Aid and CPR		
A. Demonstrate the ability to perform CPR for adult, child, and infant (Active from 2018 FA)	100.00%	85.71%
B. Demonstrate proper use of AED (Active from 2018 FA)	100.00%	85.71%
C. Demonstrate the skills necessary to effectively control bleeding (Active from 2018 FA)	100.00%	85.71%
D. Demonstrate splinting techniques for bone, muscle and joint injuries (Active from 2018 FA)	100.00%	85.71%
KIN122 - SPORTS OFFICIATING FOR BASEBALL		
A proficient student will be able to demonstrate knowledge of the officiating rules of baseball. (Active from 2017 SP)	100.00%	75.00%
KIN122 - SPORTS OFFICIATING FOR BASEBALL		

Course By SLO	Expected Performance	Performance
Demonstrate an understanding of the codes of conduct in baseball (Active from 2019 FA)	100.00%	89.29%
KIN123 - SPORTS OFFICIATING FOR MEN'S AND WOMEN'S TRACK AND FIELD		
Demonstrate knowledge of the officiating rules of track and field and cross country (Active from 2019 FA)	100.00%	78.38%
Demonstrate knowledge of the technique of officiating (Active from 2019 FA)	100.00%	78.18%
KIN130 - THEORY OF COACHING		
Students design one two-hour practice session for their sport. (Active from 2015 SP)	100.00%	95.04%
Students define the components and importance of a warm-up. (Active from 2015 SP)	100.00%	95.04%
Students will construct a practice schedule incorporating all of the coaching components. (Active from 2013 FA)	100.00%	0.00%
Students write team rules and a code of conduct for their team. (Active from 2015 SP)	100.00%	95.04%
Students construct an athlete technique evaluation form for their sport. (Active from 2015 SP)	100.00%	94.33%
KIN131 - THEORY OF COACHING BASEBALL		
Students demonstrate an understanding of the coaching techniques for basic skills of baseball. (Active from 2013 FA)	100.00%	91.94%
Students demonstrate an understanding of codes of conduct. (Active from 2013 FA)	100.00%	74.19%
Students demonstrate an understanding of the coaching techniques for basic offensive skills of baseball. (Active from 2013 FA)	100.00%	0.00%
Students apply the principles of physical and mental preparation in a practice setting. (Active from 2013 FA)	100.00%	77.42%
Students demonstrate an understanding of the coaching techniques for basic defensive skills of baseball. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate knowledge of a proper warm up schedule. (Active from 2013 FA)	100.00%	85.48%
KIN132 - THEORY OF COACHING SOFTBALL		
Demonstrate an understanding of the coaching techniques for basic skills of softball (Active from 2019 FA)	100.00%	86.67%
Demonstrate knowledge of a basic warm up routine (Active from 2019 FA)	100.00%	93.33%
Show and understanding of the codes of conduct (Active from 2019 FA)	100.00%	66.67%
Demonstrate knowledge of conflict resolution (Active from 2019 FA)	100.00%	80.00%
KIN133 - THEORY OF TRACK AND FIELD		
Demonstrate knowledge of basic coaching fundamentals for one track event (Active from 2019 FA)	100.00%	0.00%
Demonstrate knowledge of basic coaching fundamentals for one field event (Active from 2019 FA)	100.00%	0.00%
Demonstrate knowledge of organization of a track meet (Active from 2019 FA)	100.00%	0.00%
KIN134 - THEORY OF FOOTBALL		
Students demonstrate knowledge of responsibilities for specific offensive and defensive positions in football such as quarterback, running back, defensive line, and backs. (Active from 2013 FA)	100.00%	100.00%
Students will learn and be able to explain in writing a practice plan and game planning strategies. (Active from 2017 SP)	100.00%	0.00%
Students demonstrate knowledge of rules of football. (Active from 2013 FA)	100.00%	100.00%

