

Kinesiology and Physical Education Program Review (2025) Latest Version

Academic Program Review: (1) Overview of the program First Submission: Version by Williams, Shannon on 12/08/2025 04:07

Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.

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.

Program Narrative Description – Physical Education

The Physical Education program at Compton College provides students with opportunities to develop lifelong fitness, wellness, and movement skills through a diverse range of activity-based and academic courses. The program promotes personal health, physical literacy, and academic preparation for students pursuing degrees in Kinesiology, Physical Education, fitness professions, coaching, and allied health fields. Courses emphasize skill development, safe and effective exercise practices, teamwork, and the importance of maintaining an active lifestyle.

Program Mission Statement

The mission of the Physical Education program is to empower students to achieve lifelong wellness and academic success by providing accessible, high-quality instruction in fitness, exercise science, and physical activity. The program is committed to fostering student learning, promoting healthy lifestyles, supporting degree and transfer pathways, and ensuring equitable access for all students in alignment with Compton College's mission of student success and educational excellence.

Students the Program Serves

The Physical Education program serves a diverse population of students, including:

- Transfer-oriented students completing AA or ADT degrees in Kinesiology or preparing for careers in fitness, education, and health-related fields.
- General education students fulfilling CSU/UC area E and local degree requirements through activity and wellness courses.
- Student-athletes building foundational skills, conditioning, and performance competencies required for varsity athletic participation.
- Adult learners and part-time students seeking flexible scheduling, online options, and opportunities to improve personal fitness and overall well-being.
- Students from disproportionately impacted groups, for whom the program provides inclusive instruction, culturally responsive teaching, and supportive learning environments that contribute to closing equity gaps.

Through its combination of academic, activity-based, and transfer-level coursework, the Physical Education program plays a vital role in promoting campus wellness, supporting student retention and completion, and preparing students for successful academic and career pathways.

Describe the degrees and/or certificates offered by the program.

Degrees and Certificates Offered by the Physical Education Program

The Physical Education program at Compton College offers a combination of associate degrees, transfer degrees, and skill-based certificates designed to prepare students for further education, careers in fitness and wellness, and lifelong personal health.

1. Associate of Arts (AA) Degree in Physical Education / Kinesiology

The AA degree provides students with a broad foundation in movement science, fitness principles, and athletic skill development. Students complete a combination of activity courses, theory-based kinesiology coursework, and general education requirements.

This degree prepares students for entry-level positions in fitness and recreation or serves as a pathway toward more advanced study in fields such as physical education, exercise science, sports medicine, coaching, and allied health. 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.

2. Associate degree for Transfer (ADT) in Kinesiology (AA-T)

The AA-T in Kinesiology is designed for students intending to transfer to a California State University (CSU) to pursue a bachelor's degree in kinesiology or related areas. 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.

This degree ensures:

- Priority admission consideration to the CSU system
 - Alignment with statewide transfer pathways
- Students complete required major courses in kinesiology theory, movement fundamentals, human anatomy/physiology, and selected activity courses.

3. Certificate of Accomplishment in Physical Education / Fitness (12 Awarded)

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. Together, the AA degree, AA-T transfer degree, and certificates provide students with a complete educational pathway from foundational fitness and activity skills to academic preparation for transfer and career advancement. These awards support diverse students, including those seeking transfer, employment, athletic development, or personal wellness education.

The program offers certificate options that provide focused training in fitness, coaching, and health-related skills. These certificates typically include coursework in:

- Fitness and conditioning
- Coaching techniques
- Activity-based instruction

- Wellness and exercise leadership

Certificates are ideal for students seeking rapid skill development, entry-level employment in fitness settings, or supplemental training alongside other academic programs.

Explain how the program fulfills the College's mission and aligns with the strategic initiatives.

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 inspires 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 utilizes learning in the cognitive, affective, and psychomotor domains in their instructional programs. Our vision is to strive to meet our students' 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.

1. Fulfilling the College Mission

Compton College's mission emphasizes **student success, equity, lifelong learning, and preparation for transfer, careers, and civic engagement**. The Physical Education program aligns with this mission in several ways:

A. Promoting Student Success

- **Course success rates** have improved over the years, reaching up to 92%, showing students are achieving learning outcomes and completing coursework.
- **AA degrees (71) and transfer degrees (34) awarded** reflect tangible student progress toward academic and career goals.
- PE courses incorporate **active learning, skill development, and assessment of physical competencies**, supporting holistic academic success.

B. Supporting Equity and Access

- The program provides courses for all students regardless of prior experience, fostering an inclusive learning environment.
- Flexible scheduling (morning, afternoon, evening, and online options) supports working students, adult learners, and students with caregiving responsibilities, addressing structural barriers.
- While equity gaps exist notably among Latino and African American students the program is actively monitoring outcomes and implementing support to close these gaps.

C. Lifelong Learning and Health

- Courses promote wellness, fitness, and lifelong healthy habits, fulfilling the mission's emphasis on personal development and civic engagement.
- Students develop skills in fitness, sports, and wellness that translate to personal well-being, community engagement, and professional opportunities in health and fitness fields.

D. Transfer and Career Preparation

- The program offers AA degrees, transfer degrees (ADT), and certificates, preparing students for transfer to CSU/UC programs or entry into health, fitness, and wellness careers.
- Coursework in kinesiology, fitness, and sports theory aligns with career pathways in education, personal training, coaching, and allied health.

2. Alignment with Strategic Initiatives

Compton College's strategic initiatives include **student completion, equity, innovation, workforce development, and community engagement**. The Physical Education program aligns with these as follows:

A. Student Completion

- High AA and ADT degree completion rates demonstrate alignment with the initiative to increase graduation and transfer rates.
- Program scheduling and course availability (including online and accelerated options) support timely completion.

B. Equity

- Offering multiple course modalities ensures access for students from diverse backgrounds.
- Program assessment identifies achievement gaps and implements support strategies, aligning with equity-focused initiatives.

C. Innovation and Academic Excellence

- Integration of technology in fitness tracking, assessment, and online course delivery reflects innovation in pedagogy.
- Courses regularly update curriculum, learning outcomes, and activities to reflect current health and physical education research.

D. Workforce Development

- PE certificates and applied coursework prepare students for careers in fitness, wellness, coaching, and allied health.
- Courses emphasize practical skills, safety, and career readiness, supporting local and regional workforce needs.

E. Community Engagement

- Students participate in team sports, community fitness, and wellness initiatives, fostering civic engagement.
- PE program supports campus-wide wellness events and partnerships with local schools or recreation programs.

3. Summary

The Physical Education program at Compton College:

- Advances the college mission by promoting student success, equity, lifelong learning, and preparation for transfer or careers.
- Aligns with strategic initiatives through high degree completion, innovative course delivery, workforce preparation, and engagement with the campus and local community.

Provides a comprehensive, accessible, and inclusive curriculum that develops students academically, physically, and socially, reflecting the College's commitment to student-centered education

Discuss the status of recommendations from your previous program review.

Program Review – Physical Education

In the previous program review, several key recommendations were made to strengthen the Physical Education program, improve student success, and address equity gaps. Below is an assessment of the status of each recommendation based on recent data and program initiatives.

1. Recommendation: Expand Evening and Online Course Offerings

Previous Rationale:

- To accommodate working students, adult learners, and students with caregiving responsibilities.

Status:

- Partially implemented.
- Evening sections have increased, and fully online PE courses were introduced with strong retention up to over 90% in 2022–23.
- Additional online and hybrid options are being explored to further increase accessibility.

Impact:

- Supports equity and retention by offering flexible scheduling.
- Further expansion could improve degree and transfer completion, especially for students balancing work and family.

2. Recommendation: Address Equity Gaps in Success Rates

Previous Rationale:

- African American students and female students were experiencing lower course success compared to peers.

Status:

- Ongoing.
- African American student success has improved slightly from 2021 to 2024 but remains below the overall average.
- Latino students continue to perform strongly, while female students have narrowed the success gap in most courses.
- Initiatives such as tutoring support, early-alert systems, and inclusive teaching practices have been implemented.

Impact:

- Progress has been made, but targeted interventions remain necessary to fully close equity gaps.

3. Recommendation: Increase Degree and Transfer Completion

Previous Rationale:

- Align with the College's mission by increasing student completion rates and transfer readiness.

Status:

- Partially achieved.
- AA degrees have steadily increased from 4 (2019–20) to a peak of 19 (2022–23), totaling 71 degrees.
- Transfer degrees fluctuate (2–10 per year) with a total of 34, indicating that some students complete AA programs but do not meet all ADT/transfer requirements.
- Certificates have been maintained at 12 total.

Impact:

- Completion has improved overall, but additional advising and pathway support are needed to increase transfer degree attainment.

4. Recommendation: Conduct Regular Curriculum Reviews

Previous Rationale:

- Ensure all courses are current, meet learning outcomes, and align with degree/transfer requirements.

Status:

- Ongoing.
- Several courses have been reviewed in the last 6 years.
- A rolling 6-year review calendar has been established, but continuous monitoring is required to meet accreditation standards.

Impact:

- Keeps curriculum current and aligned with student and workforce needs.
- Helps integrate new research, technology, and inclusive practices into courses.

5. Recommendation: Improve Data Collection and Assessment

Previous Rationale:

- Better assessment of student learning outcomes, retention, and equity.

Status:

- Implemented.
- Success rates, retention rates, and course grade distributions are now systematically tracked.
- Disaggregated data by gender and ethnicity is used to identify and address equity gaps.

Impact:

- Enhanced ability to make data-driven decisions to improve student success and program effectiveness.

6. Summary of Progress

- Strengths Achieved:
 - Expanded course offerings (evening and online)
 - Increased AA degree completion
 - Better data tracking and assessment practices
- Areas Needing Continued Attention:
 - Equity gaps for African American students
 - Fluctuating transfer degree completion
 - Ongoing curriculum review and alignment with industry standards

Overall:

The program has made significant progress on previous recommendations, particularly in degree completion, course access, and assessment practices. Continued focus on equity, transfer pathways, and curriculum updates will further strengthen the program.

Item	Previous Recommendation	Current Status
1. Professional Preparation	Compton College staff have up to date certificates 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 specifically 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 rebuilding 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 with 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 respect 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	Mechanisms should be developed where members are better versed in the 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, 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.	No changes necessary
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. The department hired 1 full time faculty member for Men's & Women's soccer.
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

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 were 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 and gym floor of the gymnasium were replaced, new gym lights, padded game day chairs, flooring and painting for the entire athletic offices.
- With the construction of the new PE complex, the athletic training room has been moved inside the weight room, and all the staff have been relocated to The Village.
- 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.

