Annual Update Report

Academic - Exercise Science (ES) - (AKHE)

Increase equitable access to Exercise Science courses

Program Goal: Enhance outreach, recruitment, and engagement efforts to increase enrollment among underrepresented student populations in the Exercise Science program, ensuring equitable access across all course modalities.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Eliminate Equity Gaps in Course Success:** Enhance outreach, recruitment, and engagement efforts to increase enrollment among underrepresented student populations in the Exercise Science program, ensuring equitable access across all course modalities. (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Enhance outreach, recruitment, and engagement efforts to increase enrollment among underrepresented student populations in the Exercise Science program, ensuring equitable access across all course modalities. (**X**)

- **Increase Equitable Access:** Enhance outreach, recruitment, and engagement efforts to increase enrollment among underrepresented student populations in the Exercise Science program, ensuring equitable access across all course modalities. (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Enhance outreach, recruitment, and engagement efforts to increase enrollment among underrepresented student populations in the Exercise Science program, ensuring equitable access across all course modalities. (**X**)

Summary of Progress or Results
Summary Date: 12/15/2024

Summary Date: 12/15/2024
Summary of Progress or Results: Planning stage
Reporting Period: 2023 - 2024
Status: Not Started
What resources, if any, are needed to achieve this goal? (Select all that apply): Supplies, equipment, and/or furniture
Action steps for this academic year.:

- **Expand Community Engagement:**

  - Following the great example of ESL, partner with local community centers to promote the Exercise Science program and bring courses to the students.

  - Increase outreach to Hispanic/Latino students for online course offerings, as they represent 41% of on-campus enrollment but only 26% in 100% online courses.

- **Tailored Marketing Efforts:**

  - Develop marketing materials that reflect the diversity of the student population and highlight the flexibility of course modalities.

  - Utilize multilingual marketing campaigns to reach a broader audience.

- **Optimize Class Modalities:**

  o Adjust class schedules and modalities based on student needs and preferences, providing a balance of on-campus, online, and hybrid courses.

  o Conduct surveys to understand barriers to enrollment in certain modalities for specific ethnic groups and address those barriers accordingly.

- **Improve accessibility for students with disabilites:**

  o Assess equipment and space for wheelchair use, visual impairment, etc.

  o Purchase equipment for students with disabilites (upper body ergometer, appropriate screen-sizes for lecture, color coded materials

  o Assess online courses for captioning, formatting, ALT text, contrast etc.

    ▪ meet with faculty to practice using accessibility checker in Canvas

Resources: culturally-relevant marketing materials in several languages, creation of appropriate surveys
Data point: Hispanic/Latino students comprise 41% of on-campus enrollment but only 26% in 100% online courses. Conversely, Middle Eastern students represent 31% in 100% online courses but only 13% on-campus.

Decrease equity gaps in retention and success in Exercise Science

Program Goal: Address modality-based enrollment disparities among ethnic groups in Exercise Science courses to ensure equitable representation across on-campus, 100% online, and hybrid (<50% online) formats.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Eliminate Equity Gaps in Course Success:** Address modality-based enrollment disparities among ethnic groups in Exercise Science courses to ensure equitable representation across on-campus, 100% online, and hybrid (<50% online) formats. (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Address modality-based enrollment disparities among ethnic groups in Exercise Science courses to ensure equitable representation across on-campus, 100% online, and hybrid (<50% online) formats. (**X**)

- **Increase Equitable Access:** Address modality-based enrollment disparities among ethnic groups in Exercise Science courses to ensure equitable representation across on-campus, 100% online, and hybrid (<50% online) formats. (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Address modality-based enrollment disparities among ethnic groups in Exercise Science courses to ensure equitable representation across on-campus, 100% online, and hybrid (<50% online) formats. (**X**)

Summary of Progress or Results

Summary Date: 12/15/2024
Summary of Progress or Results: Planning
Reporting Period: 2023 - 2024
Status: In Progress - will carry forward into next year
What resources, if any, are needed to achieve this goal? (Select all that apply): Supplies, equipment, and/or furniture
Action steps for this academic year.:
Strategies:

- **Equity-Minded Professional Development:**

  o   Share data with faculty

  o   Provide faculty with training on culturally responsive teaching practices and anti-racist pedagogies.

  o   Encourage EMTLI (1 faculty complete, 2 in progress)

- **Enhance Online Learning Support:**

  o   Improve the student experience in distance education

  o   Develop an orientation specifically for online learners to better prepare them for the virtual learning environment. Offer in multiple languages and ensure accessibility.

- **Utilize Open Educational Resources (OER):**

  o   Expand the use of OER to reduce financial barriers and make course materials more accessible.

  o   Yoga is currently creating a certificate program with 100% OER materials.