Course By SLO	Expected Performance	Performance
Students demonstrate knowledge of basic running and blocking schemes for football. (Active from 2013 FA)	100.00%	100.00%
KIN202 - MEASUREMENT AND INTERPRETATION OF FITNESS		
Students demonstrate the ability to select appropriate fitness assessment techniques based on participant individuality. (Active from 2021 FA)	100.00%	78.57%
Students demonstrate an understanding of how to follow and conduct fitness assessment protocols. (Active from 2021 FA)	100.00%	76.79%
Students demonstrate an understanding of the meaning of fitness assessment results. (Active from 2021 FA)	100.00%	76.79%
Students demonstrate an understanding and value the pre-screening steps necessary to ensure participant safety and for liability protection. (Active from 2021 FA)	100.00%	76.79%
KIN203 - PROGRAMS AND PRINCIPLES OF CONDITIONING		
Evaluate and interpret health screening tools and risk classifications. (Active from 2013 FA)	100.00%	76.00%
Apply the basic principles of exercise prescription. (Active from 2013 FA)	100.00%	78.00%
Recognize and value safe and effective exercise techniques. (Active from 2013 FA)	100.00%	78.00%
Modify exercise prescription techniques for different goals or populations. (Active from 2013 FA)	100.00%	78.00%
KIN205 - Anatomical Movement Analysis		
A. Identify and describe movements and attachment sites of major muscle groups of the body (Active from 2018 FA)	100.00%	64.46%
B. Discuss and describe the various joint structures of the body (Active from 2018 FA)	100.00%	70.48%
C. Summarize the process of muscular contraction (Active from 2018 FA)	100.00%	66.87%
D. Analyze and employ human physical performance through kinesiological knowledge (Active from 2018 FA)	100.00%	62.05%
KIN207 - ATHLETIC INJURY TAPING, BANDAGING AND IMMOBILIZATION		
Students demonstrate proper immobilization of injuries (Active from 2015 SP)	100.00%	82.50%
Students demonstrate protection of an injury with padding and elastic wrapping (Active from 2015 SP)	100.00%	82.50%
Students demonstrate taping of an ankle, knee, wrist, thumb, finger, and elbow (Active from 2015 SP)	100.00%	70.00%
KIN298 - DIRECTED STUDIES		
Demonstrate an understanding of the steps required to develop a research inquiry (Active from 2024 SP)	0.00%	100.00%
Display critical thinking necessary to explore and answer an appropriate research question. (Active from 2024 SP)	0.00%	100.00%
KIN299 - DIRECTED STUDIES		
Demonstrate the ability to conduct a scientific inquiry or develop skills based program (Active from 2024 SP)	0.00%	100.00%
Display the critical thinking needed to develop and conduct research to answer a question or develop a pre-professional program. (Active from 2024 SP)	0.00%	100.00%
KIN206A - Lower Extremity Injury Assessment and Reconditioning		
A. Demonstrate the ability to perform a lower extremity injury evaluation, including history, observation, palpations, and special tests (Active from 2018 FA)	100.00%	54.17%

Course By SLO	Expected Performance	Performance
B. Design a conditioning program for a lower extremity injury, which would include proper use of modalities and progressive exercises (Active from 2018 FA)	100.00%	45.83%
C. Demonstrate the ability to assess range of motion and manual muscle testing (Active from 2018 FA)	100.00%	51.48%
D. Demonstrate stretching techniques to improve range of motion (Active from 2018 FA)	100.00%	55.03%
KIN206B - Upper Extremity Injury Assessment and Conditioning		
A. Demonstrate the ability to perform an upper extremity injury evaluation, including history, observation, palpations, and special tests (Active from 2018 FA)	100.00%	52.63%
B. Design a conditioning program for an upper extremity injury, which would include proper use of modalities and progressive exercises (Active from 2018 FA)	100.00%	68.42%
C. Demonstrate the ability to assess range of motion and manual muscle testing (Active from 2018 FA)	100.00%	52.63%
D. Demonstrate stretching techniques to improve range of motion (Active from 2018 FA)	100.00%	76.32%
KIN106 - STUDENT ATHLETES IN SOCIETY		
Students discuss one psychological issue related to sport. (Active from 2013 FA)	100.00%	80.00%
Students discuss one sociological issue related to sport. (Active from 2013 FA)	100.00%	86.67%
KIN200 - SPORTS PSYCHOLOGY		
Students demonstrate an understanding on how to motivate athletes. (Active from 2013 FA)	100.00%	59.60%
Students recognize psychological issues related to sports. (Active from 2013 FA)	100.00%	60.61%
Students analyze and handle aggressive athletes. (Active from 2013 FA)	100.00%	60.00%
Students describe techniques for anxiety management. (Active from 2013 FA)	100.00%	60.00%
Students demonstrate knowledge of disciplinary actions toward student athletes. (Active from 2013 FA)	100.00%	58.59%
Students demonstrate knowledge for how to improve psychological skills. (Active from 2013 FA)	100.00%	58.59%
KIN202 - MEASUREMENT AND INTERPRETATION OF FITNESS		
Students demonstrate the ability to select appropriate fitness assessment techniques based on participant individuality. (Active from 2013 FA)	100.00%	74.29%
Students demonstrate an understanding and value the pre-screening steps necessary to ensure participant safety and for liability protection. (Active from 2013 FA)	100.00%	74.29%
Students demonstrate an understanding of the meaning of fitness assessment results. (Active from 2013 FA)	100.00%	74.29%
Students demonstrate an understanding of how to follow and conduct fitness assessment protocols. (Active from 2013 FA)	100.00%	74.29%
KIN211 - Sport Management		
Discuss the social, political, and economic significance of sport in our society (Active from 2016 FA)	100.00%	55.45%
Identify key athletic administrative personnel within intercollegiate athletic departments (Active from 2016 FA)	100.00%	51.66%
Analyze the value of consumer loyalty (Active from 2016 FA)	100.00%	58.29%
Describe the major revenue sources for a professional sport team (Active from 2016 FA)	100.00%	57.35%
Describe the business structures of sport organizations (Active from 2016 FA)	100.00%	55.21%