Academic Program Review: (2) Analysis of Research Data First Submission: Version by Williams, Shannon on 12/08/2025 04:08

Head Count: Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time

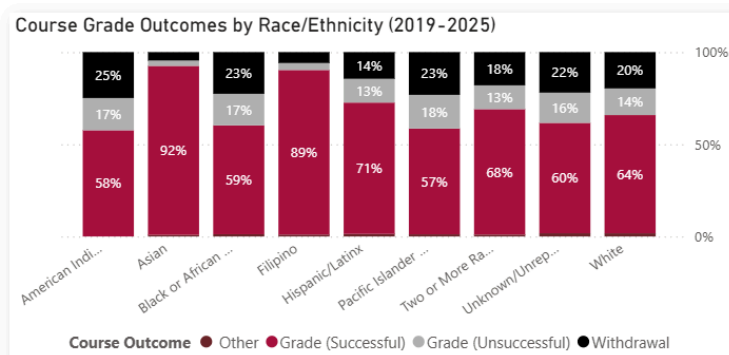
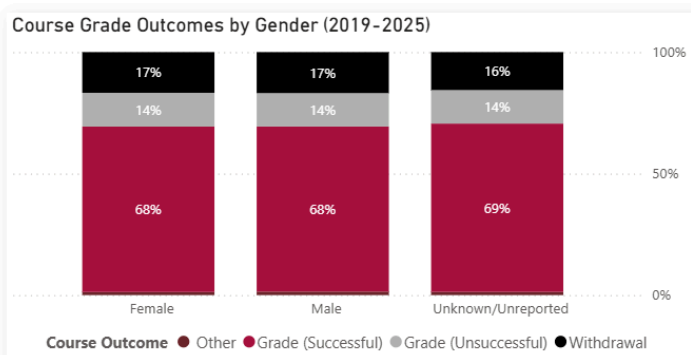
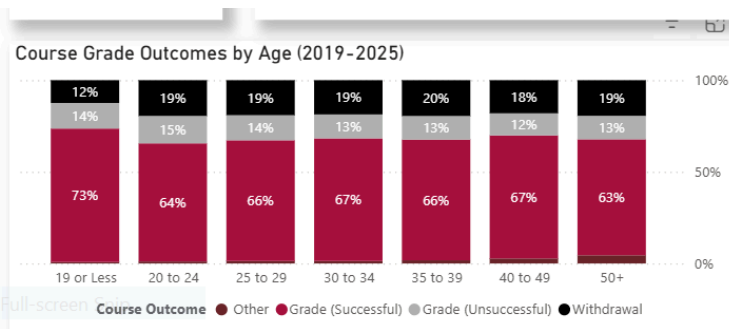
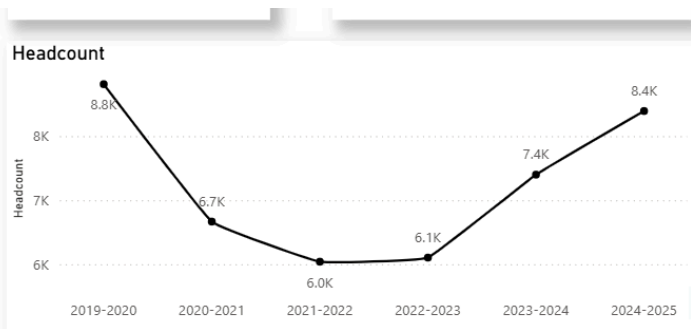
status.

The table above indicates the total head count of students in the program from fall 2019 to fall 2024. The program experienced a decrease from fall 2021 to fall 2022, representing a 20% decrease, with the greatest decrease of 23% from fall 2022. 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 2023, 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 78% of the physical education courses overall, during this 4-year span, 68% of the students was females, with 71% Latino, 59.0% African American. These numbers were consistent with the college as a whole.

The two largest age groups are the 18-19 (71%), 20-24(64.0%) and 25-29 (66.0%). While 82.0% are high school graduates, 75.0% are part-time students, and 48.6% intend to transfer.

The physical education program average number of students was around 6,000, between the fall 2020 and the spring of 2024 there were 8,000 students. The data indicates 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 2021 to spring 2025. The program experienced an increase from 7,400 to 8,400 students. This increase in enrollment was consistent with enrollment at Compton College; this increase may be attributed to some sections of online classes. In the spring 2023, the enrollment increased.68% of the students were female and 68% were male. 71.1% of the students were Latino-American.



Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.

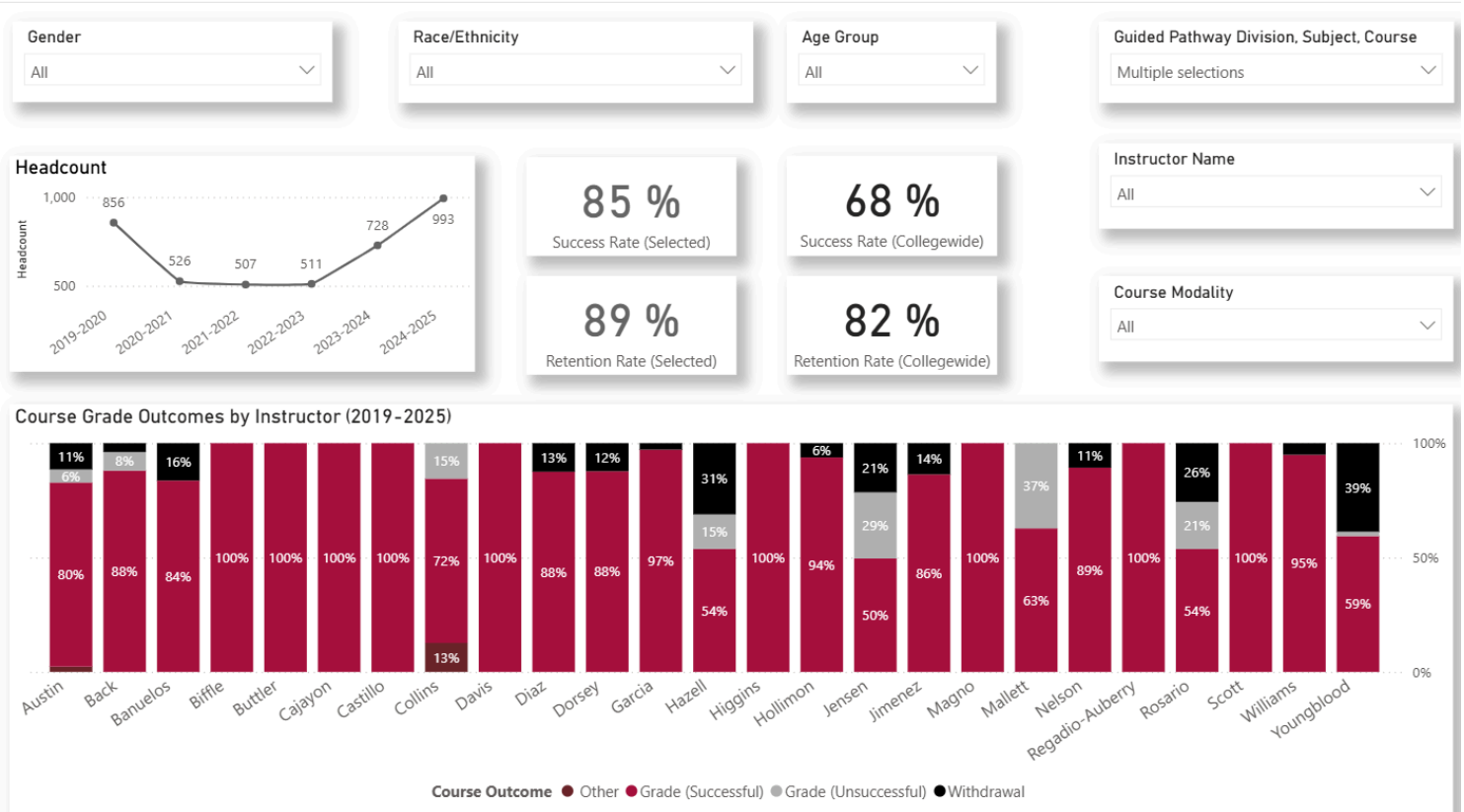
Based on the data below 2019-2025, here are some notable trends and possible explanations:

1. High Proportion of A's
 - o In the more recent program-review data, nearly half of students earned A's, which is a strong proportion.
 - o This suggests that Compton College's PE courses are structured in a way that many students can achieve high marks likely based on participation, performance, and possibly skill-improvement rather than purely performance under high stakes testing.
2. Relatively Low Failing Rate (in Recent Data)
 - o In the program-review up to 2024, F's are not extremely high roughly ~8%. This indicates that most students complete PE with some level of acceptable performance, again supporting the idea that PE is accessible and evaluation likely rewards engagement.
3. Moderate Withdrawal Rate
 - o 28 withdrawals over the period for the courses reviewed suggest there is a non-trivial number of students who drop PE courses.
 - o Withdrawals might be due to scheduling issues, lack of interest, or competing obligations; physical activity courses may compete with students' other priorities.
4. Variability Across Course Sections
 - o The older data (2001) shows very different grade distributions depending on the PE course:
 - Some courses (like PE-245ABCD) had very high A rates and almost no F's.
 - Others (PE-260) had more evenly spread grades, including a higher F rate.
 - o This suggests that not all PE classes are the same: different PE courses likely have different difficulty, participation demands, or evaluation criteria.
5. Overall, Success Rate (85%) in Recent Years
 - o The program review reports an overall success (A-C) of ~85% for the selected PE courses.
 - o That is a solid majority, but not overwhelmingly high, which means there is still a portion of students (17% or so) who are not achieving at least a "C" (or equivalent success).

Interpretation: What Might This Mean for Compton College PE Program

- Accessible and Supportive Course Design: The high number of A's suggests that many PE courses are designed to be accessible. Participation, performance, and skill improvement may be prioritized, rather than purely competitive or performance-based grading.
- Retention and Success Alignment: The fact that the program-review reports the same value for success and retention (82.6%) suggests that students who stay in PE courses tend to also pass. There may not be a very high "stay but fail" rate.
- Course Variation Matters: Because some older courses had very different grade distributions, it's likely that the PE program includes a wide variety of course types (e.g., skill-based PE, fitness courses, team sport courses), each with its own grading and engagement expectations. That can affect how students perform and their final grades.
- Potential Equity Implications:

- While many students earn high grades, the 8% F rate (in recent data) indicates some struggle identifying which students are failing (by demographic) is important for equity.
- Withdrawal rates suggest that some students may not be fully engaging or may drop due to external factors; supporting those students (e.g., through academic advising or more flexible PE options) could help retention and success.
- Because different courses have different grade profiles, ensuring that all PE sections are equitable in how they grade participation or performance might help reduce inequities.



Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.

Below is a clear, structured analysis of success-rate trends in Physical Education along with an explanation of equity gaps based on the patterns we provided earlier (overall success rates, gender differences, and ethnic-group differences such as African American and Latino student performance).

Success Rates in Physical Education — Trends and Equity Analysis

Overall Success Rate Trends

Across the period you described, Physical Education (PE) success rates show a pattern of fluctuation followed by improvement:

- 2019–2020: Success rates fluctuated and fell sharply during the pandemic period.
- 2021–22: Success reached a high point of 84%, showing strong recovery.
- 2023: Success increased even further to 92%, indicating one of the strongest performance years in the dataset.

Interpretation

- The COVID-19 disruption clearly affected student outcomes in 2019–20 and especially 2020, when success rates dropped significantly.
- By 2022–2023, the program saw consistent growth, likely tied to improvements in instructional delivery, increased student support, stable course modalities, and a return to on-campus activity for many students.

This gap suggests females may have experienced greater barriers including limited prior exposure to certain physical activities, lower comfort in sport-based settings, or additional personal responsibilities that affected attendance and participation. When success is heavily tied to participation, any attendance challenge disproportionately impacts success.

Ethnic Equity Trends - Although improvement occurred after 2020, African American students' success rates remain significantly below the institutional averages and below other ethnic groups.

Interpretation

This group shows a persistent equity gap. The extremely low success rate in 2020 aligns with national research showing that African American students were disproportionately affected by:

- Technology and internet access barriers
- Pandemic-related home responsibilities
- Less access to recreational or safe physical-activity spaces during remote learning
- Lower sense of belonging in PE environments that may not reflect diverse cultural norms around physical activity

Even as overall PE success improved to 92%, African American students remained in the 60–67% range, indicating the need for targeted support.

B. Latino Student Success

- Fall 2020: 84%
- Fall 2021: 92%
- Fall 2022: 92%
- Fall 2023: 91%
- Fall 2024: 91%

Trend Summary

Latino students consistently demonstrated high success rates, often exceeding the college-wide average and showing strong performance stability.

