

Program Overview	
Program:	Kinesiology
Does this program have a CTE component?	Yes
Academic Year:	2020/2021
Review Period:	6 Year

A. Description and Goals

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The word kinesiology comes from the Greek word kinesis, which means “to move.” Kinesiology is the study of the art and science of human movement. At SMC, the discipline of kinesiology is dedicated to the study of human movement and physical activity as it relates to intercollegiate and recreational sport, health studies, aquatics, self-defense, and fitness training. Students will develop skills that will prepare them individually for transferring or employment in the Kinesiology field.

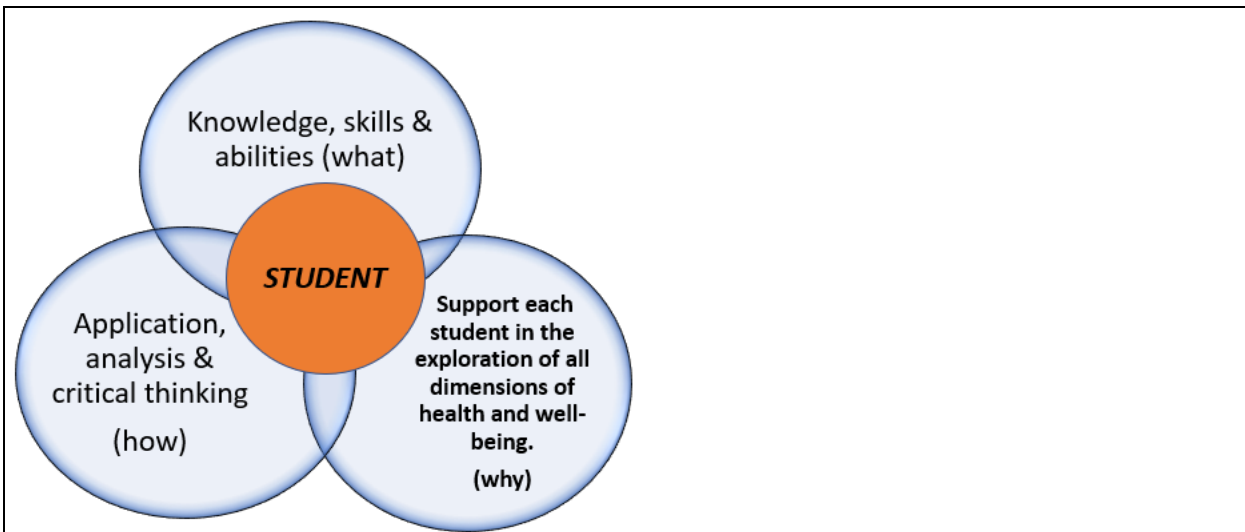
Through a wide variety of academic, individual and group activity, recreation and athletic course offerings students will have the opportunity to develop knowledge, skills and abilities that can be translated throughout their lives. In the Kinesiology program at SMC, it is the intention of the faculty and staff to facilitate self-awareness and social skills such as collaboration and communication as students are actively engaged in their environment.

The Kinesiology faculty and staff at SMC strive to design and facilitate courses that provide opportunities to apply the knowledge, skills, and abilities at all stages of the learning journey. The objective of applied experience is for students to identify their own meaning of the information as well as how it applies as a tool in their experience.

Competencies such as analysis and critical thinking apply in all facets of life. These skills are key elements of this applied experience and takes place in collaborative and competitive environments which require self-regulation, social skills such as communication, empathy, and self-awareness.

Through the platform of Kinesiology courses at SMC, students will have access to an environment that offers something for everyone. This intent of this environment is to support a holistic (whole being) model. This approach acknowledges that the definition of health and wellness is dynamic and individualized.

The dimension of health and well-being include but are not limited to physical, mental, emotional, spiritual, occupational, cultural, and social. The vision is that the student is empowered to apply and continue to build on what has been initiated throughout their journey.