Course By SLO	Expected Performance	Performance
Recognize the necessary steps in managing a facility (Active from 2016 FA)	100.00%	53.32%
KIN271A - WORK EXPERIENCE IN ATHLETIC TRAINING		
Students will utilize the academic knowledge they have learned in an applied setting learning specific skills to be successful in the work environment. (Active from 2013 FA)	100.00%	77.14%
KIN271B - WORK EXPERIENCE IN FITNESS		
Students will be able to utilize the academic knowledge they have learned in an applied setting learning specific skills to be successful in the work environment. (Active from 2013 FA)	100.00%	85.71%

B. SLO Assessment Analysis : Version by Edwards, Carrie on 10/06/2025 22:18

1. Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

The Kinesiology Department aims to complete SLO assessments for every course each semester. Starting with the 2022/2023 academic year the Kinesiology department adopted the Faculty Senate suggested 3-year CSLO Cycle. A plan was developed for each course based on offering patterns. (see detailed spreadsheet of department plan below). The last three years have seen much improved faculty compliance with regular CSLO assessments. However, prior to that, some assessments were missing, leading to potential data discrepancies. In response, department leadership has increased efforts to improve the CSLO assessment process.

Frequent discussions take place in department meetings, and email reminders are sent to full-time and part-time faculty at the end of each semester. Follow-ups are conducted to address any missing assessments. The Department Chair also holds annual meetings to ensure CSLOs and related assignments remain current and effective.

Program SLOs have been developed for all Degrees and Certificates in the Kinesiology Department. Most SLOs have been mapped in eLumen. However, some were not completed because of issues with eLumen. We hope to return to this in the Spring 2026 semester. No program SLOs have been assessed at this time.

Courses like KIN 100, KIN 102, and KIN 104, which are taught by multiple instructors using the same textbook, follow a unified assessment approach. In contrast, courses taught by a single instructor due to subject expertise are self-assessed and reported individually. According to the Kinesiology Departments assessment plan 14 KIN courses were due for analysis and action plans during the 24/25 academic year. SLO analysis and action plans were completed for the following classes during the 24/25 academic year– KIN 100, KIN 102, KIN 104, KIN 108, KIN 205, KIN 271A, KIN 271B. However, KIN 130, KIN 132, KIN 134, and KIN 211 action plans were initiated, but not completed to date. Every effort will be made to encourage faculty to complete these plans in the Fall 2025 semester. KIN 110 is cross-listed with HED and the SLO analysis and action plans are initiated in the HED department. KIN 298 and KIN 299 are Directed Studies courses that do not complete action plans. These courses will go through CSLO analysis and action plans again in the 27/28 academic year. There are 5 courses due for analysis and action plans in the 25/26 academic year and another 5 courses due for analysis and action plans in the 26/27 academic year. To support accurate completion of assessments, the department provides training, instructional videos, and one-on-one support to both full-time and part-time faculty.