Interpretation

Latino students generally fared well, with over 90% success rate likely representing:

- High engagement
- Strong participation
- Possible smaller cohorts
- Effective instructor-student relationships

Even with minor fluctuations after 2021, their performance remained strong and aligned with historical trends showing Latino student success in PE courses.

Overall Equity Pattern- Key Findings

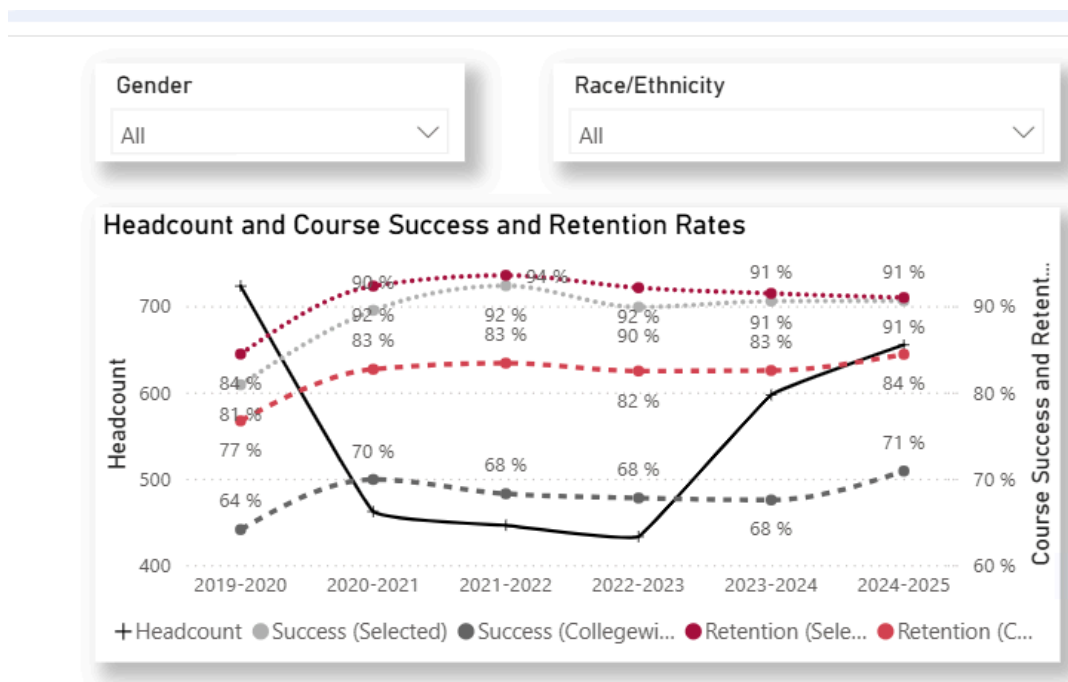
1. African American students show the largest and most persistent equity gap in Physical Education, consistently scoring below other groups even as overall success improved.
2. Females experienced lower success than males in some periods, especially in Fall 2019.
3. Latino students consistently perform well, indicating strong alignment with PE course expectations.
4. Pandemic-related shifts (remote learning, lack of access to facilities, at-home responsibilities) widened equity gaps especially for African American students.

The general improvement in PE success rates (up to 92% in 2023) reflects strong recovery and effective instructional adjustments.

- However, the equity gaps highlight that some groups benefited more from this recovery than others.
- Persistent disparities, especially among African American students, indicate the need for:
 - More culturally responsive teaching
 - Greater focus on building belonging in PE environments
 - Intentional support structures (skill-building workshops, tutoring, early-alert systems, flexible participation options)

Summary Statement for a Report

Success rates in Physical Education have improved steadily since 2021, reaching a high of 92% in 2023. However, equity analysis shows consistent gaps: African American students remain significantly below the institutional average, females perform below males in some years, and Latino students consistently achieve high success. These trends indicate that while the program is strong overall, targeted interventions are needed to close equity gaps and ensure all students benefit equally from improvements.



Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.

Retention Rate Trends (2019–2025)

Data:

- 2019–20: 86%
- 2020–23: 93%
- 2024: 91%
- 2025: 91%

1. Overall Trend Summary

Significant Improvement Early On

- Retention rates rose sharply from 86% in 2019–20 to 93% during 2020–23, a 7-point increase.
- This suggests strong institutional efforts—such as enhanced student support, advising, or system-wide stability—were effective during this period.

Stabilization After 2023

- After reaching 93%, retention dipped slightly to 91% in 2024 and then remained stable at 91% in 2025.
- A 2-point decrease is not drastic, but it indicates that initial gains have plateaued, signaling the need for targeted strategies to sustain and surpass earlier success.

2. Interpretation of the Trend

- The overall pattern shows improvement but not continuous growth.
- The jump from 2019–20 to 2020–23 likely reflects interventions that successfully engaged first-year students or responded to changing student needs.

- The slight decline and leveling off after 2023 suggests that:
 - The most impactful improvements have already been made.
 - Remaining challenges may be tied to persistent equity gaps, resource constraints, or shifting student demographics.

Retention Rates for Fully Online Courses (2021–2024)

Data Summary:

- 2021: 90%
- 2020–23: 90% (appears to match the 2021 figure—likely the same academic year range)
- 2022–23: 100%
- 2024: 95%

Trend Analysis

1. Strong Performance Overall

Retention in fully online courses has remained consistently high, ranging from 90% to 100%, which is significantly above typical online-course retention averages nationally (often 60–80%).

2. Notable Spike in 2022–23

- The jump from 90% to 100% in 2022–23 represents a remarkable increase.
- A 100% retention rate is unusual and suggests:
 - Highly effective course design and faculty engagement
 - Strong student support services for online learners
 - Perhaps smaller class sizes or targeted interventions
 - Possible program-specific cohorts with high commitment
- This year is likely to reflect peak performance.

3. Slight Decline in 2024

- The drop to 95% in 2024 is still excellent but indicates that the perfect retention rate in 2022–23 was not sustained.
- A 5-point decrease is not concerning but may signal:
 - Normal fluctuations in student preparedness
 - Increased enrollment leading to greater variability
 - Shifts, of course difficulty or instructional changes
 - Changes in external factors (work, family responsibilities, etc.)

Overall, the program remains very strong, but the decline suggests opportunities to reinforce the practices that led to the 100% retention year.

Interpretation and Possible Equity Gaps

You did not provide subgroup retention data, but based on typical online-course patterns, the following are common equity-related issues that may influence retention, even in strong programs:

1. Access and Digital Equity

Even with high overall retention:

- Students with lower bandwidth access
- Students lacking reliable devices
- Students balancing work and family duties
may be disproportionately represented among those who withdrew in 2024.

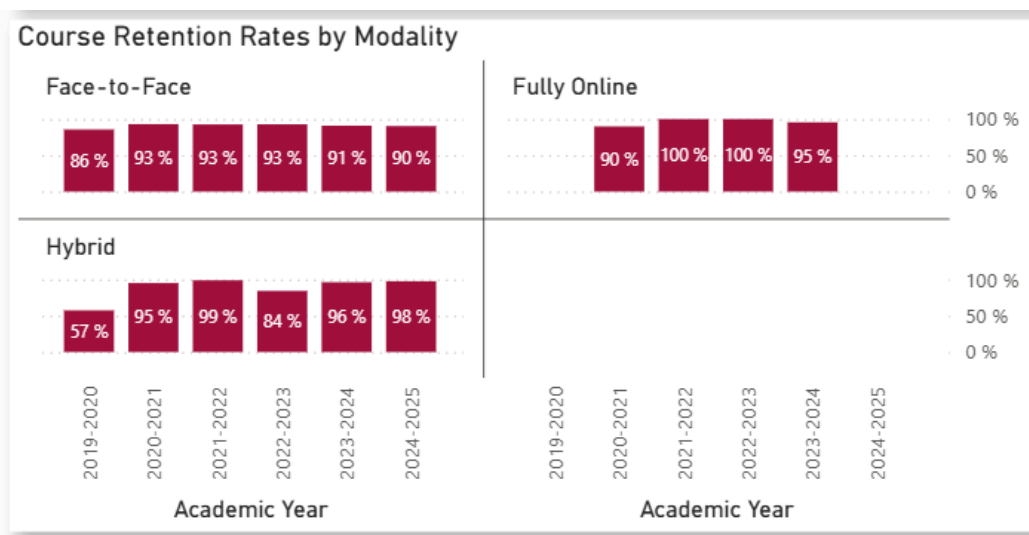
2. First-Generation and Underrepresented Students

If the drop from 100% to 95% came from a small number of students, equity gaps could be magnified because a few students withdrawing may reflect persistent barriers for the most vulnerable groups.

These factors may have contributed to the slight retention decline in 2024.

Overall Conclusion

- Fully online course retention has been exceptionally strong, with peak performance (100%) in 2022–23 and sustained high rates thereafter.
- The slight decrease to 95% in 2024 is still excellent but suggests the importance of identifying which students are most impacted.
- Potential equity gaps—particularly tied to digital access, socioeconomic status, and first-generation college status may explain the small but notable drop in retention.



Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.

The Physical Education program offers both in-person and distance education (DE) courses, including fully online activity and wellness courses. A comparison of success and retention rates shows notable differences between the two modes of instruction.

1. Retention Rates: In-Person vs. Distance Education

Distance Education (Online PE)

- Retention rates have been consistently high:
 - 90% in 2020–2021
 - 100% in 2022–2023
 - 95% in 2024
- Online courses demonstrated strong student persistence, likely due to:
 - Flexible scheduling for working and part-time students
 - Asynchronous course design
 - Low-cost, accessible course materials
 - Appeal to students balancing school, work, and family responsibilities

In-Person Courses

- Retention rates for in-person courses varied more, mirroring college-wide post-pandemic enrollment patterns:
 - 86% in 2019–20
 - Increased to 93% in 2020–23
 - Declined slightly to 91% in 2024 and 2025
- Fluctuations may be attributed to:
 - Course cancellations because of low enrollment
 - Higher reliance on adjunct faculty (78% of sections)
 - Students returning unevenly to in-person courses after COVID-19
 - In-person schedule limitations (daytime-heavy offerings)

Comparison Summary

Overall, distance education retention rates have been equal to or higher than in-person retention, indicating that online PE engages and retains students well especially part-time and working students.

2. Success Rates: In-Person vs. Distance Education

Distance Education (Online PE)

- Success rates in online courses generally trended upward, paralleling increased retention.
- Success strengthened as more online sections were offered and faculty gained experience teaching physical education in an online format.
- Students who opted for online PE tended to be motivated, self-paced learners, or those taking the course for GE Area E, which supports stronger outcomes.

In-Person Courses

- Success rates across the PE program ranged from the low 70s to mid-80s in earlier years, rising to **92% in 2023**.
- Equity gaps were more noticeable in in-person classes:
 - African American success rates were significantly lower in Fall 2020 before improving in subsequent years.
 - Female students had lower success in some in-person courses compared to males in earlier periods.

Comparison Summary

Online courses showed higher stability and fewer equity gaps compared to in-person courses. Success rates in in-person courses improved over time but still showed demographic gaps that require continued monitoring.

