



Physical Education
Program Review
2017-2020

SHANNON B. WILLIAMS

Faculty Member

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PHYSICAL EDUCATION / KINESIOLOGY PROGRAM REVIEW

A.) Narrative Description:

1. Overview of the Program

The mission of the Compton College Kinesiology/Physical Education program is to prepare students for lifelong health and wellness. Kinesiology majors pursue academic interests and careers in Health, Fitness, and Sports related industries. We empower all students with the knowledge to differentiate between healthy and unhealthy lifestyle choices as well as competence and proficiency in movement-based skills. We encourage students to explore the personal challenge, self-expression, and social interaction benefits associated with regular physical activity and successfully prepare students to pursue a degree at a four-year institution.

The State of California has focused specific attention to kinesiology and its contribution to the community college student. We must work with current curriculum and cross curriculum programs to guide the kinesiology department into the 21st century as a partner in vocational education. With this understanding many of the courses we offer promote and prepare students to gain lifelong experience whether they receive a physical education degree/certificate or not. The State of California is reviewing current practice and curriculum in the area of kinesiology. This trend will hopefully help transform the future direction of kinesiology. This transformation will not only help increase the level of instruction that our instructors deliver but give added value to our students through degree, certificate and/or career development.

B.) Program Degrees and/or Certificates:

Associate of Arts (AA) Degree in Physical Education

The degree provides an orientation to the profession through participation in diverse physical activities and study of the dimensions of exercise. Students acquire the ability to utilize principles of human anatomy, physiology, and behavioral processes in a variety of exercise and sport applications. Students enhance their ability to pursue advanced degree options or entry-level positions in the discipline.

Kinesiology/Physical Education – AA-T Degree

The kinesiology program provides a foundation for the study of diverse dimensions of exercise science, sport, and movement studies. Students are prepared to transfer and major in kinesiology. Students will have knowledge and skills for advancement into a number of kinesiology fields, such as adapted physical education, athletic training, coaching, exercise science, fitness specialist, kinesiotherapy, and teaching. The Associate of Arts for Transfer (AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus.

Certificate of Accomplishment (Fitness Trainer)

A Certificate of Accomplishment is attained upon completion of all program requirements which includes courses like First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care; Body Conditioning and Physical Fitness; Introduction to Kinesiology and Physical Education; Exercise and Nutrition Programs for Fitness and Weight Management; Personal Fitness Trainer.

C.) Program fulfillment of Compton College mission:

In accordance with the vision and mission of Compton College, the Kinesiology/Physical Education program serves as a great choice for the promotion of excellent student health, fitness, and quality of life. The program transforms lives, strengthens communities, and inspire individuals to excel.

The mission of Kinesiology/Physical Education is to educate, as well as empower all students to sustain regular, lifelong wellness/fitness as a foundation for a healthy, productive, and fulfilling life. The department utilize learning in the cognitive, affective, and psychomotor domains in their instructional programs. Our vision is to strive to meet our student's education and personal needs by providing excellent instruction throughout our diverse courses. The department will continue to assist the college by providing advancement in certificates, transfer and courses that assist our community in their goal of lifelong wellness/fitness. The highest value is placed on the students and their educational goals; interwoven in that value is the recognition that the faculty and staff of Compton College is the College's stability, its source of strength and its driving force and skill in all aspects of the profession.

Program alignment with Strategic Initiatives:

Physical Education program continues to support the five goals of the Strategic Initiatives of Compton College, namely:

- Improve recruitment, enrollment, retention, and completion rates for our students.
- Support the success of all students to meet their education and career goals.
- Support the success of students through the use of technology.
- Offer excellent programs that lead to degrees and certificates in allied health and technical fields.
- Establish partnerships in the community and with the K-12 schools.

D.) Status of Previous Recommendations:

Recommendations from the last program review are as follows:

In reviewing the recommendations that were proposed in 2017, the Kinesiology department has continued to be stable with our leadership and structure. In addition, the department has had some significant growth and change within the physical education area of the Kinesiology department throughout the last four years.

Item	Previous Recommendation	Current Status
1. Professional Preparation	The Compton College staff has up to date certification in CPR, AED, and First Aid.	All physical education faculty members including coaches and staff are encouraged to obtain and/or participate in one of the staff development opportunities offered on campus for free.
2. Faculty Teaching and Preferences	Continue to explore different mechanisms whereby faculty has the opportunity to rotate teaching assignments and schedules.	Faculty members are given the opportunity to give a suggested schedule based on student need, fill rate and courses desired.
3. New Course Proposals:	A variety of new courses were identified for possible consideration.	New courses continue to be developed and implemented when possible.

4. Staff Development	Training specific to their field would be beneficial	Faculty members are encouraged to work with staff development on specific needs.
5. Faculty Computer and Technology Training	Training and implementation of computers for adjunct staff who don't have an office or access to a computer on campus.	Many faculty members have participated in technology training offered on the campus.
6. Celebration of Faculty Achievements	Celebration of faculty successes in the department	The dean has implemented a celebration component into every division meeting. Faculty members are encouraged to share positive stories during staff meetings.
7. Physical education facilities in need of maintenance and repair	Many areas were identified as needing substantial repair	Substantial renovations have taken place throughout the current facility. Additional rebuilds to improve other problem areas have been planned. Future renovation would change the entire Physical education /Kinesiology and Athletics facilities in the next 5 years.
8. Instructional Equipment	Improvement or replacement of equipment contained therein	Equipment has been prioritized through a more formal planning process to identify the greatest need. Division Dean seeks input and acts accordingly based on results and prioritization of needs.
9. Use of Library Resources	Greater use by the Kinesiology faculty in the library services.	Tutoring on modern technology to assist faculty in their instruction and development. Faculty members who teach online can use resources offered in that venue.
10. Faculty Mentoring Program		The process continues
11. Friday Teaching	Additional Friday-Saturday scheduling might be considered	The general trend on the campus has changed and many courses have shifted away from the Friday schedule. Some of the one day a week courses have been rescheduled due to the fact that 3+ hours of activity doesn't seem to fit in some of those instructional courses.
12. Class Size	They seem to be appropriate. The division chair should review class sizes to determine appropriate staff/student ratio.	Division/ Athletic Director's offices work to plan staff assignments.
13. Increased Involvement of faculty in committees	Greater involvement by a greater number	All faculty members are required to serve on divisional or college committees. The college hour has been freed up to assist participation.
14. Community Service	Most of our part time faculty is involved in community service but typically receive no campus recognition for this involvement.	This component is of extreme importance to the division dean especially in respects to our athletic program. There is new emphasis in the area and that is translating into a positive change. The Dean could implement a program of recognition at the beginning of each division meeting

15. Overall Campus Relationships	Appears to be sound, especially within the department	Recently, the division has demonstrated some positives which have translated into better relations on campus.
16. Student Learning Outcomes	Mechanism should be developed where members are better versed in development and application of SLO's. Three primary program level SLO's were identified for each of our courses.	A clear four-year timeline has been developed. SLO facilitators in the division supported by academic affairs have positively affected the development, assessment and reporting of our SLO's.
17. The Classroom Environment	There is a need to review and/or develop written policies in the area of classroom management in order to establish consistency and fairness across courses and instructors.	Additional developments are underway, such as: A common syllabus as a guide for all instructors in activity or lecture classes. A "tool kit" to help instructors with common issues and procedures to success is in progress.
18. Faculty Opinion Regarding New Faculty Hires	Current Kinesiology faculty recommend that consideration for new faculty hires first be given to individuals with expertise in the areas of Exercise Science and Fitness. Following this, faculty with expertise in sports psychology, teaching activity classes, and Kinesiology Major Courses are recommended.	The planning process and faculty identification process have been implemented successfully.
19. Curriculum Organization – SLOs:	It is recommended that faculty develop a better understanding of the relationship between SLOs and curriculum organization. This is likely to require department level in-service training and practice.	Training has taken place and faculty members are showing success in this area. All courses have 3 SLO's. ‡ Currently all the courses in the physical education area have been reviewed.
20) Implementation of Instruction	Physical education provides opportunities for students to gain current knowledge of physical fitness facts, healthful living practices, leisure time pursuits, stress management techniques, and to receive instruction in the skills necessary for successful participation in activities necessary for optimum health and physical efficiency. The profession is based on the philosophy that physical education is an academic discipline, an essential portion of the General Education process. Further, the physical education curriculum is centered on the concept that movement skills, intellectual development, physical fitness,	No changes necessary

	and healthful living practices are elements of life that must be taught and reinforced. Specific knowledge, skills and practice techniques that best benefit the student do not just happen. Instruction, analysis, and evaluation by a credentialed professional are essential for implementing this philosophy.	
21. Student Evaluation	Student evaluations of teaching provide information to evaluate and improve instructional effectiveness,	‡ Based on the evaluation timeline all instructors have been evaluated.
22. Curriculum Evaluation	The majority of Kinesiology Department faculty is in need of greater knowledge of the department’s curriculum and how it is evaluated. Involvement of more faculty as noted above, in the curriculum process may be of value in improving this area.	Training, faculty leadership, and clear timelines have improved compliance in this area.
23. Continual repair and/or replacement of old damaged or extremely aged equipment	This will improve safety, retention, and student success.	Ongoing. Athletics is currently evaluating the equipment needs.
24. Factors affecting curriculum implementation	The greatest need for improvement in curriculum implementation is improvement in the quality of department facilities and equipment.	This is being addressed in the current bond and many previous equipment allocations. Some examples are: Total replacement of fitness center equipment.
25. Kinesiology Department Leadership		Overall, the evaluation of the Dean of the Division of-Health, Natural Sciences and Human Services, at the time of this program review was extremely positive and indicated strong leadership qualities.
26. Kinesiology Instructor Evaluations:	Although faculty gave high marks to the instructor evaluation process, faculty also expressed need for a mechanism for acknowledging and celebrating faculty teaching excellence and personal successes.	Addressed in previous section and components of celebration have been implemented in the division.
27. Increase the number of full-time faculty members/ coaches within the department		Ongoing. The department has hired 1 full-time Instructor/baseball coach to improve the delivery of instruction within athletics and the larger curriculum.

28. College Climate	Kinesiology faculty acknowledges strong working relationships within the Department. However, conflict resolution procedures and methods for faculty recognition should be studied.	Continued development is needed in this area.
29. Kinesiology Department Instructor Characteristics	More faculty participation in Kinesiology Department curriculum and instructional improvement is needed. Methods to achieve these objectives should be studied and implemented.	Efforts to participate have been established and implemented. One of the biggest items is the re-establishing of the college hour.
30 Kinesiology Department Safety and Medical Requirements	Campus emergency plans should be reviewed and practiced. Improved communication, e.g., telephones should be available to every instructor at every Kinesiology Department facility. The need for immediate access to first aid supplies should be reviewed. Faculty should periodically undergo recertification in CPR, AED, and First Aid, preferably through on-campus training programs	In progress

E) Describe highlights of the program’s previous success.

What we have done:

- The Kinesiology department has had extensive growth in the last 4 years.
- New lights and the “state of the art” Athletic synthetic turf for the stadium were installed.
- Women’s volleyball was added as an intercollegiate sport.
- Esports was added as an intercollegiate sport.
- The fitness center was repainted and updated with a new security system.
- New courses such as yoga, boxing, and online kinesiology have been added to the curriculum
- The entire roof of the gymnasium was replaced, new flooring and painting for the entire athletics offices.
- The department has been proactive with student matriculation and facilitating the 4-year transfer, including the completion of the AA-T degree.
- The weight room has been updated with the most recent fitness equipment.

Analysis of Research Data (include data provided by Institutional Research)

Physical Education/Kinesiology:

a) Head count of students in the program

Student Counts								
Gender	Winter '17	Spring '17	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18
Female	35%(42)	53%(432)	47%(124)	47%(369)	40%(54)	51%(317)	55%(98)	49%(350)
Male	65%(79)	47%(376)	53%(139)	53%(416)	60%(81)	49%(303)	45%(81)	51%(358)
Unknown/non-resp..					1%(<5)			
Grand Total	100%(121)	100%(808)	100%(263)	100%(785)	100%(136)	100%(620)	100%(179)	100%(708)

Ethnicity	Winter '17	Spring '17	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18
American Indian or..		0%(<5)						
Asian	2%(<5)	2%(13)	2%(<5)	2%(18)	2%(<5)	2%(13)	3%(6)	2%(16)
Black or African A..	24%(29)	33%(266)	38%(101)	35%(277)	26%(35)	32%(200)	29%(52)	32%(224)
Latinx		1%(<5)	53%(139)	56%(439)	60%(81)	58%(361)	60%(108)	60%(425)
Native Hawaii		1%(10)	1%(<5)	1%(6)	1%(<5)	0%(<5)		1%(6)
Two or More Races	2%(<5)	4%(30)	4%(10)	4%(28)	6%(8)	5%(31)	3%(5)	3%(22)
Unknown/Non-Res..	1%(<5)	0%(<5)			1%(<5)	0%(<5)	1%(<5)	
White	2%(<5)	1%(12)	2%(6)	2%(17)	5%(7)	2%(13)	4%(7)	2%(15)
Grand Total	100%(121)	100%(808)	100%(263)	100%(785)	100%(136)	100%(620)	100%(179)	100%(708)

Student Counts							
Winter '19	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
52%(81)	54%(295)	54%(99)	47%(285)	55%(71)	50%(235)	57%(91)	49%(193)
48%(76)	46%(249)	45%(84)	51%(308)	44%(57)	49%(230)	43%(70)	49%(195)
		1%(<5)	1%(8)	2%(<5)	1%(6)		2%(9)
100%(157)	100%(544)	100%(185)	100%(601)	100%(130)	100%(471)	100%(161)	100%(397)

Winter '19	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
			0%(<5)	1%(<5)	1%(<5)		0%(<5)
4%(6)	3%(16)	2%(<5)	1%(7)	3%(<5)	1%(5)	2%(<5)	2%(9)
24%(37)	34%(185)	25%(46)	29%(173)	23%(30)	34%(158)	30%(48)	31%(124)
66%(104)	56%(306)	59%(110)	57%(343)	62%(80)	53%(248)	62%(100)	58%(232)
		1%(<5)	0%(<5)		1%(<5)	2%(<5)	1%(<5)
3%(5)	2%(13)	1%(<5)	3%(16)	6%(8)	3%(14)	2%(<5)	2%(8)
	1%(8)	11%(21)	9%(55)	5%(7)	7%(34)	2%(<5)	4%(17)
3%(5)	3%(16)	2%(<5)	1%(<5)		1%(5)	1%(<5)	1%(<5)
100%(157)	100%(544)	100%(185)	100%(601)	100%(130)	100%(471)	100%(161)	100%(397)

Student Counts

Program

Kinesiology, PE, First Aid, Recreation, Nutrition

Age Group	Winter '17	Spring '17	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18
Under 18		7%(60)	3%(8)	1%(11)			2%(<5)	1%(10)
18-19	30%(36)	23%(187)	27%(72)	28%(219)	35%(47)	23%(145)	29%(52)	27%(188)
20-21	35%(42)	22%(180)	23%(61)	26%(208)	25%(34)	28%(171)	27%(48)	25%(175)
22-24	21%(25)	17%(138)	21%(55)	16%(124)	13%(17)	19%(119)	15%(27)	17%(120)
25-29	5%(6)	13%(101)	11%(29)	13%(105)	10%(13)	13%(78)	11%(20)	13%(90)
30-34	5%(6)	6%(47)	5%(14)	6%(48)	6%(8)	7%(41)	7%(13)	6%(43)
35-39	2%(<5)	4%(31)	5%(12)	4%(33)	4%(5)	4%(26)	3%(6)	5%(36)
40-49	1%(<5)	3%(28)	4%(10)	3%(20)	4%(6)	4%(24)	3%(5)	3%(23)
50-64	2%(<5)	4%(34)	1%(<5)	2%(16)	4%(5)	2%(15)	2%(<5)	3%(22)
65 and over		0%(<5)		0%(<5)	1%(<5)	0%(<5)		0%(<5)
Grand Total	100%(121)	100%(808)	100%(263)	100%(785)	100%(136)	100%(620)	100%(179)	100%(708)

Class Load	Winter '17	Spring '17	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18
Full-time		39%(312)		51%(400)		44%(275)		47%(336)
Part-time	100%(121)	61%(496)	100%(263)	49%(385)	100%(136)	56%(345)	100%(179)	53%(372)
Grand Total	100%(121)	100%(808)	100%(263)	100%(785)	100%(136)	100%(620)	100%(179)	100%(708)

The table above indicates the total head count of students in the program from fall 2017 to fall 2020. The program experienced a decrease from 601 to 397 students from fall 2019 to fall 2020, representing a 20% decrease, with the greatest decrease of 23% from fall 2020. This decrease in enrollment was consistent with enrollment at Compton College; this decrease may be attributed to some sections of classes that were cancelled due to low enrollment. In the fall 2017, the enrollment increased.

Assignment of courses to adjunct faculty members that are unfamiliar with the department processes might have resulted in the instability seen in the program's numbers. Part-timers taught 76% of the physical education courses overall, during this 4-year span, 63% of the students was females, with 60% Latino, 32.0% African American. These numbers were consistent with the college as a whole.

The two largest age-groups are the 18-19 (27%), 20-21(25.0%) and the 25-30 (13.0%). While 80.5% are high school graduates, 76.2% are part-time students, and 44.6% intend to transfer.

The physical education program average number of students was at 601, between the fall 2020 and the spring of 2017 there was 808 students. The data indicate break of gender and population. 18.3% of our students were between the ages of 25–29-year-old. The table below indicates the total head count of students in the program from spring 2018 to spring 2020. The program experienced a decrease from 620 to 474 students. This decrease in enrollment was consistent with enrollment at Compton College; this decrease may be attributed to some sections of classes that were cancelled due to low enrollment. In the spring 2019, the enrollment increased.63.4% of the students were female and 36.6% were male. 29.1% of the students were African American and 58% were Latino-American with 12% making up other-American's students.