COURSE	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
KIN 100	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs	Action Plan	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs
KIN 102	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs	Action Plan	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs
KIN 104	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs	Action Plan	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs
KIN 106	Not Offered	Assess All SLOs	Not Offered	Assess All SLOs	Not Offered	Assess All SLOs	Not Offered	Assess All SLOs	Not Offered
KIN 108	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs	Action Plan	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs
KIN 110	Cross listed with HED 110								
KIN 120	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
KIN 121	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
KIN 122	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
KIN 123	Not Offered	Assess All SLOs	Not Offered	Assess All SLOs	Analyze SLOs	Action Plan	Not Offered	Assess All SLOs	Analyze SLOs
KIN 130	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs	Action Plan	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs
KIN 131	Not Offered	Assess All SLOs	Not Offered	Assess All SLOs	Analyze SLOs	Action Plan	Not Offered	Assess All SLOs	Analyze SLOs
KIN 132	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs	Action Plan	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs
KIN 133	Not Offered	Assess All SLOs	Not Offered	Assess All SLOs	Analyze SLOs	Action Plan	Not Offered	Assess All SLOs	Analyze SLOs
KIN 134	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs	Action Plan	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs
KIN 200	Not Offered	Assess All SLOs	Not Offered	Assess All SLOs	Analyze SLOs	Action Plan	Not Offered	Assess All SLOs	Analyze SLOs
KIN 202	Assess All SLOs	Fall Only	Assess All SLOs	Fall Only	Assess All SLOs	Analyze SLOs	Action Plan	Fall Only	Assess All SLOs
KIN 203	Spring Only	Assess All SLOs	Spring Only	Assess All SLOs	Spring Only	Assess All SLOs	Action Plan	Spring Only	Assess All SLOs
KIN 205	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs	Action Plan	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs
KIN 206A	Assess All SLOs	Fall Only	Assess All SLOs	Fall Only	Assess All SLOs	Analyze SLOs	Action Plan	Fall Only	Assess All SLOs
KIN 206B	Assess All SLOs	Fall Only	Assess All SLOs	Fall Only	Assess All SLOs	Analyze SLOs	Action Plan	Fall Only	Assess All SLOs
KIN 208B	Spring Only	Assess All SLOs	Spring Only	Assess All SLOs	Spring Only	Assess All SLOs	Action Plan	Spring Only	Assess All SLOs
KIN 207	Spring Only	Assess All SLOs	Spring Only	Assess All SLOs	Spring Only	Assess All SLOs	Action Plan	Spring Only	Assess All SLOs
KIN 298	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
KIN 271A	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs	Action Plan	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs
KIN 271B	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs	Action Plan	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs
KIN 278	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs	Action Plan	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs
KIN 298	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs	Action Plan	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs
KIN 299	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs	Action Plan	Assess All SLOs	Assess All SLOs	Assess All SLOs	Analyze SLOs

There are 11 CSLOs that are showing a zero value for performance. For the KIN 102 course the three CSLOs showing a zero performance value are not actually KIN 102 SLOs, they are connected to this course in error. The KIN 104 and KIN 130 CSLO showing a zero for performance is an old CSLO that was previously removed from the courses. It is unclear why the two CSLOs for KIN 131 and the one CSLO for KIN 134 are showing a zero for performance while the other CSLOs for these courses have values. Finally, it is unclear why the three CSLOs for KIN 133 are showing zero for performance.

2. Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

During the 24/25 academic year the faculty who teach KIN 100, KIN 102, KIN 104, KIN 205, and KIN 271A and KIN 271B each met as groups via zoom to discuss CSLO outcomes and develop action plans. KIN 108 CSLOs were also reviewed by the instructor of that course. Students' performance was reviewed and discussed as well as the assignments and assessments utilized in each course. The faculty brainstormed recommendations for the future. Discussion summary and CSLO recommendations were sent via email to the department chairperson for recording. Of note all of the discussion summaries included information about methods to mitigate the negative impact of the Fraudulent Student Problem. Since administration appears to have resolved this issue as of the Fall 2025 semester, related recommendations will not be addressed in this report.

KIN 100 faculty determined that the CSLOs were still relevant, and no modifications were recommended. It was suggested however that assignments be better aligned to enhance CSLO assessment. Instructors all agreed to adopt using the N/A designation if students had not completed a specific assignment tied to a CSLO.

KIN 102 faculty determined that the CSLOs were still relevant, and no modifications were recommended. However, since the return to in-person instruction after the Pandemic, students seem to be displaying a reluctance to complete ankle taping because they don't want to expose or touch feet. The faculty discussed ways to improve students' investment in this assignment. Worksheets were highlighted as an effective way for students to review subject matter and for faculty to assess student knowledge.

KIN 104 faculty determined that the CSLOs were still relevant, and no modifications were recommended. However, there was a recommendation to enhance the final assignment that aligns with SLO2 and SLO3. A redistribution of points is required to accommodate this enhanced assignment. While not directly related to the CSLOs, it was also recommended that a safety assignment be added at the beginning of the semester.

The faculty member who teaches KIN 108 felt all CSLOs were still relevant, and no modifications were required. Plans to Implement an introductory video in the first discussion board to engage students more on the initial topic of female pioneers in sport and self-introduction. Other content updates are planned to ensure all contemporary topics are addressed.

KIN 205 faculty determined that the CSLOs were still relevant, and no modifications were recommended. The cumulative movement analysis project is still pertinent and measures multiple CSLOs. Suggestion for overcoming challenges when taught in an online format included recorded lecture/demonstrations and mandatory participation in office hours.