The Kinesiology department serves approximately 2,500 students each semester (on average over the past 3 years) and these students take classes in four general areas. To help provide our students with a safe, inclusive, and dynamic learning environment that encourages personal and intellectual exploration, Kinesiology offers classes in four different areas: Kinesiology PE (KIN PE), Health (HEALTH), Professional Courses in Kinesiology (PRO CR), and Varsity Intercollegiate PE (VAR PE). We use these classes to help support each student in the exploration of all dimensions of health and wellbeing. Our AA-T in Kinesiology and AA in Athletic Coaching provide our students with knowledge, skills and abilities through application, analysis and critical thinking.

Our four main groupings of courses can be further broken down by how they help our students achieve. Our Pro CR classes help facilitate students in both our AA-T and AS degrees with professional development training for specific fields that the students are interested in. The Health classes offer courses that satisfy the CSU GE Breadth E while giving our students knowledge and an understanding of their personal health as well as first aid, CPR, and AED training. Our VAR PE courses host our Athletics programs training classes for sports that are in season and out of season.

Our largest grouping of classes is our KIN PE courses and these courses cover a wide range of both academic and activity courses for students. The classes can fit into six different categories:

- Student Recreational Courses (Rock Climbing, Surfing, Team and Individual Sports, etc.)
- Student Fitness Courses (Weights Training, Circuit Training, Fitness Labs, etc.)
- Yoga & Pilates Courses
- Aquatics Courses (Pool Based Courses)

- Personal Safety Skill Development and Fitness Courses (Self-Defense, Boxing for Fitness, Wushu/Kung Fu)
- Major & GE supporting Courses (Sports Psychology, Exercise Physiology, Lifetime Fitness)

These KIN PE classes make up on average 68% of the course load in the Department, with over half of that being student recreational courses and student fitness courses. These courses provide our department with an avenue to reach a wide number of students from all departments on campus and give us the opportunity to help support their health and wellness during their studies here at SMC. Our department provides an inclusive learning environment and encourages all our students in their personal and intellectual exploration. We challenge them daily and help them to gain confidence and self-discipline. As a result of their experience in our classes we know we are contributing to their overall welfare and enhancing their ability to learn and grow as a student at SMC.

The department also supports the Sunday CoRec program. This program began in the Kinesiology department in the 1960's and is now offered through Community Service. We staff the facility and supervise the use of our equipment. CoRec provides hundreds of people every Sunday with the opportunity to play basketball, table tennis and badminton. People from all over our community, of all ages come to participate. Some of our faculty volunteer and give table tennis instruction and coaching. The SMC table tennis team has come from this program. The team has many exceptional players.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

Goals of our department include:

- To contribute to the development of our students' potential in all aspects of their life through physical fitness, health, wellness, and a positive self-concept. (Personal Attributes, ILO 1 – Analytic and Communication Skills, ILO 2)
- To teach our students the value of lifelong fitness and provide them with the knowledge and skills to live long healthy lives. (Analytic and Communication Skills, ILO 2 – Authentic Engagement, ILO 5)
- Prepare students for transfer and completion of a four-year college/university degree. (Personal Attributes, ILO 1 – Authentic Engagement, ILO 5)
- Facilitating students working to earn an AA in Kinesiology/Physical Education. (Personal Attributes, ILO 1 – Authentic Engagement, ILO 5)
- Provide students with the education and training to coach through our certification program (Personal Attributes, ILO 1 Analytic and Communication Skills, ILO 2)

- Support our student-athletes and competitive teams through our course offerings (Personal Attributes, ILO 1 – Analytic and Communication Skills, ILO 2 – Applied Social Knowledge and Values, ILO 3)
- Grow the number of full-time faculty to better serve our students. (Supportive Collegial Environment)

Our faculty and staff challenge our students in an inclusive learning environment. We educate and inspire them to develop skills, make mental and physical changes and appreciate the value of lifetime activity. Through this experience we help them to gain self-confidence and self-discipline that can be transferred to all aspects of their lives. Our faculty and staff both strive to help our students become responsible and contributing members of our global society. In doing so, we support SMC's mission that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

Please see the italicized references in question 2 above.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

Not applicable.

B. Populations Served

All Disciplines (answered once)

1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes.