Spring Term Headcount

Student Counts

Gender	Spring '18	Spring '19	Spring '20
Female	51%(317)	54%(295)	50%(235)
Male	49%(303)	46%(249)	49%(230)
Unknown/non-resp..			1%(6)
Grand Total	100%(620)	100%(544)	100%(471)

Ethnicity	Spring '18	Spring '19	Spring '20
American Indian or..			1%(<5)
Asian	2%(13)	3%(16)	1%(5)
Black or African A..	32%(200)	34%(185)	34%(158)
Latinx	58%(361)	56%(306)	53%(248)
Native Hawaiian o..	0%(<5)		1%(<5)
Two or More Races	5%(31)	2%(13)	3%(14)
Unknown/Non-Res..	0%(<5)	1%(8)	7%(34)
White	2%(13)	3%(16)	1%(5)
Grand Total	100%(620)	100%(544)	100%(471)

b) Course grade distribution

3,797 A's

788 B's

435 C's

173 D's

396 F's

5,589 Total students enrolled

A broad examination of the grade distribution shows a majority of students passing all physical education classes with a letter grade of “C” or better. Over the five-year period 3,797 students received an A, 788 students received a B, 435 received a C, 173 students received a D, and 396 students received an F. However, a slight pattern appears to develop which indicates that within years 2017 through 2021, students had a success rate of 94% with a grade of C or better.

Within the Physical Education Program, grades vary tremendously from one semester to the next and from one instructor to another, so it is difficult to make conclusions about what factors influence the course grade distributions. Studies with further disaggregated data and/or faculty discussion are needed to ponder questions about rigor of the lecture and activity classes.

Academic Y..	Course ID	Grade								
		A	B	C	D	F	P	NP	W	EW
2017-18	CH-101	101(39%)	47(18%)	23(9%)	5(2%)	33(13%)			53(20%)	
	FAID-101	15(32%)	12(26%)	8(17%)	<5(4%)				10(21%)	
	FTEC-101		<5(17%)	<5(22%)	<5(11%)	6(33%)			<5(17%)	
	FTEC-102	<5(10%)	<5(20%)	<5(10%)	<5(20%)	<5(30%)			<5(10%)	
	FTEC-144	<5(5%)	7(17%)	10(24%)		7(17%)			15(36%)	
	NFOO-110	127(36%)	70(20%)	61(17%)	26(7%)	26(7%)			43(12%)	
	PE-102	78(80%)	7(7%)						12(12%)	
	PE-103	18(100%)								
	PE-110	71(72%)	5(5%)	<5(2%)		5(5%)			15(15%)	
	PE-118	26(24%)	17(16%)	16(15%)	10(9%)	9(8%)			29(27%)	
	PE-122	15(100%)								
	PE-125	139(80%)	5(3%)	<5(1%)					28(16%)	
	PE-127	23(58%)	<5(8%)	<5(3%)	<5(8%)	<5(5%)			8(20%)	
	PE-134	10(100%)								
	PE-138	14(88%)							<5(13%)	
	PE-150	136(94%)				<5(1%)			7(5%)	
	PE-155	<5(100%)								
	PE-158	48(98%)							<5(2%)	
	PE-159	78(96%)							<5(4%)	
	PE-162	33(89%)							<5(11%)	
	PE-163	38(95%)							<5(5%)	
	PE-164	11(79%)		<5(7%)					<5(14%)	
	PE-165	25(100%)								
PE-170	56(90%)	<5(3%)						<5(6%)		
PE-171	69(92%)	<5(3%)						<5(5%)		
PE-174	32(91%)	<5(3%)	<5(3%)					<5(3%)		
PE-175	43(81%)	8(15%)						<5(4%)		

Academic Y..	Course ID	Grade								
		A	B	C	D	F	P	NP	W	EW
	PE-177	11(69%)	<5(25%)	<5(6%)						
	PE-178	23(77%)	<5(7%)			<5(3%)			<5(13%)	
	PE-180	12(80%)	<5(7%)	<5(7%)					<5(7%)	
	PE-181	19(95%)							<5(5%)	
	PE-183	11(58%)		<5(5%)					7(37%)	
	PE-184	9(75%)	<5(8%)	<5(17%)						
	PE-217	27(96%)							<5(4%)	
	PE-260	38(95%)							<5(5%)	
	PE-270	18(69%)	6(23%)	<5(4%)					<5(4%)	
	PE-275	20(91%)	<5(5%)						<5(5%)	
	PE-277	46(40%)	16(14%)	10(9%)	<5(2%)	31(27%)			8(7%)	
	PE-280	56(72%)	17(22%)	<5(1%)					<5(5%)	
2018-19	CH-101	87(36%)	40(17%)	22(9%)	6(3%)	23(10%)			62(26%)	
	FAID-101	13(41%)	10(31%)	<5(3%)	<5(3%)	<5(3%)			6(19%)	
	FTEC-101	<5(23%)			<5(23%)	<5(31%)			<5(23%)	
	FTEC-144	6(15%)	<5(3%)	6(15%)		<5(8%)			23(59%)	
	NFOO-110	140(37%)	53(14%)	53(14%)	28(7%)	38(10%)			66(17%)	
	PE-102	72(86%)		<5(4%)					9(11%)	
	PE-103	16(73%)	5(23%)	<5(5%)						
	PE-110	74(86%)	<5(1%)	<5(1%)		<5(1%)			9(10%)	
	PE-118	7(23%)	5(17%)	<5(13%)	<5(3%)	<5(10%)			10(33%)	
	PE-122	8(50%)	<5(19%)	<5(6%)		<5(13%)			<5(13%)	
	PE-125	101(87%)	5(4%)	<5(2%)					8(7%)	
	PE-127	28(54%)	<5(6%)	<5(6%)	<5(4%)	6(12%)			10(19%)	
	PE-130	13(93%)							<5(7%)	
	PE-134	7(100%)								
PE-138	8(73%)	<5(9%)						<5(18%)		

Academic Y..	Course ID	Grade								
		A	B	C	D	F	P	NP	W	EW
	PE-150	134(90%)	10(7%)	<5(1%)					<5(2%)	
	PE-154	9(100%)								
	PE-155	6(75%)		<5(25%)						
	PE-158	47(100%)								
	PE-159	70(95%)							<5(5%)	
	PE-162	28(100%)								
	PE-163	22(88%)							<5(12%)	
	PE-164	8(53%)	6(40%)						<5(7%)	
	PE-165	10(67%)	<5(7%)			<5(13%)			<5(13%)	
	PE-170	33(73%)	5(11%)						7(16%)	
	PE-171	30(71%)	<5(2%)	9(21%)					<5(5%)	
	PE-174	23(72%)	<5(13%)	<5(9%)					<5(6%)	
	PE-175	41(80%)	<5(8%)						6(12%)	
	PE-177	13(81%)							<5(19%)	
	PE-178	26(87%)				<5(10%)			<5(3%)	
	PE-180	13(76%)	<5(12%)	<5(6%)					<5(6%)	
	PE-181	20(100%)								
	PE-183	<5(33%)			<5(17%)	<5(33%)			<5(17%)	
	PE-217	18(100%)								
	PE-260	21(95%)							<5(5%)	
	PE-270	19(86%)	<5(14%)							
	PE-275	22(96%)							<5(4%)	
	PE-277	50(59%)	14(16%)		<5(1%)	17(20%)			<5(4%)	
	PE-280	59(73%)	15(19%)						7(9%)	
	PE-290	16(100%)								
2019-20	CH-101	64(33%)	31(16%)	13(7%)	14(7%)	9(5%)		<5(1%)	33(17%)	18(9%)
	FAID-101	19(40%)	8(17%)	<5(6%)		<5(4%)			<5(9%)	11(23%)

Academic Y..	Course ID	Grade								
		A	B	C	D	F	P	NP	W	EW
	NFOO-110	51(21%)	39(16%)	34(14%)	19(8%)	35(15%)			43(18%)	12(5%)
	PE-102	38(88%)							5(12%)	
	PE-103	<5(27%)	<5(9%)	<5(27%)					<5(36%)	
	PE-110	28(45%)	6(10%)	<5(6%)					11(18%)	13(21%)
	PE-118	23(28%)	10(12%)	6(7%)	<5(1%)	9(11%)			16(20%)	17(21%)
	PE-122	9(64%)	<5(7%)			<5(7%)			<5(21%)	
	PE-125	97(73%)	14(11%)		<5(2%)		<5(1%)		9(7%)	9(7%)
	PE-127	16(39%)		<5(5%)		<5(5%)			<5(7%)	<5(10%)
	PE-130	10(100%)								
	PE-134	5(100%)								
	PE-150	117(85%)	9(7%)						7(5%)	
	PE-154	<5(100%)								
	PE-155	5(100%)								
	PE-158	44(98%)								<5(2%)
	PE-159	50(89%)							6(11%)	
	PE-162	26(96%)							<5(4%)	
	PE-163	24(96%)								
	PE-164	7(50%)	<5(7%)	<5(7%)		<5(7%)			<5(29%)	
	PE-165	8(62%)	<5(15%)	<5(8%)					<5(8%)	
	PE-167	12(63%)		<5(5%)					<5(5%)	
	PE-168	13(59%)	<5(14%)	<5(18%)			<5(5%)		<5(5%)	
	PE-170	33(56%)		<5(2%)					25(42%)	
	PE-171	38(88%)	5(12%)							
	PE-174	29(85%)	<5(12%)						<5(3%)	
	PE-175	33(87%)	<5(11%)						<5(3%)	
	PE-177	14(64%)	<5(5%)			<5(9%)			<5(14%)	
	PE-178	27(84%)				<5(13%)			<5(3%)	

Academic Y..	Course ID	Grade								
		A	B	C	D	F	P	NP	W	EW
	PE-180	13(93%)								
	PE-181	8(100%)								
	PE-183	12(67%)	<5(17%)			<5(6%)				<5(11%)
	PE-184	12(57%)		<5(10%)					<5(10%)	
	PE-217	29(100%)								
	PE-260	35(90%)							<5(10%)	
	PE-270	11(79%)	<5(14%)							<5(7%)
	PE-275	24(67%)	7(19%)	<5(11%)					<5(3%)	
	PE-277	52(51%)	8(8%)	<5(2%)	<5(2%)	8(8%)			12(12%)	16(16%)
	PE-280	44(60%)	23(32%)	<5(4%)					<5(4%)	
	PE-290	10(91%)	<5(9%)							
2020-21*	CH-101	20(33%)	13(22%)	5(8%)	<5(7%)	<5(7%)	<5(2%)		13(22%)	
	FAID-101	9(33%)	7(26%)	<5(4%)					7(26%)	
	NFOO-110	15(14%)	16(15%)	16(15%)	9(9%)	19(18%)			24(23%)	<5(1%)
	PE-102	17(100%)								
	PE-110	21(84%)							<5(16%)	
	PE-125	<5(20%)	<5(30%)			<5(10%)			<5(40%)	
	PE-127	<5(25%)	<5(25%)	<5(17%)					<5(17%)	
	PE-134	<5(75%)							<5(25%)	
	PE-155	<5(100%)								
	PE-159	44(100%)								
	PE-163	11(39%)	6(21%)	<5(4%)					10(36%)	
	PE-165	22(88%)							<5(12%)	
	PE-168	10(59%)	<5(12%)	<5(18%)						
	PE-171	58(94%)	<5(5%)						<5(2%)	
	PE-175	47(94%)							<5(2%)	
	PE-178	33(80%)	<5(2%)		<5(10%)	<5(5%)			<5(2%)	

c) Success rates (Discuss your program’s rates, demographic success characteristics and set a success standard for your program.)

During 2017-2020, the department’s success rate fluctuated with a high of (85.3%) in 2018 but dropped slightly to (83.6%) the following year. Also, noted is the success rate for fall of 2017 (80.6%) and Spring of 2019 (81.5%). They were the lowest percentages during the four-year period.

Success rates for Latinos in the fall of 2017 were (91.3%), 2018 (90.2%) and 2019 (86.1%). Latinos typically fared better during the same years than African Americans who had success rates, in the fall of 2017 (79.0%), 2018 (83.4%), 2019 (79.0%) and 2020 (75.0%); This is consistent with campus-wide data.

Overall, however, the 4-year program success average for the Physical Education program of (81.8%) surpassed the (62%) for the college’s success standard.

A total of 82% of enrolled students attained a minimum standard of 70% success.

Program Success Standard	76.5%
4-year Program Success Average	78.5%

Year	Total Grades	Success Rate
FA 2017	1,132	79.5%
2018	2,106	76.5%
2019	2,942	72.0%
2020	517	79.5%

Fall Term Demographic Success (2017-2020)



Success Rates

Gender	Fall '17	Fall '18	Fall '19	Fall '20
Female	75%(433)	70%(426)	67%(354)	71%(230)
Male	84%(699)	83%(548)	77%(482)	88%(287)
Unknown/non-res..			60%(10)	92%(12)

Ethnicity	Fall '17	Fall '18	Fall '19	Fall '20
American Indian o..			100%(<5)	100%(5)
Asian	95%(21)	79%(19)	57%(7)	91%(11)
Black or African A..	78%(365)	76%(297)	67%(239)	73%(154)
Latinx	81%(670)	78%(594)	78%(496)	85%(317)
Native Hawaiian o..	100%(9)	67%(9)	100%(<5)	100%(5)
Two or More Races	83%(41)	81%(32)	81%(26)	75%(12)
Unknown/Non-Re..			57%(67)	70%(23)
White	92%(26)	87%(23)	80%(5)	100%(<5)

Age Group	Fall '17	Fall '18	Fall '19	Fall '20
Under 18	82%(22)	69%(13)	63%(16)	90%(10)
18-19	89%(394)	81%(308)	80%(286)	89%(175)
20-21	81%(295)	79%(251)	78%(186)	84%(135)
22-24	76%(162)	72%(151)	65%(127)	68%(77)
25-29	65%(125)	70%(108)	64%(96)	70%(47)
30-34	72%(60)	71%(51)	63%(71)	81%(32)
35-39	76%(33)	74%(42)	75%(20)	74%(23)
40-49	87%(23)	92%(25)	56%(25)	65%(20)
50-64	71%(17)	83%(24)	76%(17)	78%(9)
65 and over	0%(<5)	100%(<5)	100%(<5)	100%(<5)

Class Load	Fall '17	Fall '18	Fall '19	Fall '20
Full-time	88%(684)	83%(539)	76%(582)	85%(239)
Part-time	69%(448)	71%(435)	66%(264)	78%(290)

Spring Term Demographic Success (2017-2020)

American Indian/Alaskan Native, Asian, Pacific Islander, and the two or more groups were negatively impacted in fall 2017 and only the Pacific Islanders were impacted in the spring 2017. Of concern also was the over 49-age group in the 2019-year, success rate dropped to 56%. The group has since continued to improve. In the fall of 2017 and 2018 the success rate was 87% and 92% of the students were in the age group over 49.

Student Counts

Gender	Spring '17	Spring '18	Spring '19	Spring '20
Female	53%(432)	51%(317)	54%(295)	50%(235)
Male	47%(376)	49%(303)	46%(249)	49%(230)
Unknown/non-resp..				1%(6)
Grand Total	100%(808)	100%(620)	100%(544)	100%(471)

Ethnicity	Spring '17	Spring '18	Spring '19	Spring '20
American Indian or..	0%(<5)			1%(<5)
Asian	2%(13)	2%(13)	3%(16)	1%(5)
Black or African A..	33%(266)	32%(200)	34%(185)	34%(158)
Latinx	59%(473)	58%(361)	56%(306)	53%(248)
Native Hawaiian o..	1%(10)	0%(<5)		1%(<5)
Two or More Races	4%(30)	5%(31)	2%(13)	3%(14)
Unknown/Non-Res..	0%(<5)	0%(<5)	1%(8)	7%(34)
White	1%(12)	2%(13)	3%(16)	1%(5)
Grand Total	100%(808)	100%(620)	100%(544)	100%(471)

d) Retention rates

A glance of the chart below reveals the overall annual retention rate of all courses in the Physical Education program between 2017 and 2020. The rate ranged between 82.9% to 86.5%. According to the Comprehensive Master Plan, the Physical Education program has a 5-year average retention rate above 85% which is above the Compton College retention rate. While the program has an above average retention rate, there is room for improvement.

Year	Total Grades	Retention Rate
FA 2017	708	82.9%
2018	1,135	84.6%
2019	1,208	87.6%
2020	1,195	86.5%
SP 2021	647	85.5%

e) A comparison of success and retention rates in face-to-face classes with distance education classes

The only distance learning course is: Contemporary Health (CH101). We recently implemented Introduction to Kinesiology (PE 277) as a new distance learning course. In 2017 the online Contemporary Health (CH101) class had a 60.9% success rate and retention rate of 87.0%; in 2018 the Contemporary Health (CH101) class had a 61.1% success rate and retention rate of 71.7%,

Overall, the retention rate (71.7 % - 87.0%) of the Contemporary Health (CH101), online courses during 2019-2020 compares with the college retention rate of 73% for the same year.

f) Enrollment statistics with section and seat counts and fill rates

The program experienced the highest enrollment during 2017-2018 with 1,599 students and a 4-year average of 1,472 students. Over the next few years, figures indicate that the Physical Education program experienced a decrease in 2018-19 (1,263 students) and an increase in 2019-2020 with 1,573 students. The decrease appears similar with the college, as a whole.

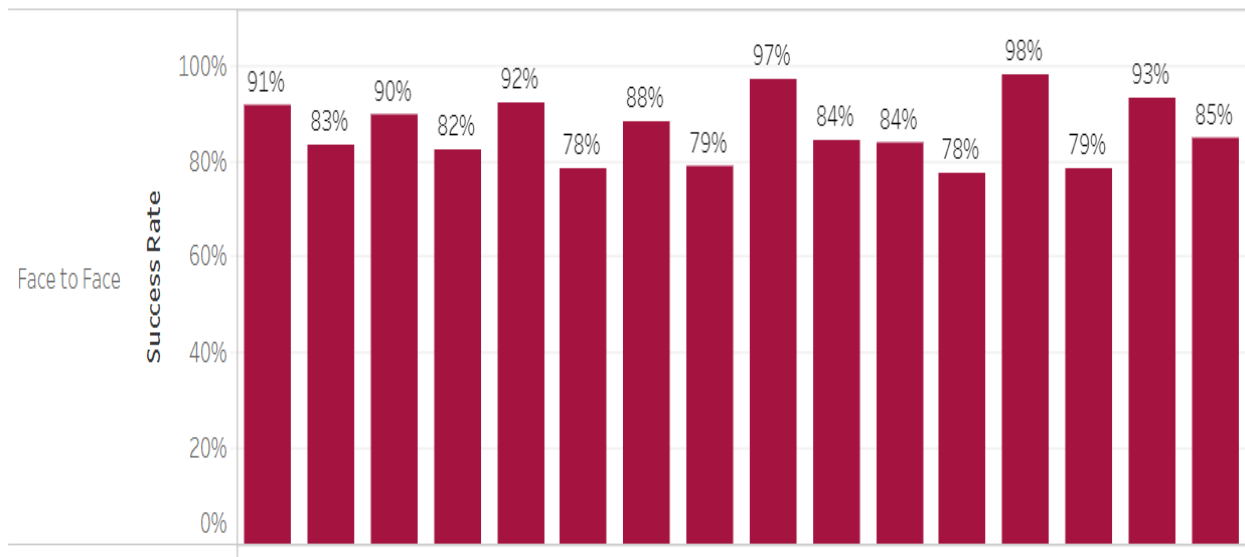
During 2019, the number of sections increased but unfortunately, as noted earlier, the fill rates decreased. A closer examination is necessary as the increase in sections may not be the issue of concern but rather the scheduling of the courses. This issue will be more thoroughly reviewed in the next section as well as, during the next few semesters to determine if more night and/or weekend classes are merited to meet the students' working needs.