KIN 271A & KIN 271B faculty determined the CSLOs were still relevant, and no modifications were recommended. However, it was recommended to replace the current workplace learning objective assignment with a video assignment that requires students to introduce themselves, the class they are enrolled in, and present their three learning objectives. This modified assignment contributes to practicing professional self-introductions and the development and expression of their professional goals in an employment setting. It was also recommended to replace assignment #2 with a video assignment that provides students an opportunity to record themselves answering common interview questions rather than just reading about them.

C. Curricular Course Review : Version by Edwards, Carrie on 10/06/2025 22:18

1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

Prefix/ Number	Title	Revision Effective Date	Units	Additional Information
KIN 100	Introduction to Kinesiology	2023	3	C-ID KIN 100
KIN 102	Introduction to Athletic Training	2023	3	
KIN 104	Fitness and Wellness	2023	3	OER, Zero Cost Textbook
KIN 106	Sport in Society	2025	3	Submitted for CAL-GETC, Area 4 - Social and Behavior Science
KIN 107	Sport in Film	New	3	Submitted for CAL-GETC, Area 3A - Arts & Area 3B - Humanities
KIN 108	Women in Sport	2021	3	CAL-GETC Approval for Area 4 - Social and Behavior Sciences, Cross Listed w/WGS 108
KIN 110	Community First Aid and CPR	2025	3	Cross Listed w/HED 110
KIN 120	Sports Officiating for Football	2019	1	Revision in Development, submitted SP25
KIN 121	Sports Officiating for Men's and Women's Basketball	2019	1	Revision in Development, submitted SP25
KIN 122	Sports Officiating for Baseball	2019	1	Revision in Development, submitted SP25
KIN 123	Sports Officiating for Men's and Women's Track and Field	2019	1	Revision in Development, submitted SP25
KIN 130	Theory of Coaching	2020	3	
KIN 131	Theory of Coaching Baseball	2019	2	Revision in Development, submitted SP25
KIN 132	Theory of Coaching Softball	2019	2	Revision in Development, submitted SP25
KIN 133	Theory of Track and Field	2019	2	Revision in Development, submitted SP25
KIN 134	Theory of Football	2019	2	Revision in Development, submitted SP25
KIN 200	Sports Psychology	2020	3	
KIN 201	Nutrition for Health, Fitness, and Wellness	2025	3	C-ID NUTR 110, New to KIN Fall 2025, Cross Listed w/HED 200
KIN 202	Measurement and Interpretation of Fitness	2023	3	
KIN 203	Programs and Principles of Conditioning	2023	3	
KIN 205	Anatomical Movement Analysis	2023	3	
KIN 206A	Lower Extremity Injury Assessment and Reconditioning	2023	2	
KIN 206B	Upper Extremity Injury Assessment and Reconditioning	2023	2	
KIN 207	Athletic Injury Taping, Bandaging and Immobilization	2023	1	
KIN 211	Sport Management	2020	3	
KIN 271A	Work Experience Athletic Training	2024	1	
KIN 271B	Work Experience Fitness	2024	1	
KIN 298	Directed Studies	2024	1	
KIN 299	Directed Studies	2024	2	

2. Explain any course additions to current course offerings.

Several courses have been added or significantly revised in response to recent curriculum changes, including AB 928 and the Cal-GETC framework.

- **KIN 106 – Sport in Society:**

This course was originally a 2-unit offering titled *Athlete in Society*. It underwent a major revision, including a title change to *Sport in Society* and an increase to 3 units. It has been submitted for GE approval under Area 4 – Social and Behavioral Science. These updates have been approved by the Curriculum Committee, Board of Trustees and Chancellor's Office. In the Summer of 2025 the course was approved by UC for elective credit which opens the door for submission for CalGETC approval. CalGETC submission will occur in December 2025.

- **KIN 107 – Sport in Film:**

This is a newly developed course designed to explore the representation of sport in cinema. It has been submitted for GE approval under both Area 3A – Arts and Area 3B – Humanities. In the Summer of 2025 the course was approved by UC for elective credit which opens the door for submission for CalGETC approval. CalGETC submission will occur in December 2025.

- **KIN 201 – Nutrition for Health, Fitness, and Wellness:**

While new to the Kinesiology Department, this course previously existed under the HED prefix and was originally developed for the Exercise Science Certificate Programs. Due to past divisional structures, the course remained under HED when the KIN prefix was established. With the launch of the new AS-T Degree in Nutrition and Dietetics, the course is now cross-listed to serve both the Certificate Programs and the new degree pathway.

3. Explain any course deletions and inactivation's from current course offerings.

There have been no course deletions or inactivations within the past six years. While three courses have not been offered during this period, faculty have opted not to inactivate them. Instead, they are in the process of revising these courses with the intention of offering them again in the near future.