When looking at the ethnicities of the Kinesiology and Athletics department our department has seen a slight dip in Asian, Black and LatinX students over the past 6 years. However, our percentage of white students has remained the same. It would be hard to pinpoint a direct cause because our unreported percentage is up almost 10%.

Our last six-year review noted that the gender split was 52% male and 48% female. By 2015 our gender gap grew to a 45/55 split between female and male. By 2019 female students accounted for 49% of our enrollment bringing our split back closer to 50/50.

Ethnicity:

Ethnicities	2015 Kinesiology	2019 Kinesiology	2019 Campus Wide
Asian	10%	8%	10%
Black	14%	11%	8%
LatinX	47%	42%	37%
Native American	0	0	0%
Pacific Is.	0	0	0%
White	19%	19%	31%
Unreported	5%	14%	10%
Two or More	4%	5%	4%

Gender:

Gender	2015 Kin	2019 Kin	2019 Campus Wide
Female	45%	49%	56%
Male	55%	50%	43%

Age:

Age	2015 Kinesiology	2019 Kinesiology	2019 Campus Wide
19 or Less	38%	40%	30%
20 to 24	45%	38%	37%
25 to 40	14%	17%	24%
40+	3%	6%	15%

Residency Status:

Residency Status	2015 Kin	2019 Kin	2019 Campus Wide
California	80%	79%	83%
Foreign Country	12%	13%	9%
Out-of-State	7%	7%	8%

Education Goal:

Education Goal	2015 Kin	2019 Kin	2019 Campus Wide
AA/AS	2%	4%	4%
Transfer	84%	79%	64%

Unreported	4%	5%	12%
All other categories			

Enrollment Status:

Enrollment Status	2015 Kin	2019 Kin	2019 Campus Wide
Continuing	62%	61%	56%
First Time Transfer	9%	8%	12%
First Time in College	23%	24%	19%
Returning	6%	6%	11%

Full Time/Part Time Status

Unit Load	2015 Kin	2019 Kin	2019 Campus Wide
Full-Time	57%	59%	35%
Part-Time	43%	41%	53%
Noncredit	N/A	N/A	10%

Reference the Charts for the data mentioned here. All of the information came from the Precision Campus Institutional Research.

2. Compare your student population with the college demographic. Are your students different from the college population?

When looking at the charts above there are a few differences of note. When reviewing the ethnicities, our department has a greater percentage of Asian, Black and LatinX students than the campus. Also, our white identified students' percentage is more than 10% lower than the campus wide population.

The average course/unit load of our students was significantly different from the rest of campus. In 2019 our department's students were enrolled as full-time students at a rate of almost 25% more than the rest of campus. This is likely due to our department's hosting of the Athletic program. Student-Athletes are required to maintain a minimum 12 credits in the semester of their competition and complete 24 credits per year. This ensures that most of those students maintain full-time student status in both the fall and spring semesters.

Another major difference between our department and the rest of campus is the 10% increase in students aged 19 or less. Kinesiology has a total of 40% of students in the 19 or less age bracket,

while the campus wide total is 30%. This can be attributed to the Athletics programs recruiting high school students in their senior year. The SMC Promise grant in addition to the California Promise was a well-received recruiting tool in the spring and summer of 2019 leading up to the Fall 2019 semester. Over all 78% of our students are aged 24 or less, while the campus wide number in 2019 was 67%.

The campus has grown the percentage of female students to 56% while we have only grown to 49%. The largest contributor to that percentage is the VAR PE classes. Those classes are the courses that enroll the intercollegiate student-athletes for our athletic teams during the season of competition and some of the off-season training. In the Fall of 2019, there were 212 males and 107 females. Included in that number are double enrolled athletes that are competing in a sport and taking a varsity strength and conditioning class.

3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.

Not Available.