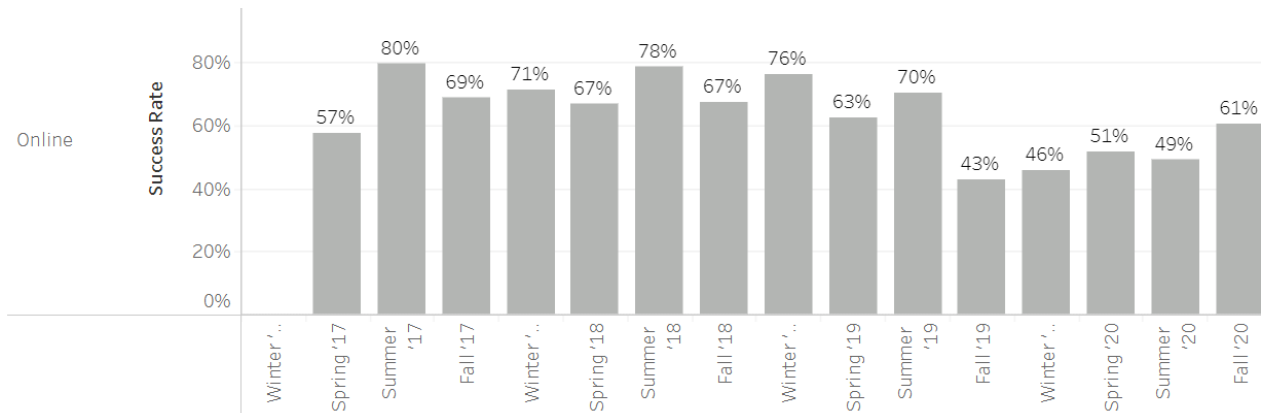


Success by Modality

Instruction Method	Winter '17	Spring '17	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18
Face to Face	91%(141)	83%(1019)	90%(185)	82%(1013)	92%(124)	78%(677)	88%(119)
Online		57%(68)	80%(89)	69%(119)	71%(28)	67%(111)	78%(65)

Instruction ..





Student Counts

Gender	Winter '17	Spring '17	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18	Winter '19
Female	35%(42)	53%(432)	47%(124)	47%(369)	40%(54)	51%(317)	55%(98)	49%(350)	52%(81)
Male	65%(79)	47%(376)	53%(139)	53%(416)	60%(81)	49%(303)	45%(81)	51%(358)	48%(76)
Unknown/non-resp..					1%(<5)				
Grand Total	100%(121)	100%(808)	100%(263)	100%(785)	100%(136)	100%(620)	100%(179)	100%(708)	100%(157)

Ethnicity	Winter '17	Spring '17	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18	Winter '19
American Indian or..		0%(<5)							
Asian	2%(<5)	2%(13)	2%(<5)	2%(18)	2%(<5)	2%(13)	3%(6)	2%(16)	4%(6)
Black or African A..	24%(29)	33%(266)	38%(101)	35%(277)	26%(35)	32%(200)	29%(52)	32%(224)	24%(37)
Latinx	69%(84)	59%(473)	53%(139)	56%(439)	60%(81)	58%(361)	60%(108)	60%(425)	66%(104)
Native Hawaiian o..		1%(10)	1%(<5)	1%(6)	1%(<5)	0%(<5)		1%(6)	
Two or More Races	2%(<5)	4%(30)	4%(10)	4%(28)	6%(8)	5%(31)	3%(5)	3%(22)	3%(5)
Unknown/Non-Res..	1%(<5)	0%(<5)			1%(<5)	0%(<5)	1%(<5)		
White	2%(<5)	1%(12)	2%(6)	2%(17)	5%(7)	2%(13)	4%(7)	2%(15)	3%(5)
Grand Total	100%(121)	100%(808)	100%(263)	100%(785)	100%(136)	100%(620)	100%(179)	100%(708)	100%(157)

Student Counts

Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
54%(295)	54%(99)	47%(285)	55%(71)	50%(235)	57%(91)	49%(193)
46%(249)	45%(84)	51%(308)	44%(57)	49%(230)	43%(70)	49%(195)
	1%(<5)	1%(8)	2%(<5)	1%(6)		2%(9)
100%(544)	100%(185)	100%(601)	100%(130)	100%(471)	100%(161)	100%(397)

Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
		0%(<5)	1%(<5)	1%(<5)		0%(<5)
3%(16)	2%(<5)	1%(7)	3%(<5)	1%(5)	2%(<5)	2%(9)
34%(185)	25%(46)	29%(173)	23%(30)	34%(158)	30%(48)	31%(124)
56%(306)	59%(110)	57%(343)	62%(80)	53%(248)	62%(100)	58%(232)
	1%(<5)	0%(<5)		1%(<5)	2%(<5)	1%(<5)
2%(13)	1%(<5)	3%(16)	6%(8)	3%(14)	2%(<5)	2%(8)
1%(8)	11%(21)	9%(55)	5%(7)	7%(34)	2%(<5)	4%(17)
3%(16)	2%(<5)	1%(<5)		1%(5)	1%(<5)	1%(<5)
100%(544)	100%(185)	100%(601)	100%(130)	100%(471)	100%(161)	100%(397)

g) Scheduling of courses (day vs. night, days offered, and sequence)

The Physical Education program offers courses throughout the day Monday through Friday beginning at 7:00 am through 6:00 pm which reflects the attendance of majority of Compton College students. Some of the early classes are off season training courses for sports teams. The number of students enrolled in fall Physical Education classes during the day has increased steadily in 2017 through 2020. In 2020 there was a 6 % decline in enrollment in daytime classes. In spring 2017, the enrollment rate of 63.1% was particularly low because of courses being cancelled. A dramatic increase in spring daytime enrollment from 2017 (86.2%), 2018 (85.4%), 2019 (88.8%) is noticed. This may indicate a need for more night and weekend classes in the future. The courses that are currently offered are intercollegiate and or off-season condition/training classes which are being offered during the day. Overall Kinesiology day courses heavily outweigh the night courses. Theory and athletic day courses have been consistent in the last 4 years; however, fitness day courses have increased in the last 4 years. Night course offerings are significantly lower in our department. Perhaps adding more evening fitness and theory courses in the future may increase the enrollment rate.

Enrollment by Time of Day

Fall Term	2017	2018	2019	2020
Day	71.7%	75.5%	83.0%	77.4%
Night	28.3%	24.5%	17.0%	22.6%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

Enrollment by Time of Day

Spring Term	2017	2018	2019	2020
Day	63.1%	86.2%	85.4%	88.8%
Night	36.9%	13.8%	14.6%	11.2%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

h) Additional data compiled by faculty

Athletics serves most of our full-time student population; this is a result of the required 12.0 units for student-athletes to be eligible to play both during and off season. Most of the students involved in athletic programs are between the 18-21 years old.

i) List any related recommendations

1. Create new courses to counter the negative repeatability impact. Our department can create succession courses such as beginning, intermediate, advanced courses in fitness.
2. Increase the percentage of evening and weekend students.
3. Computer tracking system for the usage hours in the fitness center.
4. Reduce class size to 35
5. Operate as a health, wellness, and fitness center. Hours of operation in the Weight/Apparatus section are from 7:00 AM to 8:00 PM Monday through Friday, and 7:00 AM to 1:00 PM Saturday and Sunday.

First Aid:

j) Head count of students in the program

The table below indicates the total head count of students in the course from fall 2017 to fall 2020. The program experienced a decrease from 82 to 73 students from fall 2012 to fall 2013, with the greatest decrease of 53 students from fall 2017 and 2020. This decrease in enrollment was consistent with Compton College; this decrease may be attributed to low enrollment. This trend was consistent in the community. Overall, during this 4-year span 63.1% of the students were females, with 58% Latino, 30% African American and the average age of the students in this course was between 25-29 years old: accounting for 16.8%. These numbers were consistent with the college as a whole.

		Fall Term				Compton Student Population
		2017	2018	2019	2020	Fall 20
Term Headcount		82	73	53	53	7,428
Gender	F	53.7%	57.5%	69.8%	35.8%	63.1%
	M	46.3%	42.5%	30.2%	64.2%	36.9%
Ethnicity	African American	34.1%	43.8%	41.5%	45.3%	30.3%
	Amer. Ind. or Alask. Native	0.0%	0.0%	0.0%	0.0%	0.2%
	Asian	1.2%	4.1%	0.0%	0.0%	4.5%
	Latino	56.1%	49.3%	54.7%	50.9%	58.3%
	Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.6%
	White	3.7%	1.4%	1.9%	1.9%	2.9%
	Two or More	2.4%	1.4%	1.9%	1.9%	2.9%
	Unknown or Decline	2.4%	0.0%	0.0%	0.0%	0.4%
Age/ Age Group	<17	0.0%	0.0%	0.0%	0.0%	2.6%
	17	2.4%	0.0%	0.0%	0.0%	2.6%
	18	7.3%	6.8%	11.3%	7.5%	8.4%
	19	7.3%	12.3%	9.4%	17.0%	9.8%
	20	13.4%	20.5%	15.1%	7.5%	9.5%
	21	13.4%	5.5%	9.4%	11.3%	8.7%
	22	12.2%	5.5%	7.5%	15.1%	7.8%
	23	8.5%	6.8%	7.5%	3.8%	5.9%
	24	3.7%	2.7%	7.5%	5.7%	5.1%
	25-29	12.2%	19.2%	13.2%	17.0%	16.8%
	30-39	12.2%	12.3%	9.4%	5.7%	12.9%
	40-49	3.7%	6.8%	5.7%	5.7%	5.7%
	50-64	3.7%	1.4%	3.8%	3.8%	3.7%
65+	0.0%	0.0%	0.0%	0.0%	0.4%	

Class Load	Full-time	37.8%	47.9%	43.4%	62.3%	23.8%
	Part-time	62.2%	52.1%	56.6%	37.7%	76.2%
Academic Level	College degree	11.0%	6.8%	15.1%	1.9%	9.6%
	HS Grad	80.5%	79.5%	73.6%	94.3%	80.5%
	Not a HS Grad	3.7%	1.4%	1.9%	0.0%	0.4%
	K-12 Special Admit	1.2%	0.0%	0.0%	0.0%	4.4%
	Unknown	3.7%	12.3%	9.4%	3.8%	5.1%
Educational Goal	Intend to Transfer	34.1%	32.9%	37.7%	49.1%	44.6%
	Degree/Certificate Only	8.5%	5.5%	5.7%	9.4%	8.6%
	Retrain/recertif.	1.2%	4.1%	1.9%	3.8%	4.6%
	Basic Skills/GED	6.1%	5.5%	1.9%	1.9%	5.4%
	Enrichment	1.2%	4.1%	1.9%	1.9%	3.0%
	Undecided	11.0%	11.0%	13.2%	17.0%	14.7%
	Unstated	37.8%	37.0%	37.7%	17.0%	19.1%

The table below indicates the total head count of students in the course from spring 2017 to spring 2020. This course experienced some inconsistency from 40 to 73 students in 2017 and a decrease in 2018 to 39 students and 23 students in the spring of 2019.

Overall, during this 4-year span 63.4% of the students was females, with 58.9% Latino, 29.1% African American and the average age of the student in this course was between 25-29 years old accounting for 16.8%. These numbers were consistent with the college as a whole.

Spring Term Headcount

		Spring Term				Compton Student Population
		2017	2018	2019	2020	Spring
Term Headcount		40	73	39	23	6,755
Gender	F	52.5%	41.1%	61.5%	69.6%	63.4%
	M	47.5%	58.9%	38.5%	30.4%	36.6%
Ethnicity	African American	37.5%	42.5%	33.3%	8.7%	29.1%
	Amer. Ind. or Alask. Native	2.5%	0.0%	0.0%	0.0%	0.1%
	Asian	0.0%	1.4%	0.0%	4.3%	5.1%
	Latino	55.0%	46.6%	64.1%	73.9%	58.9%
	Pacific Islander	0.0%	2.7%	0.0%	0.0%	0.5%
	White	5.0%	2.7%	0.0%	4.3%	3.2%
	Two or More	0.0%	2.7%	2.6%	8.7%	2.9%
	Unknown or Decline	0.0%	1.4%	0.0%	0.0%	0.3%
Age/Ag	<17	0.0%	0.0%	0.0%	0.0%	2.3%

	17	0.0%	0.0%	0.0%	0.0%	1.5%
	18	10.0%	8.2%	2.6%	0.0%	6.4%
	19	10.0%	24.7%	5.1%	13.0%	10.4%
	20	15.0%	6.8%	10.3%	8.7%	10.0%
	21	20.0%	11.0%	15.4%	8.7%	9.1%
	22	12.5%	8.2%	15.4%	17.4%	7.9%
	23	0.0%	8.2%	10.3%	13.0%	6.3%
	24	7.5%	1.4%	7.7%	4.3%	5.5%
	25-29	5.0%	12.3%	12.8%	13.0%	18.3%
	30-39	7.5%	13.7%	5.1%	17.4%	12.9%
	40-49	7.5%	4.1%	5.1%	4.3%	5.7%
	50-64	5.0%	1.4%	10.3%	0.0%	3.5%
	65+	0.0%	0.0%	0.0%	0.0%	0.3%
Class Load						
	Full-time	37.5%	50.7%	41.0%	43.5%	21.4%
	Part-time	62.5%	49.3%	59.0%	56.5%	78.6%
Academic Level						
	College degree	7.5%	8.2%	7.7%	21.7%	10.2%
	HS Grad	85.0%	80.8%	82.1%	73.9%	79.9%
	Not a HS Grad	0.0%	0.0%	0.0%	0.0%	0.4%
	K-12 Special Admit	0.0%	0.0%	0.0%	0.0%	4.1%
	Unknown	7.5%	11.0%	10.3%	4.3%	5.4%
Educational Goal						
	Intend to Transfer	32.5%	38.4%	35.9%	34.8%	46.7%
	Degree/Certificate Only	10.0%	6.8%	7.7%	8.7%	9.0%
	Retrain/recertif.	0.0%	1.4%	7.7%	8.7%	4.4%
	Basic Skills/GED	12.5%	4.1%	10.3%	8.7%	5.8%
	Enrichment	0.0%	2.7%	0.0%	0.0%	2.9%
	Undecided	12.5%	8.2%	10.3%	21.7%	15.1%
	Unstated	32.5%	38.4%	28.2%	17.4%	16.2%

k) Course grade distribution

56 A's

25 B's

23 C's

10 D's

10 F's

124 Total students enrolled

A broad examination of the grade distribution shows a majority of students passing the first aid class with a letter grade of “C” or better. Over the four-year period 124 students received an A, 25 students received a B, 23 received a C, 10 students received a D, and 10 students received an F, and 5 received an IC. However, a slight pattern appears to develop which indicates that within years 2017 through 2021, 28 students withdrew from the selected courses. Overall, the average success rate for this course is 82.6% and a retention rate of 82.6% also.



Grade Distribution

Program:
 Academic Year:
 Course ID:
 Grade:

Academic Y..	Course ID	Grade							Grand Total	
		A	B	C	D	F	W	EW		IC
2017-18	FAID-101	15(32%)	12(26%)	8(17%)	<5(4%)		10(21%)			47(100%)
2018-19	FAID-101	13(41%)	10(31%)	<5(3%)	<5(3%)	<5(3%)	6(19%)			32(100%)
2019-20	FAID-101	19(40%)	8(17%)	<5(6%)		<5(4%)	<5(9%)	11(23%)		47(100%)
2020-21*	FAID-101	9(33%)	7(26%)	<5(4%)			7(26%)		<5(11%)	27(100%)

Success rates (Discuss your program’s rates, demographic success characteristics and set a success standard for Physical Education)

D) During 2017-2020, the course success rate fluctuated with a high of 82% in 2017 but dropping to 57% in 2018. Also, noted is the success rate for fall of 2017 70% for females 82% for males and fall of 2018, 56% was the lowest percentage during the four period. Particularly in the ethnicity of African Americans in the fall of 2017 success rate was 43%, 60% in the fall of 2018, 60% in the fall of 2019 and 67% in the fall of 2020. Data indicates there’s a decline in this ethic group. Latinos in the fall of 2017 had success rate of 100%, 83% in the fall of 2018, 86% in the fall of 2019 and 84% in the fall of 2020 have typically fared better during previous years; this is coherent with campus-wide data.

Overall, however, the 2019 program success average for the First Aid program of 67.1% was above the college 62% for the College’s success standard.

A minimum of 64.4% of enrolled students failed to attain a minimum standard 70% success rate during the four-year program review.