4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

All Associate Degree for Transfer (ADT) Courses housed in the Kinesiology Department are offered Fall, Spring, and Summer in a variety of session lengths and a variety of modes of instruction to provide students options that work best for their schedules and timelines. Additionally, all Certificate program courses are either offered each semester or for program specific courses offered once per year allowing students to complete programs in a timely manner. Fulltime students can complete the certificate programs within one academic year and complete degrees within two academic years.

Kinesiology AA-T completions have remained consistent, albeit still slightly lower than pre-pandemic levels. Kinesiology AA-T remains in the top 10 list for ADT completions campus wide. We anticipate the number of ADT completions within the Kinesiology Department to increase significantly over the next 6 years with the addition of the new Nutrition and Dietetics AS-T.



ADT Articulation

ADT Articulation Tool		ADT Award Counts				ADT Trends	
Count of ADT Awards by Academic Year							
ADT Degree	F	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Grand Total F
Business Administration 2.0		220	202	190	203	205	1,020
Psychology		157	184	191	166	185	883
Sociology		110	127	90	103	94	524
Administration of Justice		95	104	87	76	84	446
Early Childhood Education		68	65	72	77	73	355
Communication Studies 2.0		68	50	50	46	46	260
Elementary Teacher Education		38	59	51	52	34	234
English		48	40	38	40	29	195
Kinesiology		46	32	38	39	36	191
Economics		31	14	26	28	68	167
Studio Arts		16	23	29	34	34	136
Mathematics		37	33	30	20	11	131
History		21	19	26	29	25	120
Political Science		22	24	19	20	21	106
Computer Science		16	29	20	21	10	96
Physics		27	22	10	14	5	78
Biology		5	12	22	15	19	73
Geography		22	16	7	5	7	57
Journalism		12	13	13	4	12	54
Film, Television, and Electronic Media			5	13	11	11	40
Anthropology		15	9	5	7	3	39
Chemistry		8	5	6	7	9	35
Spanish		11	12	1	7	3	34
Philosophy		4	4	7	8	7	30
Hospitality Management			6	5	5	8	26
Theatre Arts		6	3	3	7	2	21
Art History		7	3	4	5	1	20
Music		6	4	3	3	3	16
Social Justice Studies			1		1	2	4
Geology				1		2	3
Public Health Science					1	1	2
Grand Total		1,116	1,120	1,059	1,056	1,045	5,396

Note: Cerritos College has not awarded ADTs in Global Studies, Law Public Policy & Society, and Nutrition & Dietetics in the past 5 academic years despite availability. Other California community colleges offer ADTs in Agriculture, Environmental Science, and Social Work but is not available at Cerritos College.

The Kinesiology Department (KIN) accounts for nearly all of the program completion in the Kinesiology Division (KIN, HED, PEX, ATH). Over the last 6-years the Kinesiology Department has posted 90% - 100% of program completions within the Kinesiology Division.

Division	Department	Award Category	Student Attribute	18 - 19	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24
Total				31	52	39	60	52	50
Kinesiology	Health Education	Associates Degree	All students	1			5	2	5
	Kinesiology	Associates Degree	All students		2	1	5	4	
		Associates Degree for Transfer	All students	30	46	32	38	39	36
		Certificate	All students		3	6	12	7	9
	Physical Education	Associates Degree	All students		1				

5. Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

There are no required licensure/certification exams for any of our programs. However, the Fitness Specialist/Fitness Trainer Programs are aligned with the American Council on Exercise. Course work prepares students for the ACE Personal Trainer Certification Exam.

Section 4. Instructional Program Reflection

A. Six-Year Program Reflection : Version by Edwards, Carrie on 10/06/2025 22:18

1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

The Kinesiology Department has effectively leveraged the strengths identified in our last program review's SWOT analysis. One key strength was Kinesiology being one of the top declared majors at Cerritos College. This insight guided the expansion of high-demand course offerings and the development of new courses to fill curriculum gaps.

Increased interest also prompted our growth of Dual Enrollment programs at our local high schools. We first partnered with La Mirada High School, who currently offers KIN 102, KIN 110, and an articulated version of KIN 104. Our fastest-growing partnership is with Gahr High School, which began in 2022 with two sections and has since expanded to five per semester. Our most ambitious partnership is with St. John Bosco High School, adding 7 dual enrollment courses. Enrollment in this pathway allows students to complete 15-units of college coursework and all the courses for the Injury Management Certificate while in high school.

The pandemic also prompted course innovations. Student preference and success rates in online formats, particularly for KIN 100, KIN 104 and KIN 211, have led us to offer these courses more frequently online to meet demand.

Additionally, we have made significant efforts to address the areas for improvement identified in our last review cycle. One of the most impactful changes has been the hiring of an additional full-time faculty member. This has greatly enhanced our ability to staff courses within the Athletic Training program. More importantly, it has strengthened our capacity to maintain close communication and provide increased support for our dual enrollment partnerships.