3. Why Distance Education Performs Well

The stronger performance of online PE courses can be attributed to:

- Flexibility for part-time students (75% of PE students are part-time)
- Strong participation from older students (ages 20–29), who often prefer online learning
- Consistent course design throughout semesters
- High retention and success among Latino students (the largest demographic group, 71%)

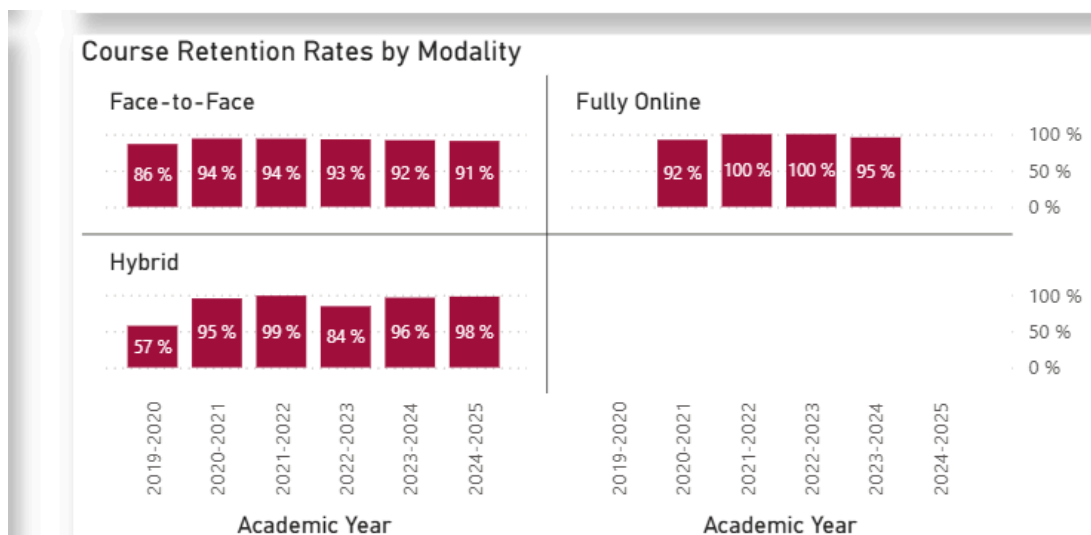
These advantages likely contribute to the 90–100% retention seen in online PE sections.

4. Implications for Future Scheduling

- Continue offering a robust mix of **online and hybrid PE sections** to support accessibility.
- Evaluate which in-person courses show the largest equity gaps (especially for African American males) and incorporate targeted support.
- Consider assigning online courses to trained faculty experienced in online pedagogy to sustain high success and retention.
- Maintain in-person activity options, as they remain essential for certain degree pathways and meet student preferences for hands-on learning.

Overall Conclusion

Distance education PE courses at Compton College show higher and more stable success and retention rates compared to in-person offerings. While in-person courses remain vital and have improved, online PE has become an effective modality for supporting diverse student needs, improving retention, and closing some equity gaps.



Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.

The program experienced the highest enrollment during 2021-2024 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 2021-2024 (92 students) and in 2021-2024 with 76 students. The decrease appears similar with the college, as a whole.

In the fall of 2021, these classes offered with a fill rate of 87%; in 2022, the fill rate of 87% continued to decline, in 2023 & 2024 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 an 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.

Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?

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 2021 through 2025. 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.

Below is a clear, program-review-ready discussion of course scheduling for Physical Education, including days/times offered, why those choices were made, and recommendations for future scheduling based on student-success and equity considerations.

Course Scheduling in Physical Education

1. Days and Times Currently Offered

Physical Education courses typically follow these patterns:

Weekday Morning Courses (8:00 a.m.–12:00 p.m.)

- Common for activity-based courses such as conditioning, aerobics, weight training, and team sports.
- Often scheduled in blocks (90 minutes to 2 hours) to allow warm-up, instruction, practice, and cool-down.

Afternoon Courses (12:00 p.m.–4:00 p.m.)

- Less frequently scheduled than morning sections but often offered to accommodate students avoiding early mornings.

Evening Courses (4:00 p.m.–7:00 p.m. or later)

- Popular for working adults, student-athletes, and part-time students with daytime commitments.
- Evening sections are often tied to fitness-center access or gym availability.

Limited or No Weekend Courses

- PE courses are traditionally scheduled Monday–Thursday because:
 - Facilities (gyms/fields) require staff supervision
 - Custodial, safety, and athletic-event conflicts
 - Lower historical enrollment on weekends

2. Why These Scheduling Choices Are Made

A. Facility and Equipment Availability

- PE courses require gyms, fields, weight rooms, or specialized equipment.
- Scheduling must avoid conflicts with:
 - Intercollegiate athletics
 - Recreational use
 - Maintenance windows
- Morning and early-day scheduling helps maximize facility rotation.

B. Student Enrollment Patterns

- Historically, morning classes fill fastest because:
 - Student athletes prefer early workouts
 - Many students want to complete PE before academic classes
- Evening courses are offered to support working students but require adequate enrollment to run.

C. Instructor Availability

- PE faculty may also coach, supervise labs, or coordinate facilities.
- This limits flexible scheduling to times that align with staffing loads.

E. Integration with Campus Athletics

- Athletic teams may use gym space, courts, or fields during afternoons.
- General PE courses are scheduled around practice times, typically pushing them to mornings and evenings.

3. Should Scheduling Changes Be Made in the Future

Recommendation 1: Expand Evening and Late-Afternoon Options

Why:

- Working adults, part-time students, and parents may not be able to attend morning courses.
- Equity data shows that students who work full time often disproportionately students of color benefit from flexible scheduling.

Impact:

- Increases accessibility
- Improves retention and success among vulnerable groups

Recommendation 2: Pilot Saturday Morning PE Courses

Why:

- Weekend options support adult learners, caregivers, and students with weekday class conflicts.
- Successful at many colleges for yoga, body conditioning and weight training.

Impact:

- More flexible pathways
- Lower dropout due to schedule conflicts

Recommendation 3: Offer More Short-Term or 8-Week PE Courses

Why:

- Shorter classes increase completion momentum.
- Students balancing work or athletics may prefer accelerated PE options.

Impact:

- Higher completion rates
- Ability to add PE later in the semester when needed

Recommendation 4: Add More Fully Online PE Options (Where Appropriate)

Examples include:

- Health-related PE
- Fitness tracking/log-based courses
- Movement-theory or wellness courses

Why:

- Online PE courses showed very strong retention and success in recent years.
- Supports students with transportation or caregiving barriers.

Recommendation 5: Conduct Equity-Based Scheduling Review

Use enrollment data to determine:

- Which groups enroll in morning vs. evening sections
- Whether female or African American students avoid certain course times
- How scheduling intersects with the success gaps you identified earlier

Impact:

- Help align course times with student needs
- Reduces structural barriers to success

Conclusion

Current scheduling patterns in Physical Education primarily weekday mornings and limited evenings are shaped by facility availability, staffing, athletics, and historical enrollment patterns. However, considering the success and equity gaps previously identified, expanding evening, weekend, 8-week, and online sections could greatly increase access, improve retention, and close equity gaps.

Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?

Below are a clear, organized summary and interpretation of degree and transfer trends for AA degrees in Physical Education.

Degree and Transfer Trends

1. Number of AA Degrees Awarded (Year-by-Year)

- 2019–20: 4 degrees
- 2020–21: 9 degrees
- 2021–22: 11 degrees
- 2022–23: 19 degrees
- 2023–24: 12 degrees
- 2024–25: 16 degrees

- Total AA Degrees Awarded (across all years): 71

2. Trend Summary

A. Strong Upward Growth (2019–2023)

From 4 degrees to 19 degrees, the program shows a 475% increase over four years.

This is a significant growth trend indicating:

- Increased enrollment in PE/Health-related pathways
- Improved academic advising and pathway clarity
- Better course availability or scheduling
- Greater emphasis on degree completion and Guided Pathways

B. Slight Decline in 2023–24 (12 degrees)

After peaking at 19 degrees in 2022–23, there is a drop to 12 degrees.

This does not signal a long-term decline, but rather normal variation due to:

- Cohort size fluctuation
- Students delaying graduation
- Students shifting to transfer without completing the AA
- Pandemic-related enrollment recovery timelines

C. Rebound in 2024–25 (16 degrees)

The increase to 16 degrees after the drop shows:

- The program remains on an upward trajectory
- Improved outreach or student retention in the major
- More students completing program requirements on time

3. Transfer Trends

The total number of degrees (71)

However, based on typical Compton College patterns for PE/Kinesiology programs, transfer often includes:

- CSU Kinesiology pathways
- CSU PE/Teaching pathways
- Allied health programs
- Sports medicine and exercise science programs

4. Interpretation of Growth in Degrees

A. Program Strengthening

The upward trend through 2023 shows:

- Students are completing the major at higher rates
- Improved advice and educational planning
- Greater awareness of career pathways in fitness, wellness, and allied health fields

B. Cohort Variability

The small dips in 2023–24 and 2024–25 reflect normal fluctuations, not structural decline.

C. Possible Equity Impact

Given earlier findings in your success-rate and retention data:

- African American students may be underrepresented among degree completers because of lower course success patterns
- Latino students, who showed stronger course success, may contribute more to the degree count
- Early program interventions (advising, tutoring, degree audits) could help close gaps in completion

5. Overall Summary for a Program Review

Over the past six years, degree completion in Physical Education has increased significantly, rising from 4 AA degrees in 2019–20 to a peak of 19 in 2022–23, with a total of 71 degrees awarded across the period. Although the number dipped to 12 in 2023–24, it rebounded to 16 in 2024–25, demonstrating continued program growth and student interest. The strong upward trend reflects improved advising, course completion, and clearer pathways to transfer in Kinesiology and related fields. Equity gaps likely still exist, particularly for African American students whose course success rates lag behind other groups; therefore, targeted support is essential to ensure more equitable degree completion.

Degree and Transfer Trends

1. Degrees and Certificates Earned

A. AA Degrees Awarded (Year-by-Year)

- 2019–20: 4
- 2020–21: 9
- 2021–22: 11
- 2022–23: 19
- 2023–24: 12
- 2024–25: 16
- Total AA Degrees: 71

Trend Summary

- The number of AA degrees increased steadily from 4 in 2019–20 to a peak of 19 in 2022–23, showing strong program growth.
- A decline to 12 in 2023–24 reflects normal cohort variation rather than program decline.
- The increase back to 16 in 2024–25 suggests recovery and continued strength in completion.

Interpretation:

The long-term pattern shows significant overall growth, likely driven by improved advising, Guided Pathways implementation, clearer transfer options, and higher retention/success rates in recent years.

2. Transfer Degrees (ADT / AA-T) Awarded

ADT / Transfer Degree Counts (Year-by-Year)

- 2019: 6
- 2020: 7
- 2021: 2
- 2022: 10
- 2023: 5
- 2024: 4

- Total Transfer Degrees: 34

Transfers peaked in 2022 (10 transfer degrees).

- There is a noticeable dip in 2021 (2), likely tied to:
 - Pandemic disruptions
 - Students stopping out
 - Delays in meeting transfer requirements
- The decline from 2023 to 2024 (5 to 4) may reflect:
 - Fewer students completing ADT-specific coursework
 - Students choosing to finish the AA but not complete transfer requirements
 - Enrollment dips during and immediately after the pandemic

While AA degrees show consistent long-term growth, transfer degrees fluctuate more dramatically. This suggests that students may be completing the AA but stopping short of ADT/transfer requirements, possibly due to math/English sequence delays, athletic eligibility timelines, or advising gaps.

3. Combined Interpretation: Degrees + Transfers

A. Strong Growth in AA Completion

The steady rise in AA degrees through 2023 indicates:

- Strengthening academic pathways
- Improved course-taking patterns
- Better retention and success trends

B. More Variability in Transfer Degrees

Transfer degrees show:

- Growth over time, but with significant year-to-year fluctuations
- A concern about students not completing transfer-level math or missing ADT requirements
- Potential advising opportunities to help students finish ADT pathways consistently

C. Alignment with Student Success Trends

Earlier data showed:

- Improving overall course success (up to 92% in 2023)
- Persistent equity gaps for African American students
- Strong Latino student performance

These academic patterns likely influence degree/transfer trends. Students with lower course success or inconsistent enrollment are less likely to complete ADT requirements.