C. Program Evaluation

All Disciplines (answered once)

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

SLOs are specific, measurable statements of □ what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

For our six-year review we wanted to focus on how our SLOs contribute to the ILO #1 Personal Attributes. In our effort to teach our students about lifelong health and wellness, we wanted to look at our SLOs to ensure we are helping students acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity. We work with our staff to make sure we are actively engaging our students through our department SLO: "Through the department's active instruction, Kinesiology students will be prepared to choose and participate in activities for a lifetime of fitness and wellness. Students will achieve and maintain a health enhancing level of physical fitness through strategic goal planning."

2. Describe how the program assesses SLOs and uses the results for program improvement including:

- how outcomes are assessed and how often
- how and when the program or discipline reviews the results and engages program/discipline faculty in the process

Outcomes of the SLOs are officially assessed at the end of each course, however many instructors said that they will periodically go through them mid-semester with students. It was found that the movement to online classes helped facilitate the mid-semester highlighting of the SLOs and course objectives for each course.

Our department has reviewed and discussed SLOs each year during flex activities. As part of our six-year review this year each instructor was assigned their own courses to review. We sent out a questionnaire to the whole department that prompted them to review each course for any necessary changes to the courses they teach. During each department meeting we held during the year, we discussed parts of the program review and it included a meeting where we discussed what SLOs mean to our department and program to help us drive our discipline forward.

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.

Our Primary degree is our AA-T in Kinesiology. The core competencies students are expected to achieve on completion are:

1. An understanding of the study of human development, anatomy, physiology, mechanics, and motor learning.
1. An understanding of stressors—both positive and negative—that govern human performance.
1. Students will be able to discuss exercise, nutrition, and techniques used to achieve health and wellness. Students will also develop and integrate the concepts and principles from each subdiscipline to understand the complexity of the human body.

Our department also issues an Athletic Coaching certificate and an associate degree in Athletic Coaching. The core competencies students are expected to achieve on completion are:

1. The knowledge and expertise to train an athlete or team including the ability to run a safe, efficient practice or training session.
1. An understanding of the basics of exercise physiology, sports injuries, and sport psychology and how they tie into the preparation of an athletic team. This includes the basic mental and physical aspects of sports and training.
1. An understanding of offensive and defensive strategies in team sports.

Our capstone class is PRO CR 19: Field Experience. Students in this class serve as a teacher's assistant in a beginning level activity class. They work with the instructor and learn about planning, teaching skills and running a practice. They have a chance to try out their plan and run drills while consulting with the faculty member. The faculty member oversees the student while he or she works with the students. This gives the students in the certificate program, a hands-on opportunity to teach and coach under the guidance of a faculty member.

4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

Our department has used surveys created through the Microsoft 365 suite to poll our students on many items. Recently we have polled the students for data related to ethnicity, educational goals and our class offerings. We also use the Precision Campus data to help us track our numbers from semester to semester.

Six years ago, we looked at offering more evening classes to try to maximize the space we have. Since that time, we have opened the Core Performance Center which has greatly allowed us to expand our offerings without reaching into evening classes as much as we had anticipated.

When comparing performance by group we considered students who received a C or higher as the passing grade.

Male: Pass 91.5%

Female: Pass 92.4%

When looking at ethnicities the Asian, Latinx, Native American, Two or more, unreported, and White groups all passed at a rate higher than 90%. Black students passed at a rate of 88% and Pacific Islander passed at a rate of 69%.

Data on the pass rates came from the Precision Campus Institutional Research.

5. If applicable, discuss achievement rates on state licensure exams.

Not Applicable.

6. Career Technical Education (CTE) programs are required to have active industry advisory boards which meet at least once a year. (Attach minutes from each meeting since the last program review report). List advisory board membership, how often it meets, and indicate involvement with the program.

Not Applicable.

7. Describe any program response to advisory board recommendations. Give specific examples.

Not Applicable.

D1. Objectives

Continue to create multiple levels for sports and fitness classes that currently have only one or two levels (Water Polo, Track and Field, Boxing for fitness, self-defense, and an intermediate level for the Fitness Center: Kin PE 10)

Status: In Progress

Comments:

Water Polo has been completed, submitted and approved, and offered. Two levels of Track & Field have been submitted, approved and are expected to be offered in fall 2021. The self-defense second level course has been created. The department recently approved two more levels of Pilates and will submit them this semester. The other classes progress was halted as the department shifted all focus on getting our classes approved for DE.