Resources needed: Equity-minded PD for ES faculty- including that which can be offered at non-traditional times so that Athletics faculty can participate.
Release time for creating an ES-wide orientation video, and funding for language interpretation to build early confidence in success and encourage participation.
Supplies/equipment: A computer with webcam for ES students to use on site so that they can complete online ES exercise courses on site.
Data Reference: In 100% online courses, African-American/Black Non-Hispanic students have a success rate of 60.53%, with an equity gap of -19.72%, and Asian students have a success rate of 72%, with an equity gap of -8.16%.

Foster an Exercise Science department culture rooted in equity and inclusion

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Program Goal: Foster a department of equity and inclusion
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Hiring and Retention of Diverse Employees:** Foster a department of equity and inclusion (**X**)

Summary of Progress or Results

Summary Date: 12/15/2024
Summary of Progress or Results: In progress
Reporting Period: 2023 - 2024
Status: In Progress - will carry forward into next year
Action steps for this academic year.:
 	
• **Meet with leadership and collaborate equity experts on campus**
 	
    o Work closely with the Dean/AD, and individuals with strong knowledge of equity to assess departmental needs, address past inequities, and develop actionable strategies that promote fairness and inclusion.
 	
• **Review norms for inclusivity**:
 	
    o Examine departmental policies (hiring practices, workload distribution, meeting norms, language, etc) to ensure equity.
 	
    o Practice a culture which respects the adjunct perspective, by including adjuncts in meetings, program discussions and scheduling decisions
 	
• **Develop ES department handbook to empower faculty**

<div align="center">2023 - 2024</div>

Program Overview and Update

Lead Author
JT Tomaschke

Dean/Manager(s)
Anthony Campbell

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.
Since the last program review, significant changes, additions, and achievements have strengthened our program. First, JT Tomaschke was appointed as the new department chair, bringing fresh leadership to the department with the creation of an Exercise Science Department Handbook. She successfully applied for and was awarded a $200,000 Acceleration Grant to create Zero Textbook Cost (ZTC) materials for two Yoga Teacher Training certificate programs (200-hour and 300-hour). Concurrently, the department has been developing the curriculum for both programs which have additional requirements as they are considered Career Education programs.
In response to increased demand and anticipated Yoga program growth, we hired two new adjunct instructors, both of which are contributing to the ZTC YTT materials. In Athletics, (which is a part of ES), we have brought back two women's teams, Basketball and Soccer and we have onboarded several new adjunct and assistant coaches, including two Olympians. Following the changes due to AB 928 and Title 5, we also successfully advocated for the inclusion of ES in the local General Education pattern.
Additionally, we launched two new courses, Pickleball and Indoor Cycling. We also revived the Care and Prevention of Injuries course and developed a Sports Psychology course, further diversifying our offerings and meeting the needs of our students.
Finally, we have reduced the number of vacancies on committees, ensuring stronger representation and participation across the department.

Assessment and Student Achievement

After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?
No

If you answered no above, please describe the department's plan to ensure SLOs are assessed every 4 years.
After looking at the SLO information, it is clear that Exercise Science is not currently on track.   To address this, we will implement the following plan to ensure timely and consistent assessment of all course SLOs moving forward:
A comprehensive color-coded SLO assessment calendar has been created and shared with the entire department to ensure every course is assessed at least once within the 4-year cycle. Each course has been assigned to a specific faculty member responsible for assessing its SLOs and reporting data.
Included is a brief blurb about what SLOs are, why they are important, as well as the link to the current ES Course Outlines, the link to the Student Learning Outcome Assessment Entry Form, the Outcomes and Assessment webpage, and the contact information for our SLO Co-Coordinators in case faculty need some help.

 At the beginning, middle and end of each semester, the chair will review progress on assessments and check in with colleagues, and find out if and where support is needed.

Which courses have not been assessed in the last 4 years?

Student Learning Outcome Assessment								
Faculty Member	Semester to Complete	ES Course Outlines	Course Name	SLO 1 Last Assessed	SLO 2 Last Assessed	SLO 3 Last Assessed	SLO 4 Last Assessed	SLO 5 Last Assessed