We have also partially and over time begun updating some of our equipment for the CPR classes. However, equipment for our other certificate program classes is still lacking.

Over the next six years, the Kinesiology Department will focus on continued program promotion and growth. A key priority is promoting the new Nutrition and Dietetics AS-T degree, which launched in Fall 2025. This degree was developed through course collaboration with the Culinary Arts Department. Additionally, we are also continuing our effort in developing a Pilates certificate in collaboration with the Dance Department. We anticipate new curriculum to be submitted to the Curriculum Committee in the Fall 2026 semester. The full approval process will take at least a year, if not more, therefore we anticipate courses first being offered in the Fall 2027 or Fall 2028 semester.

2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

Students earned a similar number of degrees and certificates when compared to the previous academic year. There was a total of 45 awards in the Kinesiology Department, 36 of those awards were for the Kinesiology AA- T degree. The majority of the Kinesiology Program completers finished within 1-4 years (67.61%). 19.52% completed within 1-2 years, 21.90% completed within 2-3 years, and 21.19% completed within 3-4 years. Notably 4% more female students took 3-4 years to complete as compared to male students. There was a higher percentage of AA completers that took 6-7 years to complete as compared to students completing AA-T in Kinesiology. This makes sense since the AA-T is our transfer degree, and the majority of students are working on this degree. Not surprisingly, students who attended full-time were almost 30% more likely to complete within 1-2 years.

In the past, the Kinesiology department used Strong Workforce Funds to hire a short-term hourly employee to track students and their progress within our programs. Additionally, this hourly employee would provide communication to students about how close they were to finishing programs and what was needed to complete. This is something that we would like to implement again.

3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

The COVID 19 pandemic clearly impacted the entire campus. For the Kinesiology Department it meant offering not just lecture classes online but also lab/skills-based classes online. This posed unique challenges for instructors, but we rose to the occasion, were creative, and provided our students with the best possible opportunities to achieve all learning outcomes for each course. However, all lab-based classes have returned to in-person instruction, which is the mode of instruction best suited for these skills heavy classes. However, the students have been sluggish to return to in-person classes. KIN 104, which is a lecture/lab class is the only lab class still offering online options. The online labs have twice the enrollment as the in-person sections.

As we were attempting to rebound from the Pandemic, we encountered the massive Fraudulent Student Enrollment problem. Several courses in the Kinesiology Department were impacted heavily by the fraudulent student problem. This made planning for scheduling a challenge.

Unfortunately, the Kinesiology Department's Fitness Academy budget has been cut. Historically we received \$5000 a semester to replace and repair equipment. Beginning in 2020 our budget was cut to \$2400, in 2021 & 2022 it was cut to \$1500, and in 2023 it was cut to \$0. Unfortunately, this prevented us from purchasing new and replacement equipment. The inability to purchase new or replacement equipment makes it difficult for programs in Athletic Training and Fitness to remain current and vital.

4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

One of the biggest achievements in the Kinesiology Department was our ability to hire a second full-time faculty member. This is an indication of the amazing growth that has occurred in the last 6 years. This growth position was approved in 2023, and we are delighted to share that our new hire began in Fall 2023.

The department is proud to have created three different high school Sports Medicine Dual Enrollment Pathways. This growth has added an additional 19 sections yearly within the Kinesiology Department.

Two years ago, we voluntarily launched an annual field trip for our Dual Enrollment Pathway students, a half-day experience designed to introduce high school students to college life while allowing them to demonstrate their skills through friendly competition with peers from other schools. During the 2023-24 academic year, we welcomed over 80 students to the Cerritos College campus. In 2024-25, participation nearly doubled, with over 160 students visiting Cal State Long Beach. This event has also provided a valuable opportunity for faculty to collaborate and engage with both students and high school administrators in meaningful and dynamic ways.

We are excited to have begun offering a new ADT in Nutrition and Dietetics starting in the Fall 2025 semester. We anticipate interest in this degree to grow immensely over the next six years.

Jennifer O'Connor has worked diligently to develop an Open Education Resource (OER) specifically for the KIN 104 class. This text was piloted in Summer 2025 and is being utilized by all lecture instructors as of Fall 2025. The next goal is to develop the lecture and lab for Peer Online Course Review (POCR) Certification and finally submission to the Online Education Initiative (OEI) / (CVC). This will open the KIN 104 class to enrollment across the state.