Success Rates

Gender	Fall '17	Spring '18	Fall '18	Spring '19	Fall '19	Spring '20	Fall '20
Female	70%(10)	71%(14)	56%(9)	71%(7)	71%(17)	67%(15)	78%(18)
Male	82%(11)	75%(12)	100%(8)	75%(8)	80%(5)	33%(9)	57%(7)
Unknown/non-res..					100%(<5)		100%(<5)

Ethnicity	Fall '17	Spring '18	Fall '18	Spring '19	Fall '19	Spring '20	Fall '20
American Indian o..						0%(<5)	
Asian		100%(<5)					
Black or African A..	43%(7)	50%(6)	60%(5)	75%(<5)	60%(5)	63%(8)	67%(6)
Latinx	100%(13)	79%(19)	83%(12)	80%(10)	86%(14)	60%(10)	84%(19)
Two or More Races					100%(<5)		
Unknown/Non-Re..				0%(<5)	0%(<5)	67%(<5)	0%(<5)
White	0%(<5)				100%(<5)	0%(<5)	

Age Group	Fall '17	Spring '18	Fall '18	Spring '19	Fall '19	Spring '20	Fall '20
Under 18					100%(<5)		100%(<5)
18-19	75%(<5)	75%(<5)	0%(<5)	50%(<5)	50%(<5)	50%(<5)	50%(<5)
20-21	100%(<5)	71%(7)	57%(7)	0%(<5)	71%(7)	0%(<5)	80%(5)
22-24	86%(7)	83%(6)	100%(<5)	100%(5)	40%(5)	83%(6)	67%(6)
25-29	75%(<5)	75%(<5)	100%(5)	100%(<5)	100%(<5)	40%(5)	100%(<5)
30-34	50%(<5)	0%(<5)	100%(<5)		100%(<5)	67%(<5)	100%(<5)
35-39				100%(<5)		67%(<5)	67%(<5)
40-49	100%(<5)	67%(<5)	100%(<5)		100%(<5)	50%(<5)	50%(<5)
50-64	0%(<5)	100%(<5)		33%(<5)	100%(<5)	0%(<5)	100%(<5)

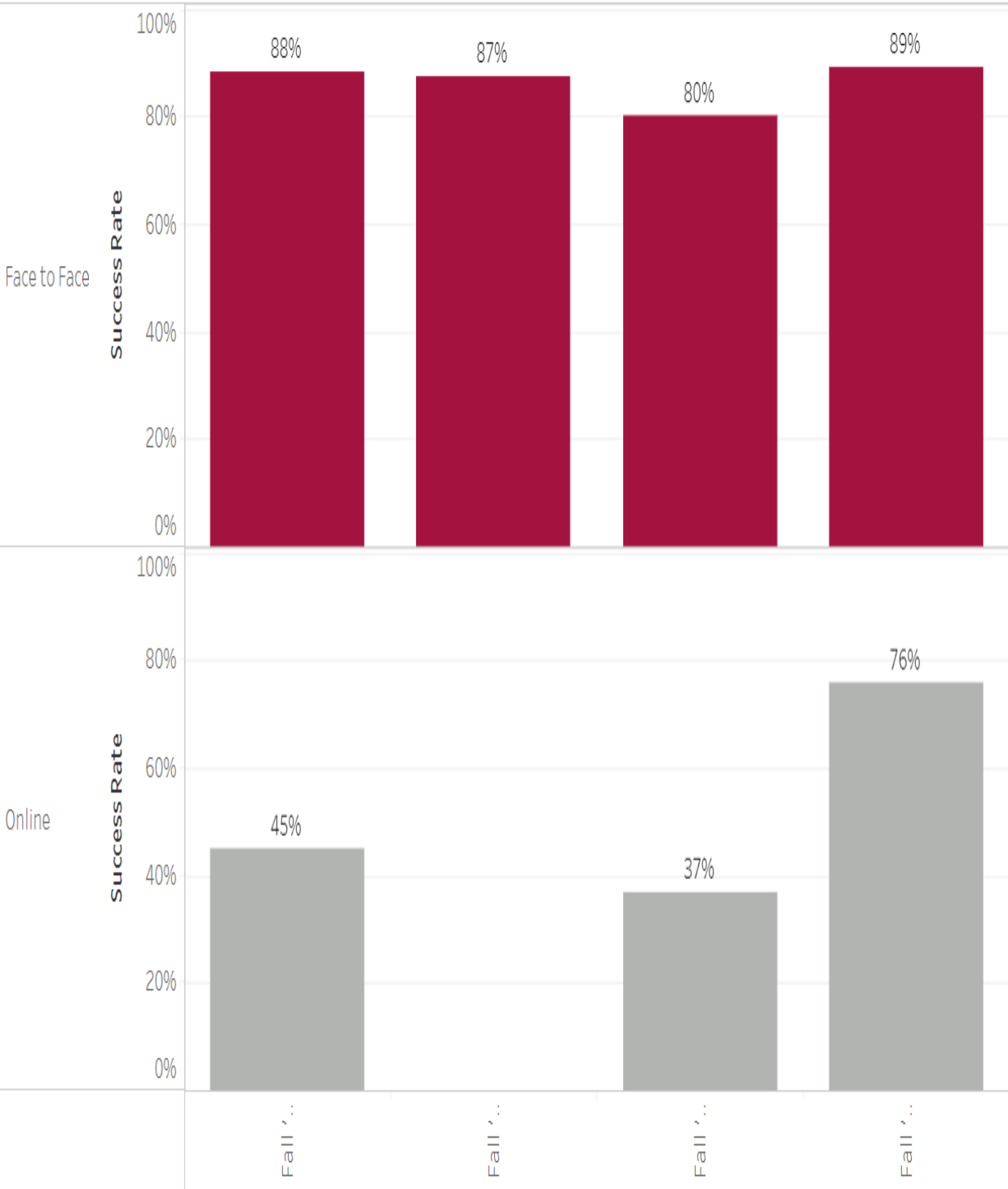
Class Load	Fall '17	Spring '18	Fall '18	Spring '19	Fall '19	Spring '20	Fall '20
Full-time	78%(9)	89%(9)	71%(7)	100%(<5)	60%(10)	55%(11)	82%(11)
Part-time	75%(12)	65%(17)	80%(10)	67%(12)	85%(13)	54%(13)	69%(16)

Program Success Standard	64%
4-year Program Success Average	67%

Year	Total Grades	Success Rate
FA 2017	47	78%
2018	32	71%
2019	47	67%
2020	27	82%
	153	64%

Fall Term Demographic Success (2017-2020)

Instruction..



Academic Y.	Course ID	Grade								
		A	B	C	D	F	P	W	EW	IC
2017-18	FAID-101	15(32%)	12(26%)	8(17%)	<5(4%)			10(21%)		
	PE-102	78(80%)	7(7%)					12(12%)		
	PE-103	18(100%)								
	PE-110	71(72%)	5(5%)	<5(2%)		5(5%)		15(15%)		
	PE-118	26(24%)	17(16%)	16(15%)	10(9%)	9(8%)		29(27%)		
	PE-122	15(100%)								
	PE-125	139(80%)	5(3%)	<5(1%)				28(16%)		
	PE-127	23(58%)	<5(8%)	<5(3%)	<5(8%)	<5(5%)		8(20%)		
	PE-134	10(100%)								
	PE-138	14(88%)						<5(13%)		
	PE-150	136(94%)				<5(1%)		7(5%)		
	PE-155	<5(100%)								
	PE-158	48(98%)						<5(2%)		
	PE-159	78(96%)						<5(4%)		
	PE-162	33(89%)						<5(11%)		
	PE-163	38(95%)						<5(5%)		
	PE-164	11(79%)		<5(7%)				<5(14%)		
	PE-165	25(100%)								
	PE-170	56(90%)	<5(3%)					<5(6%)		
	PE-171	69(92%)	<5(3%)					<5(5%)		
PE-174	32(91%)	<5(3%)	<5(3%)				<5(3%)			
PE-175	43(81%)	8(15%)					<5(4%)			
PE-177	11(69%)	<5(25%)	<5(6%)							
PE-178	23(77%)	<5(7%)			<5(3%)		<5(13%)			
PE-180	12(80%)	<5(7%)	<5(7%)				<5(7%)			
PE-181	19(95%)						<5(5%)			
PE-183	11(58%)		<5(5%)				7(37%)			

Academic Y.	Course ID	Grade									
		A	B	C	D	F	P	W	EW	IC	
	PE-184	9(75%)	<5(8%)	<5(17%)							
	PE-217	27(96%)						<5(4%)			
	PE-260	38(95%)						<5(5%)			
	PE-270	18(69%)	6(23%)	<5(4%)				<5(4%)			
	PE-275	20(91%)	<5(5%)					<5(5%)			
	PE-277	46(40%)	16(14%)	10(9%)	<5(2%)	31(27%)		8(7%)			
	PE-280	56(72%)	17(22%)	<5(1%)				<5(5%)			
	2018-19	FAID-101	13(41%)	10(31%)	<5(3%)	<5(3%)	<5(3%)		6(19%)		
		PE-102	72(86%)		<5(4%)				9(11%)		
		PE-103	16(73%)	5(23%)	<5(5%)						
		PE-110	74(86%)	<5(1%)	<5(1%)		<5(1%)		9(10%)		
		PE-118	7(23%)	5(17%)	<5(13%)	<5(3%)	<5(10%)		10(33%)		
PE-122		8(50%)	<5(19%)	<5(6%)		<5(13%)		<5(13%)			
PE-125		101(87%)	5(4%)	<5(2%)				8(7%)			
PE-127		28(54%)	<5(6%)	<5(6%)	<5(4%)	6(12%)		10(19%)			
PE-130		13(93%)						<5(7%)			
PE-134		7(100%)									
PE-138		8(73%)	<5(9%)					<5(18%)			
PE-150		134(90%)	10(7%)	<5(1%)				<5(2%)			
PE-154		9(100%)									
PE-155		6(75%)		<5(25%)							
PE-158		47(100%)									
PE-159	70(95%)						<5(5%)				
PE-162	28(100%)										
PE-163	22(88%)						<5(12%)				
PE-164	8(53%)	6(40%)					<5(7%)				
PE-165	10(67%)	<5(7%)			<5(13%)		<5(13%)				

Academic Y..	Course ID	A	B	C	D	F	P	W	EW	IC
	PE-170	33(73%)	5(11%)					7(16%)		
	PE-171	30(71%)	<5(2%)	9(21%)				<5(5%)		
	PE-174	23(72%)	<5(13%)	<5(9%)				<5(6%)		
	PE-175	41(80%)	<5(8%)					6(12%)		
	PE-177	13(81%)						<5(19%)		
	PE-178	26(87%)				<5(10%)		<5(3%)		
	PE-180	13(76%)	<5(12%)	<5(6%)				<5(6%)		
	PE-181	20(100%)								
	PE-183	<5(33%)			<5(17%)	<5(33%)		<5(17%)		
	PE-217	18(100%)								
	PE-260	21(95%)						<5(5%)		
	PE-270	19(86%)	<5(14%)							
	PE-275	22(96%)						<5(4%)		
	PE-277	50(59%)	14(16%)		<5(1%)	17(20%)		<5(4%)		
	PE-280	59(73%)	15(19%)					7(9%)		
	PE-290	16(100%)								
2019-20	FAID-101	19(40%)	8(17%)	<5(6%)		<5(4%)		<5(9%)	11(23%)	
	PE-102	38(88%)						5(12%)		
	PE-103	<5(27%)	<5(9%)	<5(27%)				<5(36%)		
	PE-110	28(45%)	6(10%)	<5(6%)				11(18%)	13(21%)	
	PE-118	23(28%)	10(12%)	6(7%)	<5(1%)	9(11%)		16(20%)	17(21%)	
	PE-122	9(64%)	<5(7%)			<5(7%)		<5(21%)		
	PE-125	97(73%)	14(11%)		<5(2%)		<5(1%)	9(7%)	9(7%)	
	PE-127	16(39%)		<5(5%)		<5(5%)		<5(7%)	<5(10%)	
	PE-130	10(100%)								
	PE-134	5(100%)								
	PE-150	117(85%)	9(7%)					7(5%)		<5(1%)

Academic Y..	Course ID	Grade								
		A	B	C	D	F	P	W	EW	IC
	PE-154	<5(100%)								
	PE-155	5(100%)								
	PE-158	44(98%)							<5(2%)	
	PE-159	50(89%)						6(11%)		
	PE-162	26(96%)						<5(4%)		
	PE-163	24(96%)								
	PE-164	7(50%)	<5(7%)	<5(7%)		<5(7%)		<5(29%)		
	PE-165	8(62%)	<5(15%)	<5(8%)				<5(8%)		<
	PE-167	12(63%)		<5(5%)				<5(5%)		
	PE-168	13(59%)	<5(14%)	<5(18%)			<5(5%)	<5(5%)		
	PE-170	33(56%)		<5(2%)				25(42%)		
	PE-171	38(88%)	5(12%)							
	PE-174	29(85%)	<5(12%)					<5(3%)		
	PE-175	33(87%)	<5(11%)					<5(3%)		
	PE-177	14(64%)	<5(5%)			<5(9%)		<5(14%)		<5(9%)
	PE-178	27(84%)				<5(13%)		<5(3%)		
	PE-180	13(93%)								
	PE-181	8(100%)								
	PE-183	12(67%)	<5(17%)			<5(6%)			<5(11%)	
	PE-184	12(57%)		<5(10%)				<5(10%)		
	PE-217	29(100%)								
	PE-260	35(90%)						<5(10%)		
	PE-270	11(79%)	<5(14%)						<5(7%)	
	PE-275	24(67%)	7(19%)	<5(11%)				<5(3%)		
	PE-277	52(51%)	8(8%)	<5(2%)	<5(2%)	8(8%)		12(12%)	16(16%)	
	PE-280	44(60%)	23(32%)	<5(4%)				<5(4%)		
	PE-290	10(91%)	<5(9%)							

2020-21*	FAID-101	9(33%)	7(26%)	<5(4%)		7(26%)	<5(11%)
	PE-102	17(100%)					
	PE-110	21(84%)				<5(16%)	
	PE-125	<5(20%)	<5(30%)		<5(10%)	<5(40%)	
	PE-127	<5(25%)	<5(25%)	<5(17%)		<5(17%)	<
	PE-134	<5(75%)				<5(25%)	
	PE-155	<5(100%)					
	PE-159	44(100%)					
	PE-163	11(39%)	6(21%)	<5(4%)		10(36%)	
	PE-165	22(88%)				<5(12%)	
	PE-168	10(59%)	<5(12%)	<5(18%)			<
	PE-171	58(94%)	<5(5%)			<5(2%)	
	PE-175	47(94%)				<5(2%)	
	PE-178	33(80%)	<5(2%)		<5(10%)	<5(5%)	<5(2%)
	PE-181	15(83%)		<5(6%)		<5(6%)	
	PE-184	5(63%)		<5(13%)			<
	PE-260	22(100%)					
	PE-275	21(60%)	11(31%)			<5(9%)	
	PE-277	14(56%)	<5(12%)	<5(8%)		<5(16%)	<5(8%)
	PE-280	25(81%)	6(19%)				
	PE-290	23(74%)	6(19%)			<5(6%)	

Spring Term Demographic Success (2017-2020)

For our students of color in 2019, only 36% of Black students, 41% of Latino students, 38% of American Indian/Alaska Native students, and 46% of Asian/Pacific Islander students were men. The enrollment and graduation rates for men of color in higher education lag behind not only those of white male students but those of women of color. Our department will continue to development and implementation strategies for improving students in this category which will include structures and practices that help in the pursuit of their educational goals and success.

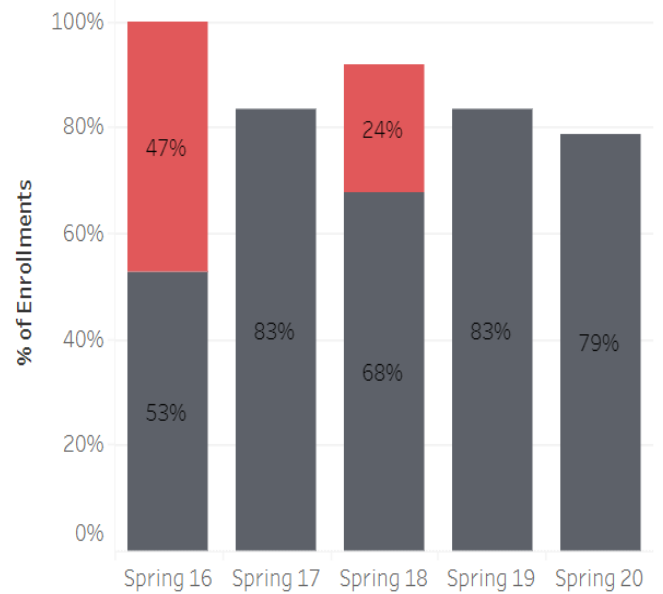
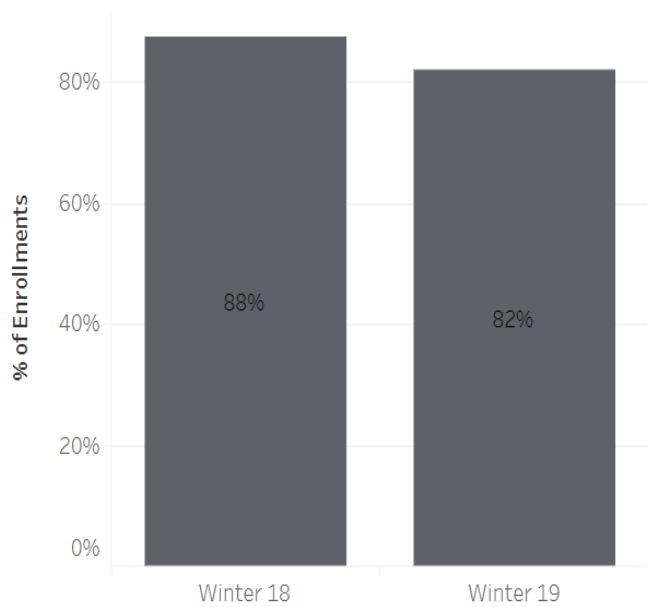
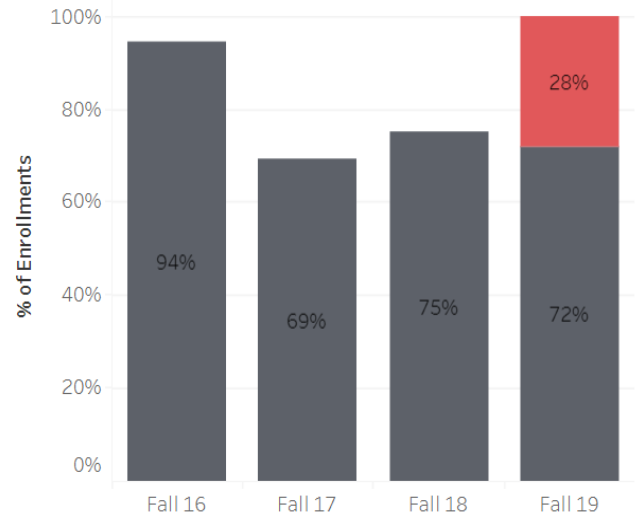
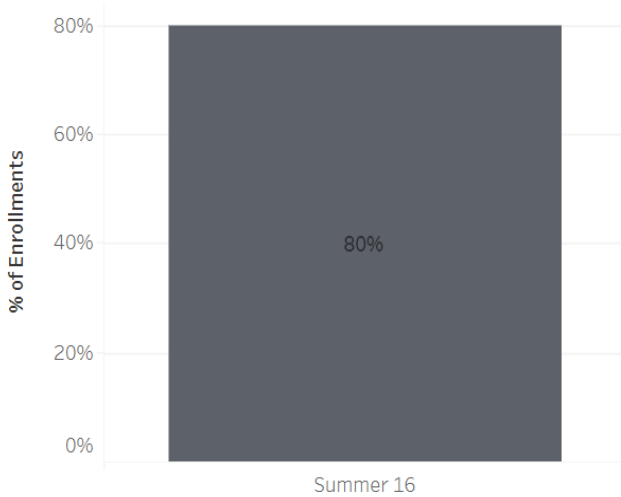
Thus, Men of color often experience external pressures that shape their collegiate experiences in ways that differ from their peers. To improve course completion and overall outcomes for men of color, professional development for faculty should continue to be made available to improve course completion in basic skills and college-level courses, early alert systems allow educators to systematically monitor student performance and intervene when academic challenges arise.

m) Retention rates

A glance of the chart below reveals the overall annual retention and success rate of all First Aid courses between 2017 and 2020 which ranged between 56% to 67%. According to the Comprehensive Master Plan, the First Aid program has a 4-year average retention rate above 85% which is above the Compton College retention rate as a whole. While the program has an above average retention rate, there is room for improvement. The gray area indicates the success percentage of the students who were enrolled in these courses during the four-year program review period. The red area indicates the percentage of the students who didn't perform well in these courses.