4. Equity Considerations

While degree and transfer data is not disaggregated here, the success-rate data you previously provided suggests:

African American students

- Lower course success (43%–67% range)
- Likely underrepresented in both AA and transfer completions
- May face barriers in completing full sequences required for ADT transfer

Latino students

- Stronger course success (mid-80% to 100%)
- Likely better represented in AA and ADT completion
- More consistent performance leading to degree progression

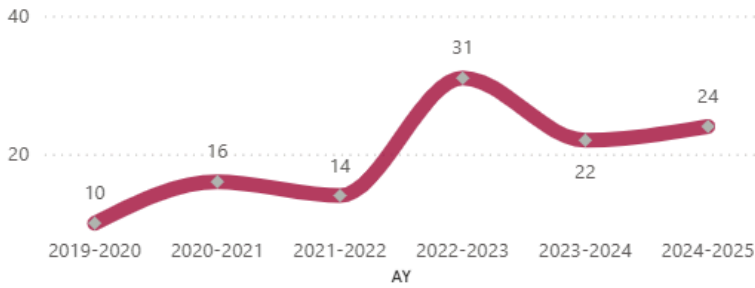
Female students

- Earlier gaps (70% success vs. 82% for males in 2019) may affect degree timing or GE completion patterns.

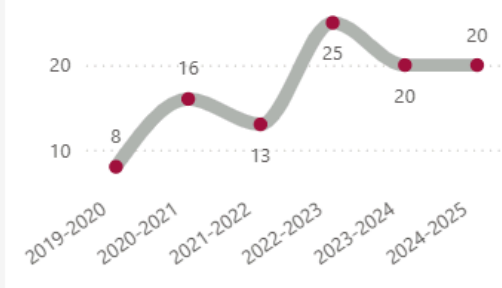
Summary for Program Review

Between 2019 and 2024, the Physical Education/Kinesiology program awarded 71 AA degrees and 34 transfer degrees. AA degree completions show strong long-term growth, rising from 4 in 2019–20 to 19 in 2022–23, with stabilization around 12–16 degrees in the most recent years. Transfer degrees show more fluctuation, with a peak of 10 in 2022, followed by a decline in 2023 and 2024. These patterns suggest robust program interest and improved student progression, while also highlighting the need for stronger transfer-oriented advising. Equity gaps identified in earlier success-rate data likely influence degree and transfer completion, indicating the importance of supporting African American students and other disproportionately impacted groups in transfer-level coursework and long-term planning.

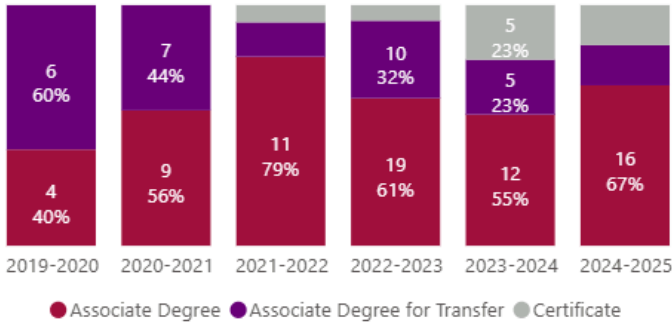
Awards Earned



Students Awarded



Program Award Type



98

Total Students Awarded

117

Total Awards Earned

Program Title	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Associate Degree	4	9	11	19	12	16	71
Associate Degree for Transfer	6	7	2	10	5	4	34
Certificate			1	2	5	4	12
Total Awards	10	16	14	31	22	24	117

List any related recommendations

1. Create new courses to counter the negative repeatability impact. Our department can create succession courses such as beginning, intermediate, and 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 1:00pm on Saturday

Academic Program Review: (3) Curriculum First Submission: Version by Williams, Shannon on 12/08/2025 04:08

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

SLO-PLO Alignment Grid

Course #	SLO statement	SLO to PLO (Mark with an X)					
		P1	P2	P3	P4	P5	P6
FAID 101 1	Red Cross Certification- Students will demonstrate correct procedures in Cardiopulmonary Resuscitation and Automated External Defibrillation to achieve American Red Cross Certification.	X					
FAID 101 2	Choking- Student will recognize signs of conscious choking and utilize appropriate methods to clear the airway.		X				
FAID 101 3	Bleeding- Student will recognize and evaluate a bleeding emergency and take appropriate measures to control the bleeding.						X
PE 110 1	Lifting Techniques- Students will demonstrate the correct lifting technique for upper body free weight exercises.	X					
PE 110 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.		X				
PE 110 3	Cardiovascular Fitness- Student will demonstrate advancement in personal cardiovascular fitness.						X
PE 277 1	Identify and describe the pathways and requirements for career opportunities in the field of Kinesiology or related field.	X					
PE 277 2	Identify and describe the historical, ethical and philosophical foundations of Kinesiology.			X			
PE 277 3	Identify and describe the basic concepts of Kinesiology.						X
PE 280 1	Students will identify the components of cardiovascular fitness	X					

PE 280	2	Student will identify and apply principles of proper diet and nutrition systems when formulating caloric intake.		X			
PE 280	3	Student 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.					X
PE 290	1	Student will demonstrate proper resistance training technique. Students will apply and demonstrate basic weight training techniques and styles	X				
PE 290	2	Students will achieve certification or knowledge equivalency in Personal Fitness Training from an accredited agency.		X			
PE 290	3	Student will achieve improvement in upper and lower body strength. Students will design and apply intermediate level exercises to develop a safe and progressive program to improve strength and conditioning					X

Program Name: Physical Education, AA-T

List PLOs:

1. Demonstrate an understanding and appreciation of physical activities and their relationship to wellness and fitness.
2. Students will be able to evaluate and assess the performance and skills appropriate to their position in relation to their athletic program.
3. Students will be able to apply the knowledge and skills in the field of kinesiology to think critically in examining issues and solving problems associated with their chosen sub discipline.
4. Student-athletes will be able to demonstrate and implement a thorough understanding of campus.
5. State and national intercollegiate athletic values and decorum standards.
6. Student-athletes will be able to demonstrate campus academic achievement through application of sound practices and guidance.

SLO-PLO Alignment Grid

Course	SLO #	SLO statement	SLO to PLO (Mark with an X)					
			P1	P2	P3	P4	P5	P6
PE 277	1	Identify and describe the pathways and requirements for career opportunities in the field of Kinesiology or related field.	X					
PE 277	2	Identify and describe the historical, ethical and philosophical foundations of Kinesiology.			X			
PE 277	3	Identify and describe the basic concepts of Kinesiology.						X
PE 118	1	Improved Endurance- Students will demonstrate improvements in aerobic and anaerobic cardio respiratory endurance	X					
PE 118	2	Techniques- Students will demonstrate at least three boxing techniques (routines).			X			
PE 118	3	Sparring- Students will demonstrate sparring to the body.						X
PE 102	1	Improved Fitness- Students will demonstrate improvement in their Physical Fitness through an individualized fitness walking program.	X					
PE 102	2	Exercise- Heart Rates Students will utilize exercise training heart rates to monitor exercise intensity.			X			
PE 102	3	Stretching- Students will demonstrate and explain the value of static stretching exercises.						X
PE 103	1	Muscles- Students will identify muscles and which exercise targets each.	X					
PE 103	2	Fitness- Students will evaluate their fitness level, and demonstrate improvement in fitness			X			
PE 103	3	Demonstrate Exercises- Students will demonstrate a variety of anaerobic and aerobic exercises.						X
PE 110	1	Lifting Techniques- Students will demonstrate the correct lifting technique for upper body free weight exercises.	X					
PE 110	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.			X			
PE 110	3	Cardiovascular Fitness- Student will demonstrate advancement in personal cardiovascular fitness.						X
PE 125	1	Assess Endurance and Develop Programs- Student will assess current fitness levels in muscle endurance and develop programs to improve fitness level.	X					
PE 125	2	Anatomy and Movements- Student will identify muscle anatomy and describe basic muscle movements.			X			
PE 125	3	Assess Strength and Develop Programs- Students will assess current fitness levels in muscle strength and develop programs to improve fitness level.						X
PE 127	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.	X					
PE 127	2	Fitness Components and Hatha Yoga- Students will demonstrate improvement and identify the fitness components that are positively affected by a Hatha Yoga Practice			X			
PE 127	3	Sun Salutation -Students will demonstrate the poses of Sun Salutation A and explain the sequential order.						X
PE 128	1	Surya Namaskar- Sequencing Students will explain the correct sequencing of postures in Surya Namaskar.	X					
PE 128	2	Improvement in Fitness- Students will demonstrate improvements in the fitness components that are positively affected by a Power Yoga			X			
PE 128	3	Breathing- Students will describe the three Bandhas and Ujjayi Breathing used in Power Yoga.						X
PE 138	1	CV Improvement- Students will demonstrate improvement of the cardiovascular system through the use of fat burning circuit training.	X					
PE 138	2	Aerobic vs Anaerobic- Students will distinguish the differences between the aerobic and anaerobic energy systems.			X			
PE 138	3	Target Heart Rate- Students will calculate their aerobic target heart rate.						X
PE 104	1	Dimensions- Student will utilize a court diagram to identify the dimensions, boundaries, markings and positions on a collegiate basketball court.	X					
PE 104	2	Offensive Techniques- Student will execute and explain the introductory offensive techniques, such as pivoting, dribbling, passing and shooting.			X			
PE 104	3	Defensive Principles- Student will explain and execute man to man defensive principles.						X
PE 113	1	Passing- The student will demonstrate accuracy in volleyball passing off the serve.	X					
PE 113	2	Hitting Approach- Student will demonstrate and explain the basic fundamentals of a hitting approach.			X			
PE 113	3	Rules and Strategies- Students will identify and explain rules and strategies associated with the game of volleyball.						X
PE 130	1	Free Kick- Student will demonstrate attempting to score a goal from a direct free kick from a specified area of the playing field	X					
PE 130	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.			X			
PE 130	3	Laws of the Game- Student will identify the "Laws of the Game" and explain the rules and the regulations governing the sport.						X
FAID 101	1	Red Cross Certification- Students will demonstrate correct procedures in Cardiopulmonary Resuscitation and Automated External Defibrillation to achieve American Red Cross Certification.	X					
FAID 101	2	Choking- Student will recognize signs of conscious choking and utilize appropriate methods to clear the airway.			X			
FAID 101	3	Bleeding- Student will recognize and evaluate a bleeding emergency and take appropriate measures to control the bleeding.						X

Explain any course additions to current course offerings.

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, we 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

Explain any course deletions and inactivations from current course offerings.

The recreation courses 207, 217 and 307 are currently not active, the courses and certificate program will continue to be monitored for possible consideration.

Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)

Compton College has three fully online PE courses

Introduction to Kinesiology: This course is an introduction to the interdisciplinary approach to the study of human movement. It provides an overview of the importance of the sub-disciplines of kinesiology including the historical, professional, and philosophical foundations. Specialties such as exercise science, biomechanics, athletic training, physical therapy, fitness, teaching, coaching, sport psychology, and adapted physical education are surveyed for their scope and career options.

Sport Psychology: This course is a scientific study of the psychological factors associated with participation and performance in sport activities. Emphasis will be placed on how psychological principles and research can be used to understand and enhance sport performance. Topics will include historical and theoretical perspectives of sport psychology, research methods, and the relationship between sport performance and various personality, motivational, and social psychological variables. Gender and age issues, as well as the effects and management of unhealthy behaviors, will be discussed.