Continue to investigate the discrepancies between our department statistics and the College's with regards to the lack of females in our team sports and Weight Training classes.

Status: In Progress

Comments:

Data from Precision Campus: When looking at spring semesters our numbers of females in the beginning and individual weightlifting classes grew significantly since our last review. The Spring of '19 Kin PE 11A (Beginning Weightlifting) courses were 50% male and 50% females. The Intermediate and Advanced Weightlifting classes did not share the same percentage with them being increasingly more male dominated in enrollment.

We did conduct a survey of our students to ensure we were meeting their wants and needs for courses that fit their goals. And when looking at KIN PE 19E (Pilates,) the course has been over 90% female enrollment. We have begun to use our social media presence to better advertise our different and varying types of fitness classes to make sure students are more aware of the possibilities and options we can help provide for their fitness goals.

Begin to research the data necessary to support the addition of new AA degrees and certificates. We have begun to discuss the addition of a Sports Management degree/certificate, Aquatics training certificates, Yoga Teacher, Personal Trainer certificates, and others.

Status: In Progress

Comments:

Many peer colleges offer students more academic disciplines and degree options within their Kinesiology related departments. We want to explore how we can grow our department responsibly to create the best environment for our students.

Continue to create multiple levels of our fitness courses to address the repeatability of our courses. Pilates is extremely popular. We are planning to add three more levels so students can continue to take part in this activity. We recently created two levels of Pickle Ball and are planning to offer it for the first time in Fall 2021. We will need two more levels. Also, "Boxing for Fitness" has been popular with our students. This also needs more levels to enable students to continue with this exercise.

Status: In Progress

Comments:

This is a continuation of previous year's objectives.

Develop a systematic and streamlined way to track our curriculum updates on an annual basis.

Status: In Progress

Comments:

This came from our review process when we noticed that some courses had not been reviewed or updated since our last six-year review.

Develop a list of potential Department name changes to better reflect and market our role on campus and SLO.

Status: In Progress

Comments:

Community colleges from around the state of California that offer the same courses our Kinesiology departments offer have over 70 different department names. We want to rename our department to a name that potential students will recognize and understand. If they understand the potential jobs that our department can lead them towards, we will have a better opportunity to enroll students.

Explore options to increase access for students to our fitness center. Hybrid courses with flexible time options to complete required hours or open hours in the Fitness Center for students to complete their required time.. This might include opening the facility in the evenings and/or weekends.

Status: In Progress

Comments:

Students have expressed a desire to use the fitness center while they are on campus. However, for liability reasons current use is limited to students enrolled in specific classes. This does not

allow for an "open gym" type of weight room environment. We want to explore ways to allow for some open hours that are available for students to use the facility.

D1. Looking Back

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

Prior to the COVID shutdown, our department had maintained a steady enrollment of an about 2,500 students. However, from 2014 to 2019 the number of degrees and certificates grew from 9 per year to 46. That number dropped again to 26 in the year 2020. We look forward to growing those numbers back up as we return students to campus.

In the past 6 years, the department has seen the number of our Full-Time faculty double to eight. Adding full-time members to the department was a goal of the previous six-year review. Of the four new hires three were hired as Instructor/Head Coaches and one was hired as an instructor only.

The SMC Track and Field team and the Athletic Department hosted two track meets (the 1st Annual Santa Monica Classic Invite 2020 and the WSC Prelims meet in 2018) to bring interest to our campus and to give potential students and opportunity to visit and experience our campus in a positive way.

Over the past year we have written and received approval for multiple levels of the following new courses: Pickle Ball and Wushu (Kung Fu), as well as more levels of water polo, softball, track and field. Multiple levels of our courses enable students to continue their activity/sport throughout their career at SMC. It also serves our intercollegiate student-athletes as the added levels allows them to continue to train for and play their sport for their two years at SMC. We also just passed within the department, 2 more levels of Pilates - which should be moving on to the curriculum committee in the coming months.