Compton College Course Success and Retention by Term

2016 to 2020



Year	Total Grades	Retention Rate
FA 2017	82	87%
2018	113	81%
2019	126	76%
2020	92	80%
SP 2020	23	82%

n) A comparison of success and retention rates in face-to-face classes with distance education classes

The course objectives of the First Aid / Emergency Care training course are to update the candidate’s first aid skills and knowledge, and to enable students to carry out appropriate first aid in an emergency situation. This course is not currently offered as a distance education class. There’s no current data to indicate comparison of success and retention rates.

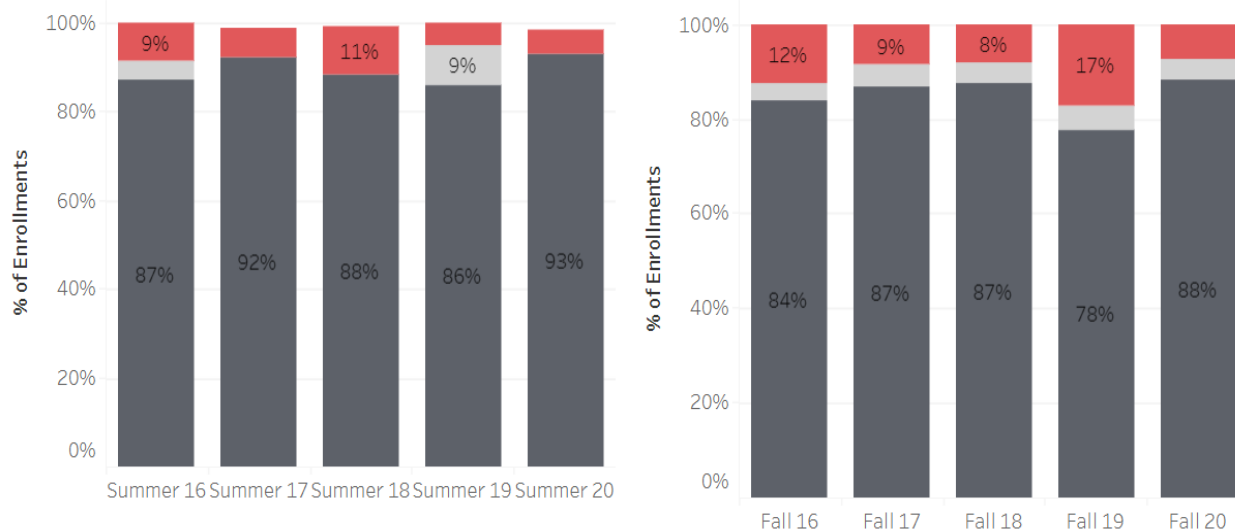
o) Enrollment statistics with section and seat counts and fill rates

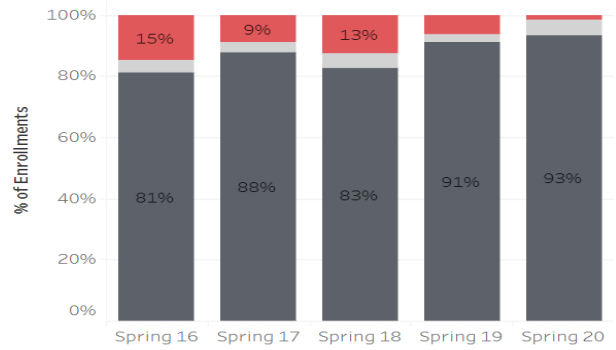
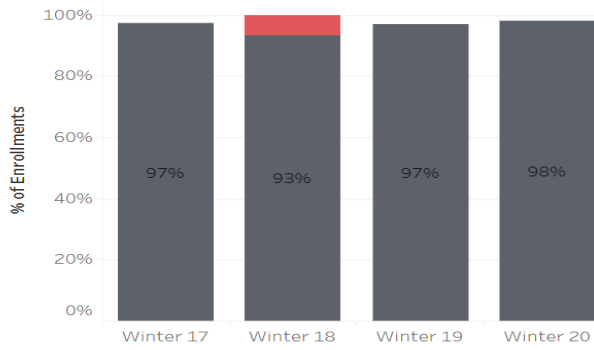
The program experienced the highest enrollment during 2017-2020 with 146 students and a 4-year average of 109 students. Over the next few years, figures indicate that the First Aid program experienced a decrease in 2017-18 (92 students) and in 2019-2020 with 76 students. The decrease appears similar with the college, as a whole.

In the fall of 2017, these classes offered with a fill rate of 87%; in 2018, the fill rate of 87% continued to decline, in 2019 & 2020 the classes offered held steady with a fill rate of 78%.

In the spring of 2017, these classes offered with a fill rate of 88%, in 2018 the fill rate of 83% continued to increase, in 2019 the fill rate of increase drastically to 91% with a slight increase in 2020 the class offered with a fill rate of 93%. During the 4-year period these sections were taught by 1 part-time faculty member.

In closing, during 2019, the number of sections stayed the same but unfortunately, as noted earlier, the fill rates decreased. A closer examination is necessary as the decrease in sections may not be the issue of concern but rather the scheduling of the courses. This issue will be more thoroughly reviewed in the next section as well as, during the next few semesters to determine if more day and/or weekend classes are merited to meet the students’ working needs.





Student Counts

Gender	Winter '17	Spring '17	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18	Winter '19
Female	35%(42)	53%(432)	47%(124)	47%(369)	40%(54)	51%(317)	55%(98)	49%(350)	52%(81)
Male	65%(79)	47%(376)	53%(139)	53%(416)	60%(81)	49%(303)	45%(81)	51%(358)	48%(76)
Unknown/non-resp..					1%(<5)				
Grand Total	100%(121)	100%(808)	100%(263)	100%(785)	100%(136)	100%(620)	100%(179)	100%(708)	100%(157)

Ethnicity	Winter '17	Spring '17	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18	Winter '19
American Indian or..		0%(<5)							
Asian	2%(<5)	2%(13)	2%(<5)	2%(18)	2%(<5)	2%(13)	3%(6)	2%(16)	4%(6)
Black or African A..	24%(29)	33%(266)	38%(101)	35%(277)	26%(35)	32%(200)	29%(52)	32%(224)	24%(37)
Latinx	69%(84)	59%(473)	53%(139)	56%(439)	60%(81)	58%(361)	60%(108)	60%(425)	66%(104)
Native Hawaiian o..		1%(10)	1%(<5)	1%(6)	1%(<5)	0%(<5)		1%(6)	
Two or More Races	2%(<5)	4%(30)	4%(10)	4%(28)	6%(8)	5%(31)	3%(5)	3%(22)	3%(5)
Unknown/Non-Res..	1%(<5)	0%(<5)			1%(<5)	0%(<5)	1%(<5)		
White	2%(<5)	1%(12)	2%(6)	2%(17)	5%(7)	2%(13)	4%(7)	2%(15)	3%(5)
Grand Total	100%(121)	100%(808)	100%(263)	100%(785)	100%(136)	100%(620)	100%(179)	100%(708)	100%(157)

Student Counts

Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
54%(295)	54%(99)	47%(285)	55%(71)	50%(235)	57%(91)	49%(193)
46%(249)	45%(84)	51%(308)	44%(57)	49%(230)	43%(70)	49%(195)
	1%(<5)	1%(8)	2%(<5)	1%(6)		2%(9)
100%(544)	100%(185)	100%(601)	100%(130)	100%(471)	100%(161)	100%(397)

Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Summer '20	Fall '20
		0%(<5)	1%(<5)	1%(<5)		0%(<5)
3%(16)	2%(<5)	1%(7)	3%(<5)	1%(5)	2%(<5)	2%(9)
34%(185)	25%(46)	29%(173)	23%(30)	34%(158)	30%(48)	31%(124)
56%(306)	59%(110)	57%(343)	62%(80)	53%(248)	62%(100)	58%(232)
	1%(<5)	0%(<5)		1%(<5)	2%(<5)	1%(<5)
2%(13)	1%(<5)	3%(16)	6%(8)	3%(14)	2%(<5)	2%(8)
1%(8)	11%(21)	9%(55)	5%(7)	7%(34)	2%(<5)	4%(17)
3%(16)	2%(<5)	1%(<5)		1%(5)	1%(<5)	1%(<5)
100%(544)	100%(185)	100%(601)	100%(130)	100%(471)	100%(161)	100%(397)

p) Scheduling of courses (day vs. night, days offered, and sequence)

The First Aid program offers courses for the fall 2017 through 2020 exclusively during the evening. The attendances of majority of Compton College students are early or day classes. The number of students enrolled in fall Physical Education classes during the day has increased steadily in 2017 through 2020. In 2020 there was a 6 % decline in enrollment in daytime. In spring 2017, the enrollment rate of 63.1% was particularly low because of courses being cancelled. There was a dramatic increase in spring daytime enrollment from 2017 (86.2%), 2018 (85.4%), 2019 (88.8%). This may indicate a need for more night and weekend classes in the future. The courses that are currently offered are intercollegiate and or off-season condition/training classes which are being offered during the day. Overall Kinesiology Day courses heavily outweigh the night courses. Theory and athletic day courses have been consistent in the last 4 years; however, fitness day courses have increased in the last 4 years. Night course offerings are significantly lower in our department. Perhaps adding more evening fitness and theory courses offered in the future will increase the enrollment rate.

Enrollment by Time of Day

Fall Term	2017	2018	2019	2020
Day	0.0%	0.0%	0.0%	0.0%
Night	100.0%	100.0%	100.0%	100.0%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

Enrollment by Time of Day

Spring Term	2017	2018	2019	2020
Day	0.0%	0.0%	0.0%	0.0%
Night	100.0%	100.0%	100.0%	100.0%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

Recreation:

The recreation courses 207, 217 and 307 are currently not active, the full-time faculty member assigned to teach those courses retired in the spring of 2016. The courses and certificate program will continue to be monitored for possible consideration.

Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

- a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.
- b) Explain any course additions to current course offerings.
- c) Explain any course deletions and inactivation from current course offerings.
- d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)
- e) Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:

1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
2. Are there any concerns regarding program courses and their articulation?
3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.

Program Review for Curriculum (Kinesiology and Recreation)

Introduction:

Since our previous program review, our curriculum has seen some significant changes - specifically in areas of repeatability due to the new climate for activity-based courses in the state of California. As of fall 2020, all activity courses not coded as intercollegiate athletic courses, or intercollegiate academic or vocational competition courses are non-repeatable. Previously, a student had been allowed to take the activity course and repeat it a maximum of three times. In addition to the loss of repeatability, community colleges were asked to place activity courses within a family of courses related in content. Title 5 limits the number of courses taken within each family to four times regardless if the student earned a passing or substandard grade or withdrew from the course.

These changes in course repeatability have dramatically altered student enrollment in our activity-based courses. This reduction has limited the opportunity for students to gain life-long knowledge and skills in physical education activity courses which would enhance a healthy lifestyle promoting health, wellness, and improved fitness.

Repeatable courses are those listed in the College Catalog that has lowercase letters in the course number which indicates the number of times a course may be taken. An example of a repeatable course would be Physical Education 177abc (Women's Intercollegiate Soccer Team). In this example, a student may enroll in Physical Education 177abc three times depending upon athletic eligibility.

Programs:

The Physical Education AA Degree was revised for the 2018-19 academic year and the Kinesiology AA-T Degree was developed and advertised in the Compton College 2018-19 catalog. The Physical Education AA Degree provides an orientation to the profession through participation in diverse physical activities and study of the dimensions of exercise. Upon completion of the program, students will enhance their ability to pursue advanced degree options or entry-level positions in the discipline. The Kinesiology AA-T Degree is intended for students who plan to complete a bachelor's degree in a similar major at the CSU and are given priority consideration for admission to the CSU system, but not to a particular campus or major. Students who have completed the AA-T will have a strong academic foundation in the field and will be prepared for upper division baccalaureate study at the university. The faculty feels that this clear route to transfer will have a positive effect on increasing the number of students seeking the Associates Degree in Kinesiology.

In addition, students also have the opportunity to earn an AA Degree in General Studies with an emphasis in Kinesiology and Wellness. Completion of the degree requirements provide students with the skills and resources needed to make informed academic and career-related decisions. Our

Recreation AA Degree courses are currently not active, but that degree will be revised in future planning. That degree is designed for students desiring to transfer or to obtain entry-level positions in recreation and leisure services. The FAID 101 – First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care. The Fitness Trainer Certificate of Accomplishment (13 units) was recently established for the 2020-21 academic year. The purpose of the certificate is to enhance employment or pay rate for entry-level jobs at various regional fitness centers.

Curriculum Recommendations:

1. Continue with the development of certificate programs in areas of youth coaching; athletic training; fitness trainer II; strength training; recreation, and general coaching.
2. Explore the development of levels (e.g., beginning, intermediate, advanced) for activity and fitness courses to provide for an advantageous learning environment.
3. Explore the feasibility and options of “Non-Credit” type courses in physical education activity courses.
4. Explore the curriculum development in Kinesiology areas of Stress Management for Healthy Living; Sports Management; Theory of Coaching; Yoga Ride/Strength; Stretching and Relaxation; Outdoor Recreation; and Stand-Up Paddling.
5. Investigate the Sports Officiating course (PE 217) curriculum as it relates to unit value, hours of instruction, transferability, and course offerings. This course is part of the Recreation degree and certificate. This course also meets the Physical Education requirement of the General Studies Area of Emphasis in Kinesiology and Wellness (AA degree). Possibly increasing the course to a 3 unit, as the physical Education requirement is 6 units, and the other options are 3-unit courses.
6. Continue to increase distance education opportunities by having our staff trained in distance learning.
7. Predict or incorporate trends into our courses in fitness and health in order to best “stay in tune” with population interests. An example of a recent popular fitness trend is Barre fitness (cardio) and Cross Fit which is seen in our current Boot Camp Fitness and PE 110 courses.
8. As curriculum grows and changes, need to update the listing of Family of Courses which is advertised in our school’s catalog and website. Need to consult with Curriculum Advisor regarding any changes.

KINESIOLOGY ACADEMIC COURSES:

- CH. 101 - Personal and Community Health Issues
- CH. 105 - Women's Health
- FAID. 101- First Aid/CPR/and Basic Emergency Care
- P.E. 217 - Sports Officiating
- P.E. 260 - Basic Principles of Fitness and Weight Control
- P.E. 270 - Sports Nutrition
- P.E. 272 - Care and Prevention of Athletic Injuries
- P.E. 275 - Sports Psychology
- P.E. 277 - Introduction to Kinesiology and Physical Education
- P.E. 280 - Exercise and Nutrition Programs for Fitness and Weight Management
- P.E. 290 - Personal/Fitness Trainer

KINESIOLOGY ACTIVITY COURSES:

- P.E. 102 - Walking for Fitness
- P.E. 103 - Boot Camp Fitness Training
- P.E. 104 - Basketball
- P.E. 107 - Baseball
- P.E. 110 - Body Conditioning and Personal Fitness
- P.E. 113 - Volleyball
- P.E. 125 - Weight Training
- P.E. 130 - Soccer
- P.E. 134 – Badminton
- P.E. 138 - Circuit Training
- P.E. 150 - Sport-Specific, Periodized Training for Athletes
- P.E. 221 - Combative Arts and Self-Defense-not active
- P.E. 224 – Golf – not active
- P.E. 254 - Aerobic Fitness – not active

KINESIOLOGY INTERCOLLEGIATE ATHLETICS COURSE:

- P.E. 154 - Women's Intercollegiate Badminton Team
- P.E. 155 - Off-Season Training for Women's Intercollegiate Badminton Team
- P.E. 158 - Intercollegiate Baseball
- P.E. 159 - Off-Season Training for Intercollegiate Baseball
- P.E. 162 - Men's Intercollegiate Basketball
- P.E. 163 - Off-Season Training for Men's Intercollegiate Basketball
- P.E. 164 - Women's Intercollegiate Basketball Team
- P.E. 165 - Off-Season Training for Women's Intercollegiate Basketball Team
- P.E. 167 - Intercollegiate Cross-Country Teams
- P.E. 168 - Off-Season Training for Intercollegiate Cross-Country Teams
- P.E. 170 - Intercollegiate Football Team
- P.E. 171 - Off-Season Training for Intercollegiate Football Team.
- P.E. 174 - Men's Intercollegiate Soccer Team
- P.E. 175 - Off-Season Training for Men's Intercollegiate Soccer Team
- P.E. 177 - Women's Intercollegiate Soccer Team
- P.E. 178 - Off-Season Training for Women's Intercollegiate Soccer Team
- P.E. 180 - Intercollegiate Softball Team
- P.E. 181 - Off-Season Training for Intercollegiate Softball Team
- P.E. 183 - Intercollegiate Track and Field Teams
- P.E. 184 - Off-Season Training for Intercollegiate Track and Field Teams
- P.E. 186 - Women's Intercollegiate Volleyball Team
- P.E. 187 - Off-Season training for Women's Intercollegiate Volleyball Team

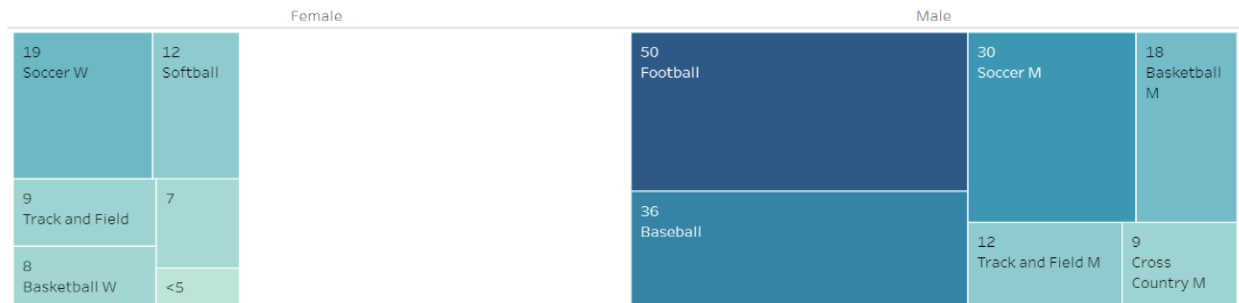
f) KINESIOLOGY INTERCOLLEGIATE ATHLETICS TEAM DATA

Mission Statement

The mission of Tartar Athletics is to provide an equitable opportunity for all students to participate in intercollegiate athletics while succeeding in obtaining their academic or vocational goals. We believe that athletic participation helps promote leadership development, time management skills, sportsmanship, positive role modeling, peer group interaction, determination, risk-taking and perseverance. The athletic department strongly endorses a comprehensive program that encourages the development of each student-athlete's values and character and sees its activities as an integral part of campus life, and as a positive aspect of the overall educational experience for its participants.