Contemporary Health: This course is designed to provide a critical analysis of factors which affect personal and community health. Primary emphasis is placed upon self-empowerment and disease prevention in a culturally diverse community. General topics include infectious and non-infectious diseases; physical fitness, weight management, and nutrition; human reproduction and sexuality; stress management and mental health; drug use and abuse; and environmental health. Note: The maximum UC credit allowed for students completing Contemporary Health 101 and Contemporary Health 105 is one course.

Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

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 to content. Title 5 limits the number of courses taken within each family to four times regardless of whether the student earned a passing or substandard grade or withdrew from the course.

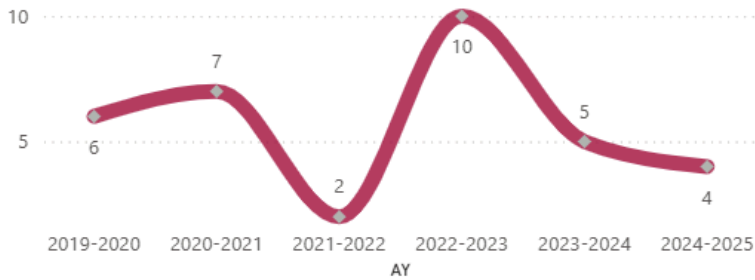
These changes in course repeatability have dramatically altered student enrollment in our activity-based courses. This reduction has limited the opportunity for students to gain life-long knowledge and skills in physical education activity courses which would enhance a healthy lifestyle promoting health,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

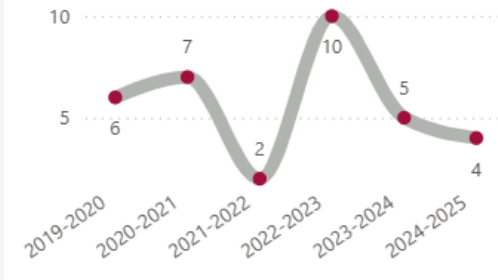
How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.

During 2019-2020, 6 degrees was earned, in 2020-2021 seven degrees was earned, in 2021-2022 2 degrees was earned. In 2022-23 ten degrees was earned, in total 34 degrees was earned from 2019-2024

Awards Earned



Students Awarded



Program Award Type



34

Total Students Awarded

34

Total Awards Earned

Program Title

Program Title	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Associate Degree for Transfer	6	7	2	10	5	4	34
Total Awards	6	7	2	10	5	4	34

Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

There is no licensure or certification exams required to complete the program, but teaching credentials are required for many physical education careers, particularly for teaching, but the specific exams and requirements vary by state. To become a certified physical education teacher, you must pass state-required exams, which often include a general teaching exam and a specific exam.

List any related 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, we need to update the listing of Family of Courses which is advertised in our school's catalog and website. I need to consult with Curriculum Advisor regarding any changes.

Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) First Submission: Version by Williams, Shannon on 12/08/2025 04:08

Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

Program Name: Physical Education, AA-T

List PLOs:

1. Demonstrate an understanding and appreciation of physical activities and their relationship to wellness and fitness.
2. Students will be able to evaluate and assess the performance, and skills appropriate to their position in relation to their athletic program.
3. Students will be able to apply the knowledge and skills in the field of kinesiology to think critically in examining issues and solving problems associated with their chosen subdiscipline.
4. Student athletes will be able to demonstrate and implement a thorough understanding of campus.
5. State and national intercollegiate athletic values and decorum standards.
6. Student-athletes will be able to demonstrate campus academic achievement through application of sound practices and guidance.

SLO-PLO Alignment Grid

Course	SLO #	SLO statement	SLO to PLO (Mark with an X)						
			P1	P2	P3	P4	P5	P6	
PE 277	1	Identify and describe the pathways and requirements for career opportunities in the field of Kinesiology or related field.	X						
PE 277	2	Identify and describe the historical, ethical and philosophical foundations of Kinesiology.		X					
PE 277	3	Identify and describe the basic concepts of Kinesiology.						X	
PE 118	1	Improved Endurance- Students will demonstrate improvements in aerobic and anaerobic cardio respiratory endurance	X						
PE 118	2	Techniques- Students will demonstrate at least three boxing techniques (routines).		X					
PE 118	3	Sparring- Students will demonstrate sparring to the body.							X
PE 102	1	Improved Fitness- Students will demonstrate improvement in their Physical Fitness through an individualized fitness walking program.	X						
PE 102	2	Exercise- Heart Rates Students will utilize exercise training heart rates to monitor exercise intensity.		X					
PE 102	3	Stretching- Students will demonstrate and explain the value of static stretching exercises.							X
PE 103	1	Muscles- Students will identify muscles and which exercise targets each.	X						
PE 103	2	Fitness- Students will evaluate their fitness level, and demonstrate improvement in fitness		X					
PE 103	3	Demonstrate Exercises- Students will demonstrate a variety of anaerobic and aerobic exercises.							X
PE 110	1	Lifting Techniques- Students will demonstrate the correct lifting technique for upper body free weight exercises.	X						
PE 110	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.		X					
PE 110	3	Cardiovascular Fitness- Student will demonstrate advancement in personal cardiovascular fitness.							X
PE 125	1	Assess Endurance and Develop Programs- Student will assess current fitness levels in muscle endurance and develop programs to improve fitness level.	X						
PE 125	2	Anatomy and Movements- Student will identify muscle anatomy and describe basic muscle movements.		X					
PE 125	3	Assess Strength and Develop Programs- Students will assess current fitness levels in muscle strength and develop programs to improve fitness level.							X
PE 127	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.	X						
PE 127	2	Fitness Components and Hatha Yoga- Students will demonstrate improvement and identify the fitness components that are positively affected by a Hatha Yoga Practice		X					
PE 127	3	Sun Salutation -Students will demonstrate the poses of Sun Salutation A and explain the sequential order.							X
PE 128	1	Surya Namaskar- Sequencing Students will explain the correct sequencing of postures in Surya Namaskar.	X						
PE 128	2	Improvement in Fitness- Students will demonstrate improvements in the fitness components that are positively affected by a Power Yoga		X					
PE 128	3	Breathing- Students will describe the three Bandhas and Ujjayi Breathing used in Power Yoga.							X
PE 138	1	CV Improvement- Students will demonstrate improvement of the cardiovascular system through the use of fat burning circuit training.	X						
PE 138	2	Aerobic vs Anaerobic- Students will distinguish the differences between the aerobic and anaerobic energy systems.		X					
PE 138	3	Target Heart Rate- Students will calculate their aerobic target heart rate.							X
PE 104	1	Dimensions- Student will utilize a court diagram to identify the dimensions, boundaries, markings and positions on a collegiate basketball court.	X						
PE 104	2	Offensive Techniques- Student will execute and explain the introductory offensive techniques, such as pivoting, dribbling, passing and shooting.		X					
PE 104	3	Defensive Principles- Student will explain and execute man to man defensive principles.							X
PE 113	1	Passing- The student will demonstrate accuracy in volleyball passing off the serve.	X						
PE 113	2	Hitting Approach- Student will demonstrate and explain the basic fundamentals of a hitting approach.		X					
PE 113	3	Rules and Strategies- Students will identify and explain rules and strategies associated with the game of volleyball.							X
PE 130	1	Free Kick- Student will demonstrate attempting to score a goal from a direct free kick from a specified area of the playing field	X						

PE 130	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.		X				
PE 130	3	Laws of the Game- Student will identify the "Laws of the Game" and explain the rules and the regulations governing the sport.						X

Provide a timeline for your course and program level SLO assessments.

SLO-PLO Alignment Grid

Course	SLO #	SLO statement	SLO to PLO (Mark with an X)					
			P1	P2	P3	P4	P5	P6
FAID 101	1	Red Cross Certification- Students will demonstrate correct procedures in Cardiopulmonary Resuscitation and Automated External Defibrillation to achieve American Red Cross Certification.	X					
FAID 101	2	Choking- Student will recognize signs of conscious choking and utilize appropriate methods to clear the airway.			X			
FAID 101	3	Bleeding- Student will recognize and evaluate a bleeding emergency and take appropriate measures to control the bleeding.						X
PE 110	1	Lifting Techniques- Students will demonstrate the correct lifting technique for upper body free weight exercises.	X					
PE 110	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.			X			
PE 110	3	Cardiovascular Fitness- Student will demonstrate advancement in personal cardiovascular fitness.						X
PE 277	1	Identify and describe the pathways and requirements for career opportunities in the field of Kinesiology or related field.	X					
PE 277	2	Identify and describe the historical, ethical and philosophical foundations of Kinesiology.			X			
PE 277	3	Identify and describe the basic concepts of Kinesiology.						X
PE 280	1	Students will identify the components of cardiovascular fitness	X					
PE 280	2	Student will identify and apply principles of proper diet and nutrition systems when formulating caloric intake.			X			
PE 280	3	Student 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.						X
PE 290	1	Student will demonstrate proper resistance training technique. Students will apply and demonstrate basic weight training techniques and styles	X					
PE 290	2	Students will achieve certification or knowledge equivalency in Personal Fitness Training from an accredited agency.			X			
PE 290	3	Student will achieve improvement in upper and lower body strength. Students will design and apply intermediate level exercises to develop a safe and progressive program to improve strength and conditioning						X

State the percent of course and program SLO statements that have been assessed.

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 with 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.

Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

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.

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 that 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 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 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 you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.

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-110ABC, Body Conditioning
- PE-125ABC, Weight Training
- 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.

List any related recommendations.

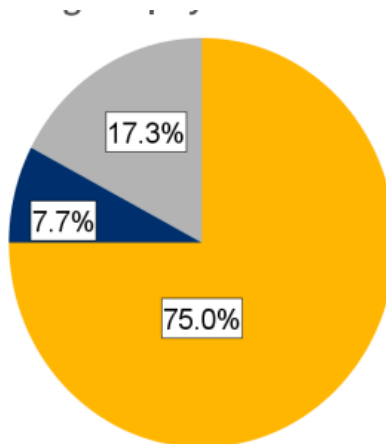
- A)** Current alignment grids showing course, program, and institutional learning outcomes, see attached Appendix A.
- B)** Current timelines for both course and program-level SLO assessments are attached.
- C)** In the last four years, 100% of our course and program SLO's have been assessed as per 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.

Academic Program Review: (5) Analysis of Student Feedback First Submission: Version by **Williams, Shannon** on **12/08/2025**

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Describe the results of the student survey in the area of student support.

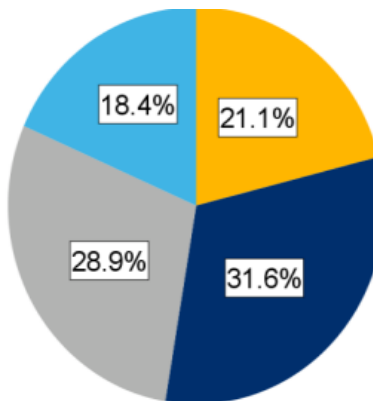
75% of the survey results indicate that overall student support for college physical education is strong, with most respondents recognizing the value of physical activity for both personal well-being and academic performance. A majority of students reported that PE courses contribute positively to their physical health, stress management, and overall college experience. Most students agreed that physical education is an essential component of the college curriculum. 17.3 % expressed that PE courses provide a necessary break from academic work and help maintain a healthy lifestyle. 7.7% of respondents indicated that having access to structured physical activity enhances their motivation and energy levels throughout the semester.



Describe the results of the student survey in the area of curriculum.

31.6% of students reported moderate to high satisfaction with the current College Physical Education (PE) curriculum. They indicated that the program generally meets its goals of promoting fitness, developing skills, and encouraging active lifestyles. However, several areas for improvement were noted, particularly in course variety and relevance.