With our International Students office, we expanded the "packaged program" (formally called "Gateway") to a two-semester program where the F-1 students earn their certificates in Athletic Coaching. Numerous students from Sweden and Norway enrolled in our program to become personal trainers. After finishing our program, many take the ACE Personal Trainer exam. We have been told that they have had a high percentage rate of passing the exam. This certification is accepted in many other countries.

We continue to work with the Sunday CoRec (Coe/Community Recreation) program and as of this year, have taken over the management of it. This program provides basketball, badminton, and table tennis to hundreds of people each Sunday. We oversee the facility, equipment, and staffing for CoRec.

Our department oversees the SMC intercollegiate table tennis team. This team is the product of our classes and the CoRec program. This year we hosted two intercollegiate tournaments (Nov. 11, 2019 and Feb. 1, 2020). SMC is the only community college team that competes in these

competitions. UCLA, UCI, UCSB, USC, ASU, CSUN, Cal Poly SLO, and many more 4-year universities took part in these events.

We hosted the U.S.A. Olympic Trials for table tennis. Feb. 26 – March 1, 2020. This event was run by U.S.A. Table Tennis and the U.S.O.P.C. Athletes from all over the United States competed for six spots on the 2020 (Now 2021!) Olympic team.

Faculty Member Matt Hank hosted the NSCA Southwest regional conference in 2019 on our campus. He used out Varsity Weight Room and Track and Field facilities for the conference.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

The department has used Lottery funds each semester to cycle in new equipment to be used by students. This helps ensure our students continually have access to high quality and safe equipment when exercising with our department.

A walking for fitness class was recommended in the executive summary and the course has been completed was offered for the first time in 2020.

Our timetable to develop multiple levels of courses for specific sports and activity classes was progressing well until the Spring of 2020. When the move to distance learning was undertaken the bulk of the curriculum writing was spent on converting courses to DE. While we were able to get some of the classes updated, we still have a few more that we would like to complete to address the repeatability issues.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

Not Applicable

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

Not Applicable

5. Describe departmental efforts to improve the teaching and learning environment.

All our faculty were offered the opportunity to take a refresher course to maintain their American Red Cross CPR, AED and First Aid Certifications at the department flex day fall 2019. These certifications are advised for all of our instructors. Courses usually run more than \$45. If a faculty member needed the new card, they were able to get it for \$8 at our session. (This is the processing fee for the American Red Cross.) The staff also participated in a staff bonding event during the spring 2020 department flex day, during which one of our instructors

led a Rock-Climbing Safety course for our department on our new Rock-Climbing wall in the CPC.

Most of our faculty attend clinics and workshops to stay current in their fields. Many of our instructors take classes and study their subject matter outside of SMC. Two of our head coaches in the Athletic department completed their Master's degrees, one of our instructors completed her Doctorate and many others have completed continuing education credits. In addition to the continuing education credits, most of our department took part in classes, educational courses and individual trainings during the year 2020 to update our department's ability to conduct classes online.

Each of our department meetings has time for instructors to discuss and tips and pointers to the other faculty for anything classroom related. Our department chair will ask one faculty member ahead of time to prepare a quick lesson to help our faculty. Most of these sessions this past year have been related to online content. The online platform was new to many of our staff, as most of our classes were only offered on ground in the past. Prior to the DE move one of the meetings led to follow up work that resulted in one of our department members creating a standard syllabus for our activity courses.

During the move to remote learning, we have set up numerous meetings between faculty members to discuss what we have learned from the DE environment. The use of Canvas was rare in our activity courses prior to moving our classes to DE. Now faculty have shared how we can be more effective in our sharing and transparency of documents, quizzes, attendance and participation, subject material and more. Previously, if an activity class met outdoors and an instructor wanted to use digital media or use some classroom resources the instructor could email it to students or reserve an indoor classroom. Now, the possibilities have been opened up by the departments learning of the extent that Canvas and our DE platforms can help us serve our students.

6. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.

Faculty member Kas Metzler offers review sessions for KIN 3 and practicum sessions for PRO CR 25 each semester along with additional learning opportunities. She also