It is the philosophy of Compton College Athletics program to strive to maintain the optimum level of teaching and coaching, as well as support from the community, the Board of Trustees, the District, and the College administration, faculty, and students. We will also strive to coordinate and control intercollegiate athletic competition so that the result will be compatible with the CCCAA and South Coast Conference Constitution and Bylaws, and the highest standards of conduct. Compton College Athletics program aims to provide the experiences of all participants to reflect dignity and exemplify competition at its finest.

During 2017-2020, the department provided intercollegiate courses and teams to female and male students. The department offered 6 female and 6 male teams in various sports. In the fall 2021 the department added a women volleyball team. The data below reflect the team's composition during the time of this program review.



Women	2015-16	2016-17	2017-18	2018-19	2019-20
Badminton	9	10	9	4	7
Basketball	14	15	15	14	8
Cross Country	27	15	10	-	<5
Soccer	23	24	19	16	19
Softball	25	14	20	15	12
Track & Field	15	16	17	6	9
Total	113	94	90	55	50

Men	2015-16	2016-17	2017-18	2018-19	2019-20
Baseball	46	45	40	48	36
Basketball	27	32	32	37	18
Cross Country	27	15	10	-	9
Football	67	60	61	62	50
Soccer	31	34	33	35	30
Track & Field	23	16	17	13	12
Total	221	202	193	195	144

PHYSICAL EDUCATION PROGRAM COURSE FAMILIES

Cardiorespiratory Training Family

PE 102 – Walking for Fitness

PE 254 – Aerobic Fitness-not active

Racquet Sports Family

PE 134 – Badminton

Combative Family

PE 118 – Boxing

PE 221 – Combative Arts and Self Defense-not active

Resistance Training Family

PE 125 – Weight Training

PE 138 – Circuit Training

Cross Training Family

PE 103 – Boot Camp Fitness Training

PE 110 – Body Conditioning and Physical Fitness

Individual Sport Family

PE 224 – Golf- not active

Team Sports Family

PE 104 – Basketball

PE 107 – Baseball

PE 113 – Volleyball

PE 130 – Soccer

The courses listed above are scheduled throughout the day from 8:00 AM to 7:00 PM, Monday, Tuesday, Wednesday, and Thursday, and Friday mornings and afternoon.

4) Assessment of Student and Program Learning Outcomes (SLOs & PLOs)

- a. Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.
- b. Provide a timeline for course and program level SLO assessments.
- c. State the percent of course and program SLO statements that have been assessed.
- d. Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.
- e. Describe how you have improved your SLO process and engaged in dialogue about assessment results.

List any related recommendations.

A) Current alignment grids showing course, program, and institutional learning outcomes, see attached Appendix A.

B) Current timelines for both course and program-level SLO assessments are attached.

C) In the last four years, 100% of our course and program SLO's have been assessed as per their scheduled cycle assessment date.

D) SLO and PLO assessments results have driven many changes in our department that have resulted in an improvement in student learning and success. Since a large number of our courses are fitness based, updated facilities and new equipment are essential if our students are going to have the opportunity to achieve at the highest level.

SLO assessments have also led directly to the development of new curriculum within the department. The following courses were developed as a response to SLO assessment action strategies.

PE-118 Boxing, this is an active course.

PE 128 Yoga, this is an active course.

PE-187 Women Volleyball, this is an active course.

PE-254 Aerobic Fitness, this is not an active course.

The faculty continues to use SLO assessment results to re-evaluate and adjust teaching strategies. As a result, the number of students achieving the standard in most courses has improved. The PLO Assessment showed that the students in the department's courses met the standard for success.

E) Our program continues to make the SLO process a main priority in almost all matters pertaining to the program. SLO's are listed on each course syllabus and instructors make them a point of emphasis in each section.

F) One finding that supports the purchase of new equipment comes from previous recommendations included the purchase of scale, medicine balls, dumbbells, heart rate monitors, body fat analyzers, and equipment (bikes, rowers, and circuit weight machines), and advanced weight training equipment for athletes.

4) Assessment of Student Learning Outcome's (SLOs)

The SLO assessment results have given rise to some changes and improvements in teaching strategies for more effective student learning and success. The following are specific examples of some of those changes.

Over the past two years the program has seen a substantial increase in the assessment and development of Student Learning Outcomes. The department has assessed 100% of the courses offered and is on schedule in relation to the four-year cycle plan that has been developed. All of the programs (Academic courses, Activity courses, and Intercollegiate Athletics) have developed their program SLO's. Some of the initial SLO's that were developed in the program have been assessed and based on those assessment the SLO has been changed to better meet the exit skills of the students. Many of the programs have focused on skill and physical fitness. Prior to the two years, there wasn't a clear plan or direction as to the assessment of the course SLOs. That plan has now been established in part by an increase in faculty understanding of the process, broad-based participation by the faculty, and the eLumen web site for the input of SLO reports. Course SLOs are discussed at division meetings and posted within the division each semester as a constant reminder as to all faculty as to the completion need.

As the facilitator identifies the need for a course assessment a faculty member is identified as a point person. That person is given a copy of the curriculum, current SLO and offered group or individual training on the computer system to assist in completion. The faculty has also identified

“leads” for each specific area within the department of Kinesiology. Without a department chairperson these “leads” take a leadership role in assisting the faculty that teaches in those courses. They assist in the implementation of the curriculum development and SLO assessment.

The SLO assessment cycle for the kinesiology theory program is attached. It will guide the 4-year cycle to ensure proper time frame for assessment.

- * The department has student learning outcome statements in place for all of our courses and for the program.
- * There is dialogue—both formal and informal—among faculty about assessment results.
- * The department's assessment reports are “completed and updated on a regular basis,” as the program has a four-year assessment cycle in place for all course- and program-level SLOs and has been making good progress on it.
- * Faculty are also communicating SLOs to students; each instructor includes the course student learning outcomes on his or her syllabus, which means that students know what the student learning outcome is from the start of the semester

From the above discussion and using the ACCJC rubric, the program is rated as attaining sustainable continuous quality improvement.

Describe how well the assessment process works within your program and justify the rating you gave the assessment work in your program.

The instructors in the physical education department believe that assessment should be ongoing and continuous, in that, it promotes growth and learning.

In order to make the information collected more meaningful, the type of assessment employed should correspond closely to what happened in the lesson. Also, to get a more accurate picture of student achievement of student learning, give written exams and skill tests to assess students in their programs. Although we do not discourage the use of written exams and skill tests, we believe there are a variety of other types of assessment instruments that can be used to more accurately depict student learning in physical education. This belief is grounded in our understanding that student learning is multifaceted.

The term alternative assessment is used to describe the process of using assessment items that are different from one-shot formal tools such as written exams. Thus, a variety of assessment tools are needed to document how well and to what degree students are progressing toward meeting identified outcomes. The staff believe the key to effective assessment is integrating it into the teaching learning process by stating the learning outcomes, then planning and providing appropriate learning experiences for students to engage in that facilitate progress toward meeting those goals

5) Analysis of Student Feedback

Provide a copy of any feedback reports generated by Institutional Research and Planning.

Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

Most recently the kinesiology department administered a survey to a variety of theory, fitness, athletic day and evening courses, students had the opportunity to complete the survey on paper or online.

Student support: 69% of students taking the survey agree that all the courses and Compton College instructors in the program have helped them achieve their academic goal.

Curriculum: 44% of Compton College Kinesiology students are very satisfied in the courses they have taken, 61% said that they will take another class that is taught by their instructor. 61% plan to take more kinesiology classes and courses at Compton College.

Discuss the implications of the survey results for the program.

Student comments suggested that the kinesiology department provides more diverse classes, updating the locker room and the showers were mentioned also.

Discuss the results of other relevant surveys. The results are positive for the Kinesiology Department. Students are satisfied taking classes within the department; however, students would like to see a variety of new courses. The total number of students who completed the survey was over 280. Over the past four years, an average of 500 students per year have taken Kinesiology courses.

The top three courses' students would like to see offered:

- 1) Stretching and relaxation
- 2) CrossFit Fitness
- 3) Stress management for Healthy Living.






Other course interest students wrote in were Sports Appreciation, History of Sports, Theory of coaching and lap swimming.

Students were asked about Compton facilities, equipment, and technology: 63% of students strongly agree that the building, fitness center and the classrooms are satisfactory, the fitness equipment and technological equipment are favorable 57% and 60% respectively.

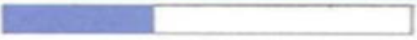




The number one objective for the kinesiology department is to educate and empower all students to sustain regular lifelong fitness/wellness as a foundation for healthy, productive, and fulfilling life. The department will assist students in their life learning in the cognitive affective and psychomotor domain in the instructional program using the excellent instructional throughout the first course in the department. The student by offering advancement in certificates, transfer and course that will assist our community in their goal of lifelong wellness/fitness.

Considering all Kinesiology Department courses you have taken, how would you rank your satisfaction with these courses?







44% of students were very satisfied with their course and 26% were satisfied.

Response	Frequency	Percent	
Very Satisfied	220	44.00	
Satisfied	132	26.40	
Somewhat Satisfied	16	3.20	
Not Satisfied	3	0.60	
Missing	129	25.80	

Instructors in this program have helped me achieve my academic goals. 36% of students strongly agreed and 32% agreed.

Response	Frequency	Percent	
Strongly Agree	184	36.80	
Agree	163	32.60	
Neither Agree nor Disagree	27	5.40	
Disagree	2	0.40	
Strongly Disagree	0	0.00	

I have developed friendships within this course. 27% of students strongly agreed and 33% agreed.

Response	Frequency	Percent	
Strongly Agree	135	27.00	
Agree	169	33.80	
Neither Agree nor Disagree	62	12.40	
Disagree	11	2.20	
Strongly Disagree	5	1.00	
Missing	118	23.60	

Facilities and Equipment

- a. Describe and assess the existing program facilities and equipment.
- b. Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
- c. Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

List any related recommendations.

a) Describe and assess the existing program facilities and equipment.

1. Basic teaching materials are sufficient. Specialized equipment is in dire need. In 2018 10 additional CPR manikins and 10 AED training devices were purchased to meet the minimum required for American Red Cross compliance to award First Aid, CPR, and AED standards.
2. Facilities have been maintained with a renovated gymnasium floor, a live stream camera system was installed since the last program review, regular maintenance of equipment and modalities in the weight room, new field turf football/soccer field in stadium, new scoreboard, and new field lighting. Facilities needed: Swimming Pool, Tennis Courts, and general practice fields.

b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

1. Equipment/Supplies to bring courses in compliance with basic required standards – 250,000 dollars (Est.). Students learn more, do more, and understand course material, scope, sequence, rigor, and compliance when the instructor has the basic required needs to conduct the course.
2. Locker room for men and women need staffing and maintenance – 100,000 dollars (Est.). Clean, sanitary, rest rooms, training rooms and surroundings must be maintained and presentable at all times.

c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

1. Swimming Pool - 1.3 - 1.8 million dollars - Offer a series of swim and diving courses, aquatic intercollegiate sports, and adapted aquatic courses. Swimming courses in the past were the most popular courses.
2. Tennis courts – 500,000 dollars (Est.) - Tennis courses and intercollegiate tennis sport teams. Tennis courses were the second largest generator of fully loaded courses.
3. General practice fields - 1,500,000 dollars (est.) - Facilitates sufficient practice/class area while intercollegiate activities are utilizing the stadium.

d) Recommendations based on Facilities & Equipment

The Department of Kinesiology and the specific programs within the department are very reliant on the use of facilities. They commonly work closely with facilities and grounds personnel in offering adequately maintained facilities to the student as they seek successful completion of their courses.

Most facilities in the department are some of the oldest on campus. Other facilities have aged but still are able to serve the students and the community. They are all high use facilities which require the collaboration of facilities and department staff to maintain.

Previous recommendation stated that 63% of the students felt that the facilities and equipment were in average/needs improvement condition.

Area of future need include:

- * Exercise Science lab
- * Underwater weighing station
- * VO2 max measuring capabilities
- * Stress tests
- * Fitness assessment apparatus
- * Air conditioning in classrooms
- * Smart boards for each classroom.

All of the courses in the department are equipment intensive. The continued support of the program in the replacement and upgrade of equipment is needed. The current equipment is aged, which increase the liability of the district and decreases the ability of the students to succeed in their course of study.

E) Modernization:

The College is in the final phases of bond construction and modernization. The football stadium and gymnasium has been updated with decorative signage. We are in the process of modernizing the PE complex facilities which will include Esports educational center, Aquatic and Fitness Complex which includes state of art gymnasium for competition and instructional facility, instructional practice facility, and new main office and faculty offices. The completion of these facilities will dramatically modernize our department and enhance positive student learning outcomes and success. Along with the athletic training facilities, we have purchased new equipment to complement the modernization of the facilities. We also have new exercise and fitness equipment for many of the activity classes to keep up with the new trends.

UPDATE: Some new improvements include an all-whether football field, scoreboard, and gymnasium scoreboards. However, in general, our equipment is not properly maintained and in constant disrepair.

7) Technology and Software

A) Describe and assess the adequacy and currency of the technology and software used by the program.

The Kinesiology Department does not have any new technology, and no software whatsoever for the instructors to use.

B) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Contemporary Health Courses:

- | | |
|---|------------------|
| 2 interactive classrooms with 35 computers at each station. | \$60,000.00 Est. |
| 1 projection device for each classroom. | \$4,000.00 Est. |
| 1 sound system for each classroom. | \$2,500.00 Est. |

First Aid and Safety:

- | | |
|--|---------------|
| Splinting, bandaging, and general first aid materials. | \$900.00 Est. |
|--|---------------|

Other Academic Kinesiology Courses using the two interactive classrooms:

Software germane to the course work for a given course. \$1,500.00 Est.

C) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Our programs need modern equipment and technology to bring our program into the 21st century. This will increase enrollment, scientific approach to exercise, prescribed workout tailor-made for individual student needs, track fitness and wellness of each student, and make referrals where needed to more specialized and professional help available to students.

A) List any related recommendations.

The department requires a decent amount of technology and software. Continual upgrade and/or replacement of broken equipment are needed. Additional technology listed below is recommended.

New technology including PC Computer, DVD Deck, Projector, Speakers, Wall mouthed TV, Wall-mounted Control Panel, Help Phone.

Recommendations based on Technology & Software

As outlined in item B, provide software for each textbook used in academic courses, software to prescribe individualized exercise program for students, mobile computer station that can be used in the health, wellness, and fitness center.

8) Staffing:

Kinesiology

A) Describe the program's current staffing, including faculty, administration, and classified staff.

Presently we have 1 full-time faculty member, one full time Health professor (about 60% load) and 15 part-time faculty members. We have 8 classified employees. The department has four components within it: theory, fitness/wellness, athletics, and recreation. We have 13 sports with minimal administration and eligibility assistants.

We have one Dean and one division chair that oversees Kinesiology as well as other departments. The Athletic Director also serves as the Director of Student Development.

B) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

Classified:

There is one athletic coordinator and one eligibility specialist. We also have 1 Men's Equipment Attendant who works with all the athletic programs.

C) Athletic Faculty:

At the present time we have 1 full-time and 10 part-time head coaches for 13 programs.

Head Coaches:

Football: 1 PT
Women's Basketball: 1 PT
Men/Women Cross Country: 1 PT
Men's Soccer: 1 PT
Women's Soccer: 1 PT
Men's/Women's Track and Field: 1 PT
Men's Baseball: 1 FT
Women's Badminton: 1 PT
Women's Softball: 1 PT
Women's Volleyball: 1 PT
Men's Basketball: 1 PT

Part-Time Assistants:

Football: 11(casual/certificated)
Men's Baseball: 7 (2 certificated / 1 casual/ 4 volunteers)
Men's Basketball: 4 (2 certificated / 2 casual)
Men's Cross Country: (1 certificated /)
Men's Track: (1 certificated /)
Women's Badminton: (none)
Women's Basketball: (2 casual)
Women's Softball: (1 certificated / 1 casual)

A. Staffing needs (1-2 years):

Kinesiology Instruction:

1. 1 FT Faculty with 50% release time to supervise athletic events.
2. 1 Full-time employee to run the proposed science lab
3. 1 Full-time faculty in the field of Kinesiology to help in the creation of curriculum and instruction
4. 4 Full time faculty/coaches that are qualified to teach theory and certificated courses
5. 1 Full-time instructor Adapted PE

Staffing Goals - Athletic Coaching:

1. Have all head coaching positions be full-time.

Staffing Goals – Athletic Classified:

1. FT Athletic Strength and Conditioning Specialist/Fitness Center Supervisor
2. Kinesiology Secretary (assigned to Athletic Director) to assist with general PE needs
3. Women Locker room Attendant
4. Men Locker room Attendant
5. Athletics Facilities and Equipment Technician
6. Laundry Attendant

Staffing Goals - Athletic Administration:

This may be a department chair recommendation.

1. Coordinator - Kinesiology

2. FT Assistant AD - will assist with PE programming

B) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

Athletics:

1. It has been demonstrated that FT coaching/instructor positions better serve the student. With the complexity that is associated with recruiting, eligibility, and academic success, it becomes more than clear that there is a better opportunity to promote and support student success with a FT coach/Instructor.