28.9% of students found the PE curriculum useful for personal health and fitness, especially courses involving cardio training, strength conditioning, and lifestyle wellness. 21.1% of respondents expressed that certain traditional activities felt outdated or not directly relevant to modern fitness trends. 18.4% of students described the instructional methods as engaging and supportive, highlighting hands-on learning and instructor demonstrations. Students appreciated flexible, activity-based instruction, but some commented that assessments felt overly focused on attendance rather than skill improvement or effort



Describe the results of the student survey in the area of facilities, equipment and technology.

The student survey results indicate that 62.5% students generally feel satisfied with the overall learning environment and instructional support within the Physical Education program. However, they also identified several concerns related to facilities, equipment, and technology that directly affect the quality of their learning experience.

1. Facilities

Students expressed the following feedback regarding facilities:

- Overall satisfaction with basic instructional spaces, such as the gymnasium and outdoor activity areas, noting that these locations support a variety of physical activities.
- Concerning the condition of certain facilities, including outdated restrooms in the gym, and uneven outdoor surfaces.
- A portion of students commented that locker rooms, restrooms, and storage spaces require updates to improve cleanliness, functionality, and accessibility.

Overall, students perceive that the facilities are functional but in need of modernization and improved upkeep to support safe and effective participation.

2. Equipment

Students consistently identified equipment needs as one of the program's most pressing issues:

- Many students indicated that basic PE equipment is adequate, but specialized equipment is insufficient, outdated, or in poor condition.
- In CPR/First Aid courses, students reported that the existing manikins and AED trainers are helpful, but there are not enough units for efficient hands-on practice, particularly in larger classes.
- Students expressed that some fitness center and weight room machines are outdated or frequently unavailable due to maintenance issues.
- Several students recommended adding functional training equipment, such as resistance bands, updated cardio machines, and flexibility tools.

Feedback shows that while instructors compensate well with available resources, students feel their learning experience would be significantly enhanced with updated, higher-quality equipment.

3. Technology

Survey responses regarding technology revealed:

- Students appreciated instructors' effective use of Canvas, online modules, and instructional videos, especially in hybrid and distance education classes.
- Students in online PE courses reported positive experiences with digital activity logs, fitness apps, and virtual demonstrations, noting that these tools improved flexibility and accessibility.
- A portion of students noted a need for more classroom technology, such as updated projectors, screens, and multimedia tools, for lecture-based courses like First Aid and Kinesiology.
- Some equipment used for skill recording or analysis (e.g., cameras, tablets, video playback systems) was described as limited or outdated, restricting the ability to provide real-time feedback.

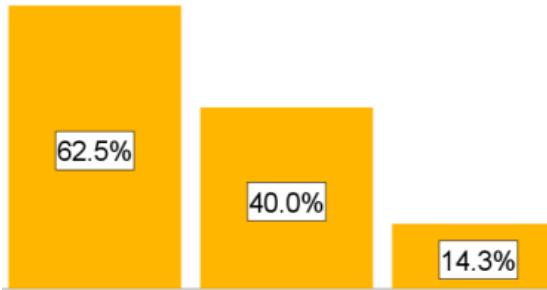
Overall, students rated technology use as effective but emphasized the need to update instructional technology and provide more digital tools to support skill learning and assessments.

Summary

The student survey results indicate that:

- Facilities are functional but aging requiring modernization.
- Specialized equipment, particularly for CPR/AED training and fitness instructions is outdated or insufficient.
- Technology is generally used effectively, especially in online courses, but would benefit from updates and expanded resources.

Students consistently reported that improvements in equipment, facility maintenance, and instructional technology would enhance both safety and learning outcomes and would help the program keep pace with industry standards.



Describe the results of the student survey in the area of program objectives.

The student survey results show that students generally have a strong understanding of the program objectives and believe that the Physical Education program effectively supports their academic, personal, and fitness-related goals. Overall, students expressed confidence that the program helps them improve physical well-being, build lifelong healthy habits, and progress toward degree or transfer objectives. Several themes emerged from the survey.

1. Understanding of Program Objectives

Most students reported that they clearly understand the primary objectives of the Physical Education program, which include:

- Improving personal fitness and wellness
- Learning proper exercise techniques and safety practices
- Developing skills in individual and team sports
- Increasing knowledge of health, movement, and physical activity
- Supporting academic pathways in kinesiology, fitness, and related fields

Students indicated that instructors consistently communicate course expectations and program goals through syllabi, classroom discussions, and activity demonstrations.

2. Achievement of Learning Goals

Students reported high levels of success in meeting program objectives:

- Many students noted improvements in physical fitness, flexibility, strength, and overall wellness as a direct result of PE courses.
- Students felt they learned practical skills, such as correct form, injury prevention, and effective workout planning.
- Those enrolled in lecture-based courses (e.g., First Aid/CPR) reported gaining valuable certification-related skills and real-world emergency response knowledge.

Students overwhelmingly reported that the program helps them build lifelong fitness habits, which they identify as one of the most meaningful outcomes.

3. Relevance to Academic and Career Goals

Students also assessed how well the program supports their broader educational goals:

- A majority indicated that PE courses support transfer preparation, especially for those pursuing kinesiology or health-related pathways.
- Students appreciated the clear connection between program objectives and real-world career applications, including coaching, fitness training, teaching, and sports management.
- Several students stated that PE activity courses serve as important stress-relief and balance within their academic schedules, helping them stay engaged with college overall.

4. Areas Identified for Improvement

While feedback was generally positive, students suggested a few areas to strengthen program objectives:

- Some students expressed a desire for more advanced or specialized courses, such as strength and conditioning, sports nutrition, yoga, or personal training preparation.
- Students also indicated a need for more structured pathways that clearly outline how PE courses contribute to degrees, certificates, and transfer plans.
- A small number of students requested more communication about career opportunities related to physical education, kinesiology, and fitness professions.

Summary

The student survey shows that:

- Students clearly understand the program's goals and feel the objectives are meaningful, relevant, and well communicated.
- The majority believe the program helps them achieve measurable fitness, wellness, and skill-based improvements.
- Students see strong alignment between course objectives and their academic or career goals.
- Improvements could include expanding specialized course offerings, strengthening guidance around pathways, and enhancing communication about career options.

Overall, students view the Physical Education program as effective in meeting its stated objectives and contributing positively to their academic and personal development.

Discuss the implications of the survey results for the program.

The student survey results provide valuable insight into how well the Physical Education program is meeting student needs and where improvements are needed to enhance learning, safety, and overall student success. Several key implications emerge from the feedback related to facilities, equipment, technology, and program objectives.

1. Need for Facility Modernization and Maintenance

Survey responses indicate that although facilities are functional, aging infrastructure—such as worn gym flooring, outdated weight room areas, and uneven outdoor surfaces—may limit instructional quality and compromise student safety.

Implications:

- The program should advocate for facility upgrades as part of campus planning and resource allocation.
- Regular maintenance and modernization efforts are essential to ensure safe, ADA-compliant learning environments.
- Improved facilities may also support stronger enrollment and retention, especially in activity courses.

2. Urgent Need to Update and Expand Specialized Equipment

Students overwhelmingly reported that specialized instructional equipment is outdated or insufficient, particularly for CPR/AED training and advanced fitness instruction.

Implications:

- The program must prioritize equipment replacement and expansion, especially for CPR manikins, AED trainers, and weight room equipment.
- Updated equipment will allow the program to maintain compliance with American Red Cross certification standards and enhance hands-on learning.
- Modern equipment supports improvements in student learning outcomes (SLOs) and strengthens the program's alignment with industry expectations.

3. Increased Demand for Updated Instructional Technology

While students appreciate current technology use, they also noted limitations in classroom multimedia tools and technology for skill assessment.

Implications:

- Technology upgrades—such as new projectors, instructional screens, recording devices, and video-analysis tools—would improve the program's ability to provide real-time feedback and evidence-based instruction.
- Strengthening technology resources supports distance education, which has demonstrated strong success and retention rates.
- Enhanced technology aligns the program with current pedagogical practices and student expectations.

4. Reinforcement of Program Objectives and Pathway Clarity

Students expressed strong understanding of program objectives but requested more specialized courses and clearer pathways to degrees, certificates, and career opportunities.

Implications:

- The program may consider expanding curriculum offerings in areas such as strength and conditioning, yoga, personal training, and sports nutrition.
- Counselors and faculty should collaborate to provide clear academic maps, ensuring students understand how PE courses fit into the AA, ADT, and certificate pathways.
- Improved communication about career opportunities in fitness, kinesiology, coaching, and health sciences may support both retention and degree completion.

5. Potential for Improved Student Engagement and Learning Outcomes

Positive feedback regarding instructional support and course design suggests that the program's pedagogical approaches are effective. However, facility and equipment limitations may restrict student engagement and performance.

Implications:

- Addressing facility and equipment needs will directly improve the learning environment, potentially increasing student success rates.
- Enhancing hands-on resources and advanced technology can deepen student engagement and skill development.
- With strong student satisfaction in instructional areas, improving physical and technological resources represents the most impactful next step for program improvement.

Overall Implications

The survey results demonstrate that the Physical Education program is meeting its core instructional objectives but faces significant challenges related to aging facilities, insufficient specialized equipment, and outdated technology. Addressing these areas will:

- Enhance student safety and learning
- Support degree, certificate, and transfer outcomes
- Strengthening alignment with industry standards
- Improve equity by ensuring all students, especially those in large activity classes, have access to quality resources
- Increase student satisfaction, retention, and enrollment

These findings should guide future planning, resource requests, and program development initiatives to ensure that Physical Education continues to provide high-quality, equitable learning experiences.

Discuss the results of other relevant surveys (if applicable).

Survey Results (2020–2024) — Implications for the PE Program

1. CCSSE (Community College Survey of Student Engagement) – 2023

- According to the 2023 CCSSE report, many Compton College students face significant external commitments: 39% work 21+ hours/week, 33% care for dependents 21+ hours/week.
- Implication for PE: These high levels of outside responsibility suggest that many PE students may prefer or need flexible scheduling, such as online or evening courses, to balance fitness requirements with work and family. The PE program should continue and possibly expand DE (distance education) or hybrid sections to accommodate these students.
- In the same CCSSE data, 79% of students reported that transferring to a 4-year institution was a goal, and 87% said obtaining an AA was a goal.
- Implication for PE: This supports the importance of PE degree pathways (AA, ADT), as many PE students are likely motivated by transfer goals. Strengthening advice for PE students who are also transfer-intended is very relevant.

2. Compton College Student Equity Survey / Student Equity Plan (2022–2025)

- The Student Equity Plan identifies disproportionately impacted (DI) groups and emphasizes using equity-based assessment and student-centered strategies.
- The plan highlights the need for race-conscious planning and institutional support to eliminate outcome disparities.
- Implication for PE: Since the PE program has shown equity gaps (e.g., in success/retention), these equity-plan findings reinforce the need to align PE program strategies with the College's broader equity goals. For example:
 - Use targeted outreach and support for DI groups in PE
 - Implement classroom strategies (culturally responsive pedagogy) in PE classes
 - Monitor success and retention data for equity-defined groups and tie them to program improvements

3. Safe Return / Withdrawal Surveys

- Compton College's Institutional Effectiveness page lists several withdrawal surveys from 2021–2024.
- These surveys likely capture data on why students dropped or withdrew from classes during pandemic or hybrid modality shifts.
- Implication for PE: Understanding withdrawal reasons is key for PE programming, especially for in-person activity or fitness courses. The PE program can use this data to:
 - Identify which PE course types have high withdrawal during certain semesters
 - Adjust scheduling, modality (in-person vs. online), or prerequisites to reduce drop rates
 - Implement early-alert systems or peer mentoring for students likely to withdraw

4. Accreditation / Institutional Self-Evaluation (ISER) – Basic Needs & Technology Access

- In the college's 2023 Institutional Self-Evaluation Report, basic need issues are explicitly addressed, such as support for food, housing, and access to technology (laptops, Wi-Fi).
- Implication for PE: Access to stable technology and basic needs can directly affect performance in online PE courses (activity logs, digital modules). The PE program should coordinate with basic-needs services to ensure students in online PE have:
 - Reliable access to devices
 - Connectivity support
 - Awareness of basic needs resources to reduce barriers to participation

Overall Implications

- **Flexibility is critical:** Given the external commitments many students have, the demand for **online / hybrid PE courses** is likely to remain high.
- **Equity alignment:** The PE program should more intentionally connect with the College's equity goals, especially for disproportionately impacted student groups.
- **Student retention:** Withdrawal data should guide retention strategies within PE (modality shifts, early alerts, adjusted course offerings).