Beyond these achievements, many of our faculty are actively engaged in various campus initiatives, contributing meaningfully to the broader campus community. Carrie Edwards, the chair of the Kinesiology Department, was the Chairperson for the Curriculum Committee for 8 years. Jennifer O'Connor supports faculty in the Health Sciences and Wellness Pathway as a Data Coach and serves as one of the Distance Education Coordinator in Student Engagement and as the OER Lead. Trisha Kozlowski serves on the Academic Excellence Committee, ensuring that the best and brightest students in our programs are honored. Our newest full-time faculty member, Mercedes Luna, stepped up to serve on the Program Review Committee starting with her first semester in this new role. Finally, Yvette Vascones bravely served as a faculty senator during her first two years of employment at Cerritos College.

5. Provide a status update on goals from the last program review cycle.

Goal #1: Increase Kinesiology Department Fulltime Faculty

Achieved:

Hired Mercedes Luna as the 2nd Kinesiology Department Fulltime Faculty Member in Fall 2023

Goal #2: Hire hourly worker to help with program follow-up

Not achieved:

No division or CTE budget.

Goal #3: 80% of SLOs assessed at least once per year

Achieved:

Fall 2019 – less than 50% assessed

Fall 2024 – 95% assessed

Goal #4: Improve High School Outreach

Achieved:

Developed 3 high school pathway programs.

1. La Mirada High School Sports Medicine Pathway
2. Gahr High School Sports Medicine Pathway
3. St. John Bosco High School Sports Medicine Pathway

Goal #5: Purchase new and replacement equipment

Not achieved:

Historical Budget was cut

Excluded from CTE

Goal #6: Increase awareness of all programs

Not achieved:

No new brochure

No promotional video

Goal #7: Increase General Education Offerings

In process:

Revised KIN 106 – changed to Sport in Society

New course KIN 107 – Sport in Film

Increased Offerings of KIN 211 Sport Management

Goal #8: Explore the possibility of developing an Anatomy and Physiology Course specifically for our programs

In process:

Initial discussion with Biology Department Chairperson

Goal #9: Develop one new Certificate Program

In Process:

Athletic Coaching Certificate of Achievement submitted to the Curriculum Committee in Spring 2024 (currently stalled)

Goal #10: Develop a guided pathway for each Kinesiology Program

Achieved:

Completed Fall 2020 for existing programs

Completed Spring 2025 for new Nutrition and Dietetics AS-T

Goal #11: Continuing Education for Certificate Program Faculty

Not achieved:

Historical Budget cut

CTE Exclusion

See table below for more detail on previous program review goals.

6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

REF	Goal	Action To Be Taken	Completion Timeline	Person Assigned	Update
W1	Increase Kinesiology Department Full-time Faculty	Continue to follow the Faculty Hiring Prioritization Committee Procedure (FHP)	Yearly	Edwards	COMPLETED
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	ONGOING
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	COMPLETED <ul style="list-style-type: none"> • Training sessions were completed • Training video created to learn how to assess SLOs. ONGOING <ul style="list-style-type: none"> • Continue to increase percentage of SLOs completed
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	COMPLETED ONGOING <ul style="list-style-type: none"> • Continue with this plan
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) (Specifically new First Aid and CPR equipment and equipment for KIN 202 and KIN 203)	2021-2022 Academic year	Edwards	ONGOING While not all equipment needed was purchased, the department was able to acquire an Anatomage Table and new adult manikins for our CPR courses

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	ONGOING
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 of 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 department 	Assess yearly when creating schedule	Edwards & Kozlowski	COMPLETED KIN 106 was revised to a 3-unit class KIN 107 – Sport in Film was developed and in the process of getting approved. Six new part time faculty members were hired since 2019
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 for our programs and taught in our teaching lab.	2020-2021 (begin conversation 2021-2022 (write course and submit to Curriculum Committee) 2022-2023 (schedule course) 2023-2024 (offer course)	Edwards	ONGOING Initial conversation was had with the Department Chair of the Biology Department
O6	Develop one new Certificate Program	<p>Research development of a Coaching or Youth Sport Certificate Program</p> <ul style="list-style-type: none"> • Review programs at community colleges and CSUs in our area (2021-2022) • 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)	Richardson & Natividad	COMPLETED The Coaching Certificate Program has been approved by the Curriculum Committee and is pending approval from the Chancellor's Office
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	COMPLETED All current programs have a Guided Pathway. A Guided Pathway will be developed for our new Nutrition and Dietetics Program
S2	Continuing Education for Certificate Program Faculty	<ul style="list-style-type: none"> • Research funding sources • Apply for funding sources • Include in Unit Plan 	2020-2021	Edwards	INCOMPLETE The department has not received Strong Workforce or Perkins funds since the last program review

Section 5. Instructional Program Goals and Resource Requests

A. Six-Year Program Goals and Resource Requests