2. The operational components that are represented in maintaining and fielding 13 intercollegiate teams are staggering. Each year the number of student athletes at Compton College increases and with equipment, the equipment cleaned and maintained, as well as a large number of ancillary facilities needs that must be addressed on a daily basis year-round. These responsibilities are on top of what the Equipment Specialist is responsible for on game days. All the athletic programs demand specific operational support as well as the need of facility and equipment support. At the present time the athletic support personnel spend part of their time with athletics and part with physical education classes. Athletics need to have dedicated support personnel assigned to athletics.

3. The size and stature of Compton College demands that it should offer the full contingent of athletic opportunities to its students. Women's Volleyball was added as new intercollegiate sport in the fall of 2021. Compton College local district high school programs should be able to support this activity.

9) Future Direction and Vision

a) **Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?**

Health, Wellness, and Fitness are essential to the work force as a whole. With medical insurance being systematically curtailed or eliminated, workers need to understand the relevance of good health, mid-body wellness, and physical, mental, and social fitness. We hope the PE / Athletics will continue to grow to serve the community.

b) **Explain the direction and vision of the program and how you plan to achieve it. List any related recommendations.**

The program aims to increase enrollment, provide a vibrant and inclusive day time program, and strive to develop the overall understanding of our student population. To do this we will add more daytime course offerings on campus, more weekend hours which would include Friday, Saturday, and if feasible, Sunday classes. We would also make efforts as a staff to enlighten our students to spread the word in their communities to take these weekend courses.

Direction and Vision:

There is a growing field in the discipline of Kinesiology. There are some specific fields found in the community that our program can serve. There needs to be classes created to help meet these needs.

Strength Training

Coaching

Athletic Training
 Exercise and Sport Science
 Adapted PE

Courses to be developed:

Exercise Physiology
 Sociology of Sport
 Public Relations in Sport
 Sports Marketing
 Theory of Coaching
 Facility Maintenance
 Coaching Methodology
 Basic Biomechanics
 Principles of Fitness Therapy
 Advanced Methodology of Adapted Physical Education
 Sports Medicine

c) Recommendations based on Staffing

Offer courses during the 8 AM - 3 PM hours on a regular basis, increasing enrollment, and decreasing the over scheduling of courses in the evening. With modernization, and regular weekly feedback and reports at the minimum, student interest, progress tracking, and student satisfaction can be a reality. With this, we need a lead faculty member to keep all other full-time and part-time faculty in the department organized, focused on goals, monthly department meetings, and feedback.

10) Prioritized Recommendations

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation

Recommendations	Cost Estimate	Strategic Initiatives
1. 4 Full-Time Faculty in the field of Kinesiology/Coach to help in the creation of curriculum and instruction.	85,000 X4	Institutional Effectiveness Student learning Student success
2). Full Time Strength and Conditioning Specialist/Fitness Center Supervisor Justification: Assist and develop Strength and Conditioning program, Athletics program	65,000	Institutional Effectiveness Student learning Student success Modernization

3) Women Locker room Attendant Provide female students upon arrival use of locker rooms and shower area to dress for activity classes.	45,000	Institutional Effectiveness
5) Men Locker room Attendant Provide male students upon arrival use of locker rooms and shower area to dress for activity classes	45,000	Institutional Effectiveness
6). Classified Laundry Attendant Washing/sanitize student athlete's game and practice uniforms.	45,000	Institutional Effectiveness
7) Athletic Facilities and Equipment Technician Will assist in the upkeep and maintenance of all areas.	45,000	Institutional Effectiveness
8) Athletic Secretary (assigned to Athletic Director) Provide secretarial assistance to the school administration in a wide variety of areas (scheduling, and athletics). Provide secretarial support to certified and classified staff members.	45,000	Institutional Effectiveness
9) Strength and Conditioning equipment for athletics, theory, and fitness classes: Justification: completing SLOs for student success and modernization Justification: cardio equipment that can stand a lot of hard usage. For Theory and activity classes, boot camp, circuit, weights, PE 280, and PE 290. Exercise Science Lab weighing station, VO2 max measuring capabilities, stress tests and fitness assessment apparatus.	100,000 Est.	Modernization Student success Student learning
10). Full-time instructor Adapted PE	65,000	Institutional Effectiveness Student learning Student success Modernization

11) Courses to be developed: Exercise Physiology Sociology of Sport Public Relations in Sport Sports Marketing Theory of Coaching Facility Maintenance Coaching Methodology Basic Biomechanics Principles of Fitness Therapy Advanced Methodology of Adapted Physical Education Sports Medicine		Institutional Effectiveness Student learning Student success
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NOTE: *Dissenting opinions should be included when consensus is not reached among program faculty and/or between program faculty and the division dean. A report should be added to the program review as an appendix. This report should clearly state the areas of dissension and reason for dissenting opinion.*

A) SLO Times Line

**SLO Timeline Worksheet
(2020 - 2024)**

Division: HPS

Program: Contemporary Health

Program Review Year: 2021_____

***Directions:** Please review this worksheet and the dates for SLO Collection. If you would like to make changes to this timeline, please note them on the worksheet and explain your rationale for the changes. Please SIGN and e-mail an electronic copy of this Timeline Worksheet document (in Word or PDF format) to SJohnson@Compton.edu by **JUNE 12, 2020**. If this timeline is not returned by June 12, it will be considered accepted by your department and entered into Nuventive as is.*

Division Chair: _Roza Ekimyan Signature: _____ Date: __June 12, 2020_____

Course and SLO #	Note if offered only in FA/SU/SP	SP 2020	SU 2020	FA 2020	SP 2021	SU 2021	FA 2021	SP 2022	SU 2022	FA 2022	SP 2023	SU 2023	FA 2023	SP 2024	SU 2024	FA 2024
PLO #1																
PLO #2																
PLO #3																
CH 1 - SLO #1								X								
CH 1 - SLO #2											X					
CH 1 - SLO #3														X		
CH 5 - SLO #1	Not offered									X						X
CH 5 - SLO #2																
CH 5 - SLO #3													X			

SLO Timeline Worksheet (2020 - 2024)

Division: HPS

Program: Recreation

Program Review Year: 2021_____

Directions: Please review this worksheet and the dates for SLO Collection. If you would like to make changes to this timeline, please note them on the worksheet and explain your rationale for the changes. Please SIGN and e-mail an electronic copy of this Timeline Worksheet document (in Word or PDF format) to SJohnson@Compton.edu by **JUNE 12, 2020**. If this timeline is not returned by June 12, it will be considered accepted by your department and entered into Nuventive as is.

Division Chair: _____ Roza Ekimyan _____ Signature: _____ Date: _____ June 12, 2020 _____

Course and SLO #	Note if offered only in FA/SU/SP	SP 2020	SU 2020	FA 2020	SP 2021	SU 2021	FA 2021	SP 2022	SU 2022	FA 2022	SP 2023	SU 2023	FA 2023	SP 2024	SU 2024	FA 2024
PLO #1								X								
PLO #2											X					
PLO #3														X		
RECR 207 - SLO #1	Not															
RECR 207 - SLO #2	active															
RECR 207 - SLO #1																
RECR 217 - SLO #1	Not							X								
RECR 217 - SLO #2	active										X					
RECR 217 - SLO #3														X		
RECR 307 - SLO #1	Not															
RECR 307 - SLO #2	active															
RECR 307 - SLO #3																

SLO Timeline Worksheet (2020 - 2024)

Division: HPS

Program: Kinesiology/Physical Education

Program Review Year: 2021 _____

Directions: Please review this worksheet and the dates for SLO Collection. If you would like to make changes to this timeline, please note them on the worksheet and explain your rationale for the changes. Please SIGN and e-mail an electronic copy of this Timeline Worksheet document (in Word or PDF format) to SJohnson@Compton.edu by **JUNE 12, 2020**. If this timeline is not returned by June 12, it will be considered accepted by your department and entered into Nuventive as is.

Division Chair: Roza Ekimyan Signature: _____ Date: June 12 2020

Course and SLO #	Note if offered only in FA/SU/SP	SP 2020	SU 2020	FA 2020	SP 2021	SU 2021	FA 2021	SP 2022	SU 2022	FA 2022	SP 2023	SU 2023	FA 2023	SP 2024	SU 2024	FA 2024
PLO #1																X
PLO #2										X						
PLO #3													X			
PE 110 - SLO #1										X						
PE 110 - SLO #2							X						X			
PE 110 - SLO #3																X
PE 164ABC - SLO #1								X								
PE 164ABC - SLO #2					X						X					
PE 164ABC - SLO #3														X		
PE 165ABC - SLO #1										X						
PE 165ABC - SLO #2							X						X			
PE 165ABC - SLO #3																X
PE 180ABC - SLO #1										X						
PE 180ABC - SLO #2													X			
PE 180ABC - SLO #3																X

PE 181ABC - SLO #1								X								
PE 181ABC - SLO #2											X					
PE 181ABC - SLO #3													X			
PE 154ABC - SLO #1								X								
PE 154ABC - SLO #2					X						X					
PE 154ABC - SLO #3													X			
PE 155ABC - SLO #1										X						
PE 155ABC - SLO #2												X				
PE 155ABC - SLO #3																X
PE 150ABCD - SLO #1								X								
PE 150ABCD - SLO #2											X					
PE 150ABCD - SLO #3													X			
PE 162ABC - SLO #1										X						
PE 162ABC - SLO #2												X				
PE 162ABC - SLO #3																X
PE 163ABC - SLO #1								X								
PE 163ABC - SLO #2											X					
PE 163ABC - SLO #3													X			
PE 102 - SLO #1										X						
PE 102 - SLO #2												X				
PE 102 - SLO #3																X
PE 134 - SLO #1								X								
PE 134 - SLO #2											X					
PE 134 - SLO #3													X			
PE 167ABC - SLO #1										X						
PE 167ABC - SLO #2												X				
PE 167ABC - SLO #3																X
PE 168ABC - SLO #1								X								
PE 168ABC - SLO #2											X					
PE 168ABC - SLO #3													X			
PE 224 - SLO #1	Not															
PE 224 - SLO #2	active															
PE 224 - SLO #3																

PE 254 - SLO #1								X								
PE 254 - SLO #2											X					
PE 254 - SLO #3													X			
PE 277 - SLO #1										X						
PE 277 - SLO #2													X			
PE 277 - SLO #3																X
PE 280 - SLO #1										X						
PE 280 - SLO #2													X			
PE 280 - SLO #3																X
PE 290 - SLO #1								X								
PE 290 - SLO #2											X					
PE 290 - SLO #3													X			
PE 170ABC - SLO #1										X						
PE 170ABC - SLO #2													X			
PE 170ABC - SLO #3																X
PE 171ABC - SLO #1								X								
PE 171ABC - SLO #2											X					
PE 171ABC - SLO #3													X			
PE 125 - SLO #1										X						
PE 125 - SLO #2													X			
PE 125 - SLO #3																X
PE 158ABC - SLO #1										X						
PE 158ABC - SLO #2													X			
PE 158ABC - SLO #3																X
PE 177ABC - SLO #1								X								
PE 177ABC - SLO #2											X					
PE 177ABC - SLO #3													X			
PE 178ABC - SLO #1										X						
PE 178ABC - SLO #2													X			
PE 178ABC - SLO #3																X
PE 159ABC - SLO #1										X						
PE 159ABC - SLO #2													X			
PE 159ABC - SLO #3																X

PE 107 - SLO #1										X						
PE 107 - SLO #2													X			
PE 107 - SLO #3																X
PE 174ABC - SLO #1								X								
PE 174ABC - SLO #2											X					
PE 174ABC - SLO #3													X			
PE 175ABC - SLO #1										X						
PE 175ABC - SLO #2													X			
PE 175ABC - SLO #3																X
PE 130 - SLO #1								X								
PE 130 - SLO #2												X				
PE 130 - SLO #3														X		
PE 183ABC - SLO #1										X						
PE 183ABC - SLO #2													X			
PE 183ABC - SLO #3																X
PE 184ABC - SLO #1								X								
PE 184ABC - SLO #2											X					
PE 184ABC - SLO #3														X		
PE186- Intercollegiate Volleyball	Need to add															
PE187- Off season Volleyball	Need to add															
PE217- Sports Officiating	Need to add															
PE260- Basic Principles of Fitness and Weight Control	Need to add															
PE270- Fitness and Sports Nutrition	Need to add															

SLO Timeline Worksheet (2020 - 2024)

Division: Division HPS

Program: First Aid

Program Review Year: 2021__

Directions: Please review this worksheet and the dates for SLO Collection. If you would like to make changes to this timeline, please note them on the worksheet and explain your rationale for the changes. Please SIGN and e-mail an electronic copy of this Timeline Worksheet document (in Word or PDF format) to SJohnson@Compton.edu by **JUNE 12, 2020**. If this timeline is not returned by June 12, it will be considered accepted by your department and entered into Nuventive as is.

Division Chair: Roza Ekimyan Signature: _____ Date: June 12, 2020

Course and SLO #	Note if offered only in FA/SU/SP	SP 2020	SU 2020	FA 2020	SP 2021	SU 2021	FA 2021	SP 2022	SU 2022	FA 2022	SP 2023	SU 2023	FA 2023	SP 2024	SU 2024	FA 2024
PLO #1																X
PLO #2										X						
PLO #3													X			
FAID 1 - SLO #1								X								
FAID 1 - SLO #2											X					
FAID 1 - SLO #3														X		

B) Alignment Grids
SLOs- Kinesiology

CH 101 Personal and Community Health Issues: SLO #1 Components

Students will define the 5 components of physical fitness and explain how to improve each component.

CH 101 Personal and Community Health Issues: SLO #2 Warning Signs of Cancer

The student will identify the seven warnings signs of cancer.

CH 101 Personal and Community Health Issues: SLO #3 Risk Factors of CV Disease

The student will identify the risk factors of cardiovascular disease.

CH 105 Contemporary Women's Health: SLO #1 Reproductive label

Students will label the structures of the female reproductive system and identify the functions of each structure on a test with 80% accuracy.

CH 105 Contemporary Women's Health: SLO #2 Contraception

In a written report, students will identify five methods of contraception and correctly compare and contrast each method in terms of how it prevents pregnancy, overall effectiveness, and ease of use, cost, and side effects with 80% accuracy.

CH 105 Contemporary Women's Health: SLO #3 History

Students will Identify the important events in the history of the women's social movement in America and women's health on a written test with 80% accuracy.

FAID 1 First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care: SLO #1 Red Cross Certification

Students will demonstrate correct procedures in Cardiopulmonary Resuscitation and Automated External Defibrillation to achieve American Red Cross Certification.

FAID 1 First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care: SLO #2 Choking

Student will recognize signs of conscious choking and utilize appropriate methods to clear the airway.

FAID 1 First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care: SLO #3 Bleeding

Student will recognize and evaluate a bleeding emergency and take appropriate measures to control the bleeding.

PE 102 Walking for Fitness: SLO #1 Improved Fitness

Students will demonstrate improvement in their Physical Fitness through an individualized fitness walking program.

PE 102 Walking for Fitness: SLO #2 Exercise Heart Rates

Students will utilize exercise training heart rates to monitor exercise intensity.

PE 102 Walking for Fitness: SLO #3 Stretching

Students will demonstrate and explain the value of static stretching exercises.

PE 103 Boot Camp Fitness Training: SLO #1 Muscles

Students will identify muscles and which exercise targets each.

PE 103 Boot Camp Fitness Training: SLO #2 Fitness

Students will evaluate their fitness level and demonstrate improvement in fitness.

B) Alignment Grids
SLOs- Kinesiology

PE 103 Boot Camp Fitness Training: SLO #3 Demonstrate Exercises

Students will demonstrate a variety of anaerobic and aerobic exercises.

PE 110 Body Conditioning and Physical Fitness: SLO #1 Lifting Techniques

Students will demonstrate the correct lifting technique for upper body free weight exercises.

PE 110 Body Conditioning and Physical Fitness: SLO #2 Evaluate Fitness Test Results

Students will evaluate their own results from standard tests of health-related fitness using reference values for age and gender.

PE 110 Body Conditioning and Physical Fitness: SLO #3 Cardiovascular Fitness

Student will demonstrate advancement in personal cardiovascular fitness.

PE 113 Volleyball: SLO #1 Passing

The student will demonstrate accuracy in volleyball passing off the serve.

PE 113 Volleyball: SLO #2 Hitting Approach

Student will demonstrate and explain the basic fundamentals of a hitting approach.

PE 113 Volleyball: SLO #3 Rules and Strategies

Students will identify and explain rules and strategies associated with the game of volleyball.

PE 118 Boxing: SLO #1 Improved Endurance

Students will demonstrate improvements in aerobic and anaerobic cardiorespiratory endurance.

PE 118 Boxing: SLO #2 Techniques

Students will demonstrate at least three boxing techniques (routines).

PE 118 Boxing: SLO #3 Sparring

Students will demonstrate sparring to the body.

PE 127 Yoga for Health and Fitness: SLO #1 Evaluate Fitness Test Results

Students will evaluate their own results from standard tests of health-related fitness using reference values for age and gender.

PE 127 Yoga for Health and Fitness: SLO #2 Fitness Components and Hatha Yoga

Students will demonstrate improvement and identify the fitness components that are positively affected by a Hatha Yoga Practice.

PE 127 Yoga for Health and Fitness: SLO #3 Sun Salutation

Students will demonstrate the poses of Sun Salutation A and explain the sequential order.

PE 128 Power Vinyasa Yoga: SLO #1 Surya Namaskar Sequencing

Students will explain the correct sequencing of postures in Surya Namaskar B.

PE 128 Power Vinyasa Yoga: SLO #2 Improvement in Fitness

Students will demonstrate improvements in the fitness components that are positively affected by a Power Yoga Practice.

PE 128 Power Vinyasa Yoga: SLO #3 Breathing

Students will describe the three Bandhas and Ujjayi Breathing used in Power Yoga.

B) Alignment Grids
SLOs- Kinesiology

PE 134 Badminton: SLO #1 Overhead Clear

Students will demonstrate proficiency and accuracy in the overhead clear.

PE 134 Badminton: SLO #2 Rules

Students will identify the “Laws of the Game” and explain the rules and the regulations governing the sport.

PE 134 Badminton: SLO #3 Overhead Smash

Students will demonstrate proficiency and accuracy in the overhead smash.

PE 138 Circuit Training: SLO #1 CV Improvement

Students will demonstrate improvement of the cardiovascular system through the use of fat burning circuit training.