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JT	FA 24	ES 001	Adapted Physical Exercise	Spring 2014	Spring 2014	-	-	-
Skvarna	FA 24	ES 008A	Beginning Indoor Cycling	Never	Never	-	-	-
Skvarna	FA 24	ES 008B	Intermediate Indoor Cycling	Never	Never	-	-	-
Skvarna	FA 24	ES 008C	Advanced Indoor Cycling	Never	Never	-	-	-
Ratto	FA 24	ES 019A	Beginning Physical Fitness	Fall 2020	Fall 2020	Fall 2020	Fall 2020	-
Ratto	FA 24	ES 019B	Intermediate Physical Fitness	Fall 2020	Fall 2020	Fall 2020	Fall 2020	-
Ratto	FA 24	ES 019C	Advanced Physical Fitness	Summer 2014	Summer 2014	Summer 2014	Summer 2014	-
Wilson	FA 24	ES 024A	Beginning Fitness Boot Camp	Never	Never	-	-	-
Wilson	FA 24	ES 024B	Intermediate Fitness Boot Camp	Never	Never	-	-	-
Wilson	FA 24	ES 024C	Advanced Fitness Boot Camp	Never	Never	-	-	-
Regas	FA 24	ES 060A	Beginning Badminton	Never	Never	Never	-	-
Regas	FA 24	ES 060B	Intermediate Badminton	Never	Never	Never	-	-
Regas	FA 24	ES 060C	Advanced Badminton	Never	Never	-	-	-
Wojo	FA 24	ES 061A	Beginning Pickleball	Never	Never	Never	-	-
Wojo	FA 24	ES 061B	Intermediate Pickleball	Never	Never	-	-	-
Wojo	FA 24	ES 061C	Advanced Pickleball	Never	Never	-	-	-
Miller	FA 24	ES 076A	Beginning Tennis	Never	Never	Never	-	-
Miller	FA 24	ES 076B	Intermediate Tennis	Never	Never	Never	-	-

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Miller	FA 24	ES 076C	Advanced Tennis	Never	Never	-	-	-
Wojo	FA 24	ES 155A	Beginning Basketball	Fall 2019	Fall 2019	Fall 2019	Spring 2014	-
Wojo	FA 24	ES 155B	Intermediate Basketball	Fall 2019	Fall 2019	Fall 2019	Spring 2014	-
Wojo	FA 24	ES 155C	Advanced Basketball	Spring 2014	Spring 2014	Spring 2014	Spring 2014	-
Wojo	FA 24	ES 170A	Beginning Soccer	Fall 2019	Fall 2019	Fall 2019	Spring 2015	-
Wojo	FA 24	ES 170B	Intermediate Soccer	Fall 2019	Fall 2019	Fall 2019	Spring 2015	-
Wojo	FA 24	ES 170C	Advanced Soccer	Fall 2019	Fall 2019	Fall 2019	Spring 2015	-
Ratto	FA 24	ES 175C	Advanced Volleyball	Fall 2020	Fall 2020	Fall 2020	Fall 2020	-
Wilson	FA 24	ES 180	Self Defense for Women	Never	Never	Never	Never	-
Wiley-Gatewood	FA 24	ES 206	Intercollegiate Basketball	Fall 2013	Fall 2013	Fall 2013	Fall 2013	Fall 2013
Seaman	FA 24	ES 209	Intercollegiate Cross-Country	Fall 2013	Fall 2021	Fall 2022	Fall 2022	Fall 2022
Klein	FA 24	ES 213	Intercollegiate Golf	Spring 2014	Spring 2014	Spring 2014	Spring 2014	Spring 2014
Hiatt	FA 24	ES 218	Intercollegiate Soccer	Fall 2013	Fall 2013	Fall 2022	Fall 2022	Fall 2022
Wojo	FA 24	ES 250	Introduction to Kinesiology	Fall 2014	Fall 2014	Fall 2014	-	-

If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

Unfortunately, under previous leadership, faculty were not provided with clear expectations about why assessments are necessary, how they benefit student learning, or how they align with accreditation standards. This lack of direction has contributed to the current delays in assessments. As a result, there are currently over 30 courses which need to be assessed.

Additionally, the regular course outline updates have not been communicated to faculty teaching those courses, leaving some completely unaware of the need to adjust their syllabi to reflect changes. Upon review of syllabi this semester, it is apparent that several faculty members - most of whom, but not all, are adjunct- have
been using and distributing syllabi with outdated and incorrect information for our courses. This has ranged from the course descriptions from other colleges, to SLO's from a decade ago.

Though a previous chair had spent time on showing how to enter information, there has not been a comprehensive discussion of the process from the ground up. Exercise Science has 16 faculty, of which about half only teach courses associated with their Intercollegiate Athletic Team. Due to their unique and demanding roles, often coaches have been treated simply as coaches, but not with the expectations of faculty members. As the coach culture has been in place for years, a shift will need deliberate attention from the chair, Dean, and coordinators who contribute to outcome success.

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Our area would absolutely benefit from outcomes and assessment support.

Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

To my knowledge there haven't been any outcome assessment projects worked on within the last several years. However, equitable assessment strategies are being employed on an individual basis by faculty passionate about practicing equity in the classroom.

- JT Tomaschke uses multiple methods to assess fitness concepts. For example, students can name equipment for specific muscle development, draw an example, or physically demonstrate how to perform the exercise.

- Laura Ratto offers student choice in how to demonstrate their learning by offering assignments on different topics which the students can choose their own adventure based on their interests and curiosity.