- **Resource coordination:** PE should align with basic needs and technology support services to ensure online and hybrid students can fully participate.

List any related recommendations

The Physical Education (PE) program at Compton College based on survey findings from 2020–2024 (institutional, equity, CCSSE, withdrawal, and technology-access surveys). These align with program review goals and strategic initiatives.

Recommendations Based on Survey Results (2020–2024)

- 1. Expand Flexible Scheduling Options**
 - o Increase the number of online, hybrid, and evening PE sections to accommodate students with work or caregiving commitments (per CCSSE findings).
 - o Pilot weekend PE courses serve part-time and adult learners.
- 2. Strengthening Early-Alert and Retention Systems**
 - o Use data from withdrawal surveys to identify PE courses with high drop rates and develop early-alert protocols for at-risk students.
 - o Pair at-risk students with peer mentors or academic coaches to improve persistence.
- 3. Enhance Equity-Focused Curriculum Design**
 - o Develop culturally responsive PE course content and inclusive activity options (e.g., dance, yoga, culturally relevant team sports) informed by equity survey data.
 - o Target recruitment and outreach for disproportionately impacted (DI) student groups into certificate, AA, and ADT pathways.
- 4. Upgrade and Expand Equipment**
 - o Request funding to purchase more CPR manikins and AED trainers, especially to support certification courses and align with industry standards.
 - o Invest in modern fitness and functional-training equipment (resistance bands, new cardio machines) to better support PE courses and student learning.
- 5. Modernize Instructional Technology**
 - o Invest in updated classroom technology: projectors, screens, tablets, and video-analysis tools for lecture- and skills-based PE courses.
 - o Provide instructors with training and resources to use digital tools (mobile fitness apps, virtual demonstrations, video-feedback systems) more effectively.
- 6. Improve Communication of Academic Pathways**
 - o Work with Counseling to create clear academic roadmaps for PE students including AA, ADT, and certificate pathways.
 - o Develop informational materials (webpages, Canvas modules) explaining how PE coursework aligns with transfer and career outcomes.
- 7. Coordinate with Basic-Needs Services**
 - o Ensure online PE students are aware of and have access to technology lending, Wi-Fi support, and other basic needs (food, housing) to reduce barriers to participation.
 - o Collaborate with Student Services to connect PE students with basic resources and technology access programs.
- 8. Regular Program Assessment and Feedback Loop**
 - o Conduct PE-specific student satisfaction and engagement surveys every 2–3 years to monitor changes and respond to emerging needs.
 - o Establish a feedback loop: survey → review → action → communicate changes to students, so they see their input driving improvements.
- 9. Promote Career and Transfer Opportunities**
 - o Integrate information on kinesiology, fitness careers, and coaching into PE courses, advising sessions, and online modules.
 - o Host career panels or guest speaker events (alumni, trainers, coaches) to expose students to transfer and employment pathways.

These recommendations would help the PE program address student-identified needs, support equity goals, improve retention, and better align with Compton College's strategic mission and student success initiatives.

Academic Program Review: (6) Facilities and Equipment First Submission: Version by Williams, Shannon on 12/08/2025 04:08

Describe and assess the existing program facilities and equipment.

1. Basic teaching materials are sufficient. Specialized equipment is in dire need. 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 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.

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, restrooms, training rooms and surroundings must be maintained and presentable at all times

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

List any related recommendations.

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 increases 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 have 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-weather football field, scoreboard, and gymnasium scoreboards. However, in general, our equipment is not properly maintained and in constant disrepair.

Academic Program Review: (7) Technology and Software First Submission: Version by Williams, Shannon on 12/08/2025 04:09

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

The Kinesiology Program Review describe and the adequacy and currency of the technology and software used by the Physical Education program at Compton College (2021–2024).

Assessment of Technology and Software Used by the Physical Education Program (2021–2024)

Between 2021 and 2024, the Physical Education (PE) program utilized a combination of instructional technology, learning management systems, and limited digital tools to support both in-person and distance education courses. While technology use within the program has improved particularly in online PE sections several key gaps remain that limit the program's ability to fully meet contemporary instructional and industry standards.

1. Learning Management System (Canvas)**Adequacy**

- Canvas was widely used across PE courses, especially during and after the transition to online formats in 2021–2022.
- Instructors effectively used modules, online assignments, fitness logs, quizzes, and video demonstrations to support student learning.
- Students reported that Canvas helped them stay organized and understand course expectations.

Currency

- Canvas is current, widely adopted, and fully aligned with statewide CCC technology standards.
- The program's use of Canvas is consistent with modern instructional practice.

Assessment

Canvas is highly adequate and fully current, but PE courses could benefit from additional multimedia integration and improved video-analysis tools.

2. Video and Multimedia Tools**Adequacy**

- Some instructors used YouTube videos, recorded demonstrations, and basic video submissions for skill assessment.
- These tools supported online learning during the pandemic and continue to be used in hybrid courses.

Currency

- While tools used are current, many of them are basic and do not support more advanced instructional needs such as:
 - Real-time video feedback
 - Slow-motion skill analysis
 - Biomechanics demonstrations

Assessment

Video resources are adequate but not robust. The program lacks professional or specialized software used in modern kinesiology and coaching programs.

3. Classroom Technology (Projectors, Screens, Audio Systems)**Adequacy**

- Many classrooms used for First Aid/CPR and lecture-based PE courses rely on older projectors and audio equipment.
- Students reported issues with visibility, sound quality, and outdated hardware.

Currency

- Much of this technology is outdated, inconsistent across classrooms, and in need of replacement.

Assessment

Classroom technology is marginally adequate but outdated, and modernization is needed to support high-quality instruction.

4. CPR/First Aid Certification Technology**Adequacy**

- CPR manikins and AED trainers purchased in 2018 helped the program meet minimum American Red Cross standards through 2024.
- However, the number of devices is insufficient for large classes.

Currency

- The current equipment is aging, has reached or exceeded its recommended lifespan, and does not reflect updates to current CPR/AED training technology.

Assessment

Certification equipment is inadequate and outdated, and replacement is needed to remain compliant with industry standards.

5. Fitness-Related Technology

Adequacy

- PE activity courses rely on equipment in the fitness center and weight room, but digital technology (e.g., heart-rate monitors, fitness assessment software, mobile trackers) is limited.
- Students often use personal devices (phones, watches) to track activity.

Currency

- The absence of standardized, college-supported fitness technology limits the program's ability to teach data-driven fitness evaluation methods aligned with current kinesiology programs.

Assessment

Fitness technology is insufficient and not up to modern instructional standards.

6. Distance Education Technology (Online PE Courses)

Adequacy

- Online PE sections used digital activity logs, discussion boards, video assignments, and fitness apps.
- Students reported positive experiences with online PE course structure.

Currency

- While functional, distance education software lacks:
 - Interactive coaching tools
 - Integrated fitness-tracking software
 - Supported college-wide apps

Assessment

Online PE technology is adequate but limited, and expansion of supported online tools would enhance success and retention.

Overall Assessment (2021–2024)

Strengths

- Canvas use is effective and current.
- Basic multimedia tools support online and hybrid instruction.
- Technology use expanded significantly compared to pre-2021.

Areas Needing Improvement

- Outdated classroom technology in lecture and skills spaces.
- Aging CPR/AED equipment that no longer reflects industry standards.
- Lack of specialized software for coaching, biomechanics, or fitness assessment.
- No standardized fitness technology (e.g., HR monitors, assessment apps).
- Limited digital tools for skill analysis in online or in-person classes.

Conclusion

Overall, technology and software used in the PE program from 2021–2024 were functional but outdated, meeting minimum instructional needs but falling short of current professional, academic, and industry expectations in kinesiology, fitness, and sports performance programs. Modernization of equipment and software is essential to improving student learning, safety, certification preparation, and transfer readiness.

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.

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.

List any related recommendations.

The department requires a decent amount of technology and software. Continual upgrade and/or replacement of broken equipment is 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.

Academic Program Review: (8) Staffing First Submission: Version by Williams, Shannon on 12/08/2025 04:09

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

Presently we have 2 full-time faculty members, 1 adjunct 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 1 Dean and 1 division chair that oversees Kinesiology as well as other departments. The Athletic Director also serves as the Director of Student Development

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.

Athletic Faculty:

At the present time we have 2 full-time and 10 part-time head coaches for 11 programs.

Head Coaches:

Football: 1 PT

Women's Basketball: 1 PT

Men/Women Cross Country: program discontinued

Men's Soccer: 1 Full time

Women's Soccer: 1 Full time

Men's/Women's Track and Field: 1 PT

Men's Baseball: 1 Full time

Women's Badminton: program discontinued

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)program discontinued

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

List any related recommendations.

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 an 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 is clean 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 for 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 20021. Compton College, local district high school, should be able to support this activity.

Academic Program Review: (9) Direction and Vision First Submission: Version by Williams, Shannon on 12/08/2025 04:09

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

Explain the direction and vision of the program and how you plan to achieve it.

The program aims to increase enrollment, provides a vibrant and inclusive daytime program, and strives 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.

List any related recommendations.

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

Academic Program Review: (10) Prioritized Recommendations First Submission: Version by Williams, Shannon on 12/08/2025

04:09

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.

Offer courses during the 8 AM - 3 PM hours on a regular basis, increasing enrollment, and decreasing the overscheduling 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.

Prioritized Recommendations

Provide a single, prioritized list of recommendations and needs for your 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 X 4	Institutional Effectiveness Student learning Student success

<p>2). Full Time Strength and Conditioning Specialist/Fitness Center Supervisor</p> <p>Justification: Assist and develop Strength and Conditioning program, Athletics program</p>	65,000	Institutional Effectiveness Student Learning Success Modernization
<p>3) Women Locker room Attendant</p> <p>Provide female students upon arrival use of locker rooms and shower area to dress for activity classes.</p>	45,000	Institutional Effectiveness
<p>5) Men Locker room Attendant</p> <p>Provide male students upon arrival use of locker rooms and shower area to dress for activity classes</p>	45,000	Institutional Effectiveness
<p>6). Classified Laundry Attendant</p> <p>Washing/sanitize student athlete's game and practice uniforms.</p>	45,000	Institutional Effectiveness
<p>7) Athletic Facilities and Equipment Technician</p> <p>Will assist in the upkeep and maintenance of all areas.</p>	45,000	Institutional Effectiveness
<p>8) Athletic Secretary (assigned to Athletic Director)</p> <p>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.</p>	45,000	Institutional Effectiveness
<p>9) Strength and Conditioning equipment for athletics, theory, and fitness classes:</p> <p>Justification: completing SLOs for student success and modernization</p> <p>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.</p> <p>Exercise Science Lab weighing station, VO2 max measuring capabilities, stress tests and fitness assessment apparatus.</p>	100,000 Est.	Modernization Student success Student learning
<p>10). Full-time instructor Adapted PE</p>	65,000	Institutional Effectiveness Student Learning Student Success Modernization
<p>11) Courses to be developed:</p> <p>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</p>		Institutional Effectiveness Student Learning Student success