PE 138 Circuit Training: SLO #2 Aerobic vs Anaerobic

Students will distinguish the differences between the aerobic and anaerobic energy systems.

PE 138 Circuit Training: SLO #3 Target Heart Rate

Students will calculate their aerobic target heart rate.

PE 150ABC Sport-Specific, Periodized Training for Athletes: SLO #1 Endurance

Student will assess current fitness levels in muscle endurance and develop programs to improve fitness level.

PE 150ABC Sport-Specific, Periodized Training for Athletes: SLO #2 Sport Specific

Student will identify conditioning techniques for a specific sport and evaluate progression in performance using a standardized testing procedure.

PE 150ABC Sport-Specific, Periodized Training for Athletes: SLO #3 Strength

Students will assess current fitness levels in muscle strength and develop programs to improve fitness level.

PE 217 Sports Officiating: SLO #1 Qualifications

Student will identify the qualifications and duties required for becoming a sports official.

PE 217 Sports Officiating: SLO #2 Rules and Mechanics

Students will apply the basic rules and mechanics of officiating for a variety of sports.

PE 217 Sports Officiating: SLO #3 Evaluate and Critique

Students will evaluate a sports official and be able to provide detailed feedback/critique regarding the performance of that individual.

PE 224 Golf: SLO #1 Driving- Not active

Students will demonstrate proficiency in driving a golf ball.

PE 224 Golf: SLO #2 Putting- Not active

Student will demonstrate proficiency in putting a golf ball.

PE 224 Golf: SLO #3 Rules- Not active

Students will identify the rules of golf and explain proper etiquette.

PE 254 Aerobic Fitness: SLO #1 CV Endurance- Not active

Students will demonstrate improvements in Cardiovascular Endurance.

B) Alignment Grids
SLOs- Kinesiology

PE 254 Aerobic Fitness: SLO #2 Flexibility Improvement - Not active

Students will demonstrate improvements in flexibility.

PE 254 Aerobic Fitness: SLO #3 Body Composition- Not active

Students will calculate their body fat percentage.

PE 260 Basic Principles of Fitness and Weight Control: SLO #1 Technique

Students will demonstrate proper resistance training technique.

PE 260 Basic Principles of Fitness and Weight Control: SLO #2 Nutrition and Fitness Plan

Students will create a nutrition and fitness plan for an individual who has a goal of weight loss.

PE 260 Basic Principles of Fitness and Weight Control: SLO #3 Strength

Students will achieve improvement in upper and lower body strength.

PE 270 Fitness and Sports Nutrition: SLO #1 Protein and Nutritional Supplements

Student will identify effective protein and nutritional supplements for enhanced muscular recovery from exhaustive exercise.

PE 270 Fitness and Sports Nutrition: SLO #2 Carbohydrate Supplements

Student will identify effective carbohydrate supplements for pre-exhaustive, exhaustive, and post-exhaustive endurance training sessions.

PE 270 Fitness and Sports Nutrition: SLO #3 Body Weight and Composition

Student will design an effective strategy to achieve goal body weight and composition.

PE 272 Care and Prevention of Athletic Injuries: SLO #1 Bandaging and Taping

Students will demonstrate appropriate bandaging and taping skills for upper and lower extremities.

PE 272 Care and Prevention of Athletic Injuries: SLO #2 Management Techniques

Students will explain and justify common management techniques for athletic injuries.

PE 272 Care and Prevention of Athletic Injuries: SLO #3 Emergency Plan

Students will design and rehearse an emergency action plan.

PE 275 Sport Psychology: SLO #1 Study vs. Experiment

The student will describe the difference between a study and an experiment.

PE 275 Sport Psychology: SLO #2 Motivation

The student will compare and contrast intrinsic vs extrinsic motivation.

PE 275 Sport Psychology: SLO #3 Goal Setting

The student will describe the characteristics of effective goal setting.

PE 277 Introduction to Kinesiology and Physical Education: SLO #1 Basic Concepts

Students will identify and describe the basic concepts of Kinesiology.

B) Alignment Grids
SLOs- Kinesiology

PE 277 Introduction to Kinesiology and Physical Education: SLO #2 Pathways

Students will identify and describe the pathways and requirements for career opportunities in the field of Kinesiology or related field.

PE 277 Introduction to Kinesiology and Physical Education: SLO #3 Foundations

Students will identify and describe the historical, ethical, and philosophical foundations of Kinesiology.

PE 280 Exercise and Nutrition Programs for Fitness and Weight Management: SLO #1 Cardiopulmonary Fitness

Students will evaluate their level of Cardiopulmonary Fitness and make training program design recommendations for improvement based on laboratory fitness test results and reference standards for age and gender.

PE 280 Exercise and Nutrition Programs for Fitness and Weight Management: SLO #2 Muscle Endurance

Students will assess current fitness levels in muscle endurance and develop programs to improve fitness levels.

PE 280 Exercise and Nutrition Programs for Fitness and Weight Management: SLO #3 Caloric Intake

Students will identify and apply principles of proper diet and nutrition systems when formulating caloric intake.

PE 290 Personal Fitness Trainer: SLO #1 Technique

Students will demonstrate proper resistance training technique.

PE 290 Personal Fitness Trainer: SLO #2 Weight Loss

Students will create a nutrition and fitness plan for an individual who has a goal of weight loss.

PE 290 Personal Fitness Trainer: SLO #3 Strength Improvement

Students will achieve improvement in upper and lower body strength.

B) Alignment Grids
SLOs- Kinesiology

PE 104 Basketball: SLO #1 Dimensions

Student will utilize a court diagram to identify the dimensions, boundaries, markings, and positions on a collegiate basketball court.

PE 104 Basketball: SLO #2 Offensive Techniques

Student will execute and explain the introductory offensive techniques, such as pivoting, dribbling, passing, and shooting.

PE 104 Basketball: SLO #3 Defensive Principles

Student will explain and execute man to man defensive principles.

PE 107 Baseball: SLO #1 Rules

Students will identify basic rules and strategy within the sport.

PE 107 Baseball: SLO #2 Fielding

Students will demonstrate proper fundamentals of fielding.

PE 107 Baseball: SLO #3 Hitting

Students will identify proper fundamentals of hitting.

PE 125 Weight Training: SLO #1 Assess Endurance and Develop Programs

Student will assess current fitness levels in muscle endurance and develop programs to improve fitness level.

PE 125 Weight Training: SLO #2 Anatomy and Movements

Student will identify muscle anatomy and describe basic muscle movements.

PE 125 Weight Training: SLO #3 Assess Strength and Develop Programs

Students will assess current fitness levels in muscle strength and develop programs to improve fitness level.

PE 130 Soccer: SLO #1 Free Kick

Student will demonstrate attempting to score a goal from a direct free kick from a specified area of the playing field.

PE 130 Soccer: SLO #2 Corner Kick

Students will demonstrate in taking a corner kick and delivering the soccer ball into a specified target area in the penalty box.

PE 130 Soccer: SLO #3 Laws of the Game

Student will identify the “Laws of the Game” and explain the rules and the regulations governing the sport.

SLOs- Kinesiology Athletics

PE 154abc Women's Intercollegiate Badminton Team: SLO #1 High Serve

Student will develop and demonstrate proficiency and accuracy in the high, deep service, predominately used in badminton singles game.

PE 154abc Women's Intercollegiate Badminton Team: SLO #2 Low "short" Service

Students will develop and demonstrate proficiency and accuracy in the low, short backhand service, predominately, but not exclusively, used in badminton doubles matches.

PE 154abc Women's Intercollegiate Badminton Team: SLO #3 Rules

Student will apply the "Laws of Badminton" and explain the rules and regulations covering the sport.

PE 155abc Off-Season Training for Women's Intercollegiate Badminton Team: SLO #1 Forehand Overhead Clear

Student will be able to develop and demonstrate the forehand overhead clear to both the backhand and forehand corners of the badminton.

PE 155abc Off-Season Training for Women's Intercollegiate Badminton Team: SLO #2 Forehand, Overhead Drop Shot

Students will develop and demonstrate the forehand, overhead drop shot from both deep corners of the badminton court.

PE 155abc Off-Season Training for Women's Intercollegiate Badminton Team: SLO #3 Forehand Underhand Clear

Student will develop and demonstrate the underhand clear (forehand) from a drop shot to the net, returning the shot deep, to the back of their opponent's court.

PE 158abc Men's Intercollegiate Baseball Team: SLO #1 Fielding

Student will demonstrate proficiency in fielding of their appropriate position in baseball.

PE 158abc Men's Intercollegiate Baseball Team: SLO #2 Fitness

Students will demonstrate improvement in the cardiorespiratory endurance component of fitness.

PE 158abc Men's Intercollegiate Baseball Team: SLO #3 Sportsmanship

Students will define and apply acceptable levels of sportsmanship during competition.

PE 159abc Off-Season Training for Men's Intercollegiate Baseball: SLO #1 Fielding

Student will demonstrate proficiency in the fielding of their appropriate position.

PE 159abc Off-Season Training for Men's Intercollegiate Baseball: SLO #2 Fitness

Students will demonstrate improvement in the cardiorespiratory endurance component of fitness.

PE159abc Off-Season Training for Men's Intercollegiate Baseball: SLO #3 Rules and Strategy

Students will identify basic rules and strategy within the sport.

SLOs- Kinesiology Athletics

PE 162abc Men's Intercollegiate Basketball Team: SLO #1 Speed

Students/Athletes will demonstrate improvement in their court related running speed.

PE 162abc Men's Intercollegiate Basketball Team: SLO #2 Strategies

Students will describe various offensive/defensive strategies.

PE 162abc Men's Intercollegiate Basketball Team: SLO #3 Performance

Students will utilize statistical data to analyze their performance.

PE 163abc Off-Season Training for Men's Intercollegiate Basketball Team: SLO #1 Fitness

Identify the five components of physical fitness and describe how they relate to the development of basketball performance.

PE 163abc Off-Season Training for Men's Intercollegiate Basketball Team: SLO #2 Skill Related Fitness

Students will demonstrate improvements in skill related fitness components.

PE 163abc Off-Season Training for Men's Intercollegiate Basketball Team: SLO #3 Strategies

Students will describe various offensive/defensive strategies.

PE 164abc Women's Intercollegiate Basketball Team: SLO #1 Fitness

Student/Athletes demonstrate improvement in their court related running speed.

PE 164abc Women's Intercollegiate Basketball Team: SLO #2 Strategies

Students will describe various offensive/defensive strategies.

PE 164abc Women's Intercollegiate Basketball Team: SLO #3 Data

Students will utilize statistical data to analyze their performance.

PE 165abc Off-Season Training for Women's Intercollegiate Basketball Team: SLO #1 Fitness

Identify the five components of physical fitness and describe how they relate to the development of basketball performance.

PE 165abc Off-Season Training for Women's Intercollegiate Basketball Team: SLO #2 Skill Related Fitness

Students will demonstrate improvements in skill related fitness components.

PE 165abc Off-Season Training for Women's Intercollegiate Basketball Team: SLO #3 Strategies

Students will describe various offensive/defensive strategies.

PE 167abc Intercollegiate Cross-Country Team: SLO #1 Demonstrate Improvement

Student will demonstrate an improvement in her 5,000m run time following a cardiovascular training program.

PE 167abc Intercollegiate Cross-Country Team: SLO #2 Periodization

Student will explain how periodization applies to her season cardiovascular training program.

PE 167abc Intercollegiate Cross-Country Team: SLO #3 Rules

Student will explain NCAA rules that apply to cross country invitational and championship competition in California Community College and NCAA cross country.

PE 168abc Off-Season Training for Intercollegiate Cross-Country Team: SLO #1 5000m Time

Student will demonstrate an improvement in her 5,000m run time following a six-week cardiovascular training program.

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PE 168abc Off-Season Training for Intercollegiate Cross-Country Team: SLO #2 Rules

Student will explain NCAA rules that apply to cross country competition.

PE 168abc Off-Season Training for Intercollegiate Cross-Country Team: SLO #3 Strength Training

Student will explain the importance of strength training in an off-season program.

PE 170abc Men's Intercollegiate Football Team: SLO #1 Skill Demonstration

Student will demonstrate the specific skills needed for successful participation in intercollegiate football.

PE 170abc Men's Intercollegiate Football Team: SLO #2 Terminology

Student will be able to identify the terminology of either the offensive or defensive system of play or demonstrate the understanding during practice.

PE 170abc Men's Intercollegiate Football Team: SLO #3 Identify Rules

Student will identify the rules of play that pertain to their specific skill position.

PE 171abc Off-Season Training for Men's Intercollegiate Football Team: SLO #1 Skill Demonstration

Student will demonstrate the proper technique of the skills need his specific position on the football team.

PE 171abc Off-Season Training for Men's Intercollegiate Football Team: SLO #2 Evaluate Performance

Student will evaluate his performance and determine areas of personal improvement.

PE171abc Off-Season Training for Men's Intercollegiate Football Team: SLO #3 Understanding Terminology

Student will describe the basic terminology of either the offensive or defensive system.

PE 174abc Off-Season Training for Men's Intercollegiate Soccer Team: SLO # 1 Instep Passing and Shooting

Student will demonstrate the task of proficiency in volleying the soccer ball with the instep of both feet, in the skill of passing and shooting on goal.

PE 174abc Off-Season Training for Men's Intercollegiate Soccer Team: SLO #2 Defensive Heading

Students will demonstrate their proficiency in performing "defensive" heading, from soccer balls fed into the penalty box from offensive players.

PE 174abc Off-Season Training for Men's Intercollegiate Soccer Team: SLO #3 Defensive Wall

Student will demonstrate how to set up a defensive wall to prevent a scoring opportunity from a direct free kick and be able to explain how many defenders are required in the defensive wall, depending on the location of the kick.

PE 175abc Men's Intercollegiate Soccer Team: SLO #1 Free Kick

Student will demonstrate the task of proficiency in an appropriate free (direct) kick from a specified area of the playing field in an attempt to score a goal.

PE 175abc Men's Intercollegiate Soccer Team: SLO #2 Wall Pass

Students will demonstrate the task of proficiency in utilizing a "wall pass" to beat a man vs. man defense.

PE 175abc Men's Intercollegiate Soccer Team: SLO #3 Short Corner Kick

Student will explain and demonstrate proficiency in performing a "short" corner kick with a teammate and creating a scoring opportunity.

PE 177abc Women's Intercollegiate Soccer Team: SLO #1 Free Kick

Student will demonstrate the task of proficiency in an appropriate free (direct) kick from a specified area of the playing field in an attempt to score a goal.

PE 177abc Women's Intercollegiate Soccer Team: SLO #2 Wall Pass

Students will demonstrate the task of proficiency in utilizing a "wall pass" to beat a man vs. man defense.

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PE 177abc Women's Intercollegiate Soccer Team: SLO #3 Short Corner Kick

Student will explain and demonstrate proficiency in performing a "short" corner kick with a teammate and creating a scoring opportunity.

PE 178abc Off-Season Training for Women's Intercollegiate Soccer Team: SLO #1 Instep Passing and Shooting

Student will demonstrate the task of proficiency in volleying the soccer ball with the instep of both feet, in the skill of passing and shooting on goal.

PE 178abc Off-Season Training for Women's Intercollegiate Soccer Team: SLO #2 Defensive Heading

Students will demonstrate their proficiency in performing "defensive" heading, from soccer balls fed into the penalty box from offensive players.

PE 178abc Off-Season Training for Women's Intercollegiate Soccer Team: SLO #3 Defensive Wall

Student will demonstrate how to set up a defensive wall to prevent a scoring opportunity from a direct free kick and be able to explain how many defenders are required in the defensive wall, depending on the location of the kick.

PE 180abc Women's Intercollegiate Softball Team: SLO #1 Fielding

Student will demonstrate proficiency in fielding of their appropriate position in softball.

PE 180abc Women's Intercollegiate Softball Team: SLO #2 Fitness

Students will demonstrate improvement in the cardiorespiratory endurance component of fitness.

PE 180abc Women's Intercollegiate Softball Team: SLO #3 Sportsmanship

Students will define and apply acceptable levels of sportsmanship during competition.

PE 181abc Off-Season Training for Women's Intercollegiate Softball Team: SLO #1 Fielding

Student will demonstrate proficiency in the fielding of their appropriate position.

PE 181abc Off-Season Training for Women's Intercollegiate Softball Team: SLO #2 Fitness

Students will demonstrate improvement in the cardiorespiratory endurance component of fitness.

PE 181abc Off-Season Training for Women's Intercollegiate Softball Team: SLO #3 Rules and Strategy

Students will identify basic rules and strategy within the sport.

PE 183abc Intercollegiate Track and Field Team: SLO #1 Skills Evaluation

Student will demonstrate and evaluate the specific skills needed for successful participation in track and field.

PE 183abc Intercollegiate Track and Field Team: SLO #2 Periodization

Student will explain how periodization applies to his/her season strength, speed, and/or cardiovascular training program.

PE 183abc Intercollegiate Track and Field Team: SLO #3 Rules

Student will explain NCAA rules that apply to track & field invitational and championship competition in California Community College and NCAA track and field.

PE 184abc Off-Season Training for Intercollegiate Track and Field Team: SLO #1 Skill Evaluation

Student will demonstrate and evaluate the specific skills needed for successful participation in track and field.

PE 184abc Off-Season Training for Intercollegiate Track and Field Team: SLO #2 Rules

Student will explain NCAA rules that apply to track and field competition.

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PE 184abc Off-Season Training for Intercollegiate Track and Field Team: SLO #3 Importance of Off-Season Training

Student will explain the importance of strength training and cardiovascular conditioning in an off-season track and field program.

PE 186abc Women's Intercollegiate Volleyball Team: SLO #1 Rules

The student athlete will identify eligibility rules that govern the sport of volleyball by the CCCAA.

PE 186abc Women's Intercollegiate Volleyball Team: SLO #2 Sportsmanship

The student athlete will utilize appropriate sportsmanship during practices and competition.

PE 186abc Women's Intercollegiate Volleyball Team: SLO #3 Fitness

Student will demonstrate improvement in cardiovascular fitness.

PE 187abc Off-Season Training for Women's Intercollegiate Volleyball: SLO #1 Passing

The student will demonstrate accuracy in volleyball passing off the serve.

PE 187abc Off-Season Training for Women's Intercollegiate Volleyball: SLO #2 Fitness

Student will demonstrate improvement in cardiovascular fitness.

PE 187abc Off-Season Training for Women's Intercollegiate Volleyball: SLO #3 Hitting Approach

Student will demonstrate and explain the basic fundamentals of a hitting approach.