These faculty have completed or are currently participating in Equity-Minded Teaching and Learning Initiative (EMTLI), Student-Success and Equity Council (SSEC), The Summer Institute (TSI), among other initiatives to learn and implement culturally-responsive practices with the goal of closing equity gaps.

Additionally, Laura Ratto, who is also the representative on the Outcomes and Assessment Committee, has volunteered for a workgroup to develop a process for incorporating Diversity, Equity, Inclusion and Accessibility/Antiracism (DEIA) in the review of COR. She has also communicated with the chair regarding brining in one of the OAC co-chairs to hold a SLO-specifc workshop so that it can be set-up in Canvas.

Student Achievement

Please discuss any equity gaps in access or success.

ACCESS

Relative to college-wide data, Exercise Science

- has 1% more female students

- has 3% fewer Hispanic/Latino students, 4% more White students, and 2% more Middle Eastern students

- has 8% fewer students under 20 years old, and 4% more students 40 and over

- has 11% more students with the Educational goal of Degree only and 8% fewer students pursuing Other

- has **15% more full-time students**

Retention

Of all student groups with more than 10 students enrolled, Exercise Science is experiencing equity gaps in the Retention rate in the Multiple Races/Ethnicities and African-American/Black Non-Hispanic groups.

- **Multiple Races/Ethnicities**:

  o Retention Rate: **81%**

  o Gap: **9 percentage points** below the reference group.

- **African-American/Black Non-Hispanic**:

  o Retention Rate: **78%**

  o Gap: **12 percentage points** below the reference group.

Success

Of all student groups with more than 10 students enrolled, Exercise Science is experiencing equity gaps in the Success rate of ALL groups!

- **Asian**:

- o Success Rate: **79%**, Gap: **5%** below the reference group.

- **Hispanic/Latino**:

  - o Success Rate: **79%**, Gap: **5%** below the reference group.

- **Middle Eastern or North African:**

  - o Success Rate: **77%,** Gap: **7%** below the reference group.

- **Multiple Races/Ethnicities**:

  - o Success Rate: **77%,** Gap: **7%** below the reference group.

- **African-American/Black Non-Hispanic**:

  - o Success Rate: **68%**. Gap: **16%** below the reference group.

What action will the department or discipline take to address these equity gaps?

Action Plan for Addressing Equity Gaps in Exercise Science

First, equity data findings will be shared with faculty during department meetings to raise awareness and discuss solutions. Faculty will also receive individualized summaries of their data to reflect on and refine teaching practices. The department will actively promote equity-minded practices, including participation in the **Equity-Minded Teaching and Learning Institute (EMTLI)** and other professional development programs focused on culturally responsive teaching. Inclusive programming and events will also be developed to foster a stronger sense of belonging among underperforming groups.

Retention initiatives should focus on supporting African-American/Black Non-Hispanic and Multiple Races/Ethnicities students, but we may need to collect more data in order to understand what the barriers are to within our area.

To gain deeper insights, the department chair will disaggregate data to analyze differences between the general Exercise Science population and Athletics students. If necessary, the chair will work with the Athletic Director/Dean to develop additional interventions may include establishing an **Athletics-wide study hall** and collaborating with the **athletic counselor** for targeted guidance.

Finally, retention and success data will be monitored regularly to assess the effectiveness of any interventions and will be discussed at future meetings. These efforts aim to create a more inclusive environment to encourage faculty buy-in to support equitable outcomes for all Exercise Science students.

Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.

Exercise Science Enrollment Changes 22-23 to 23-24

- + 8% enrollment (119)

- 75% (89) of the increase is from male students

Gender

- Female: - 2.79%, to represent 55.86% of ES

- Male: + 2.53%, to represent 43.2% of ES

Race/Ethnicity

- Middle Eastern or North African: + 5.44%, to represent 24.56% of ES

- White: - 4.67%, to represent 27.18% of ES

Educational Goal
- + 4.18% Degree Only students, to represent 26.87% of ES

Full Time/Part Time Status
- + 4.86% Full-Time students, to represent 61.22% of ES

What has this data revealed about the progress of the program review goals you set?
As the program review goals from the prior year were set incorrectly as action items, the data cannot be used to evaluate progress.

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?
As chair of the Exercise Science Department, I can encourage Regular and Substantive Interaction (RSI) by providing guidance during department meetings, and sharing resources and best practices for online instruction. I promote the use of varied instructional methods, such as discussions, timely feedback, announcements in Canvas to ensure quality student engagement. However, as there seem to be no professional consequences for non-compliance, participation is up to the individual instructor. It would be helpful if we could choose not to give online courses to faculty who fail to comply with RSI and ADA requirements.

Program Goals

Program Goals Status
Updated progress on my previous goals & added new.

Program Goals Mapping
Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.
Yes - Response complete and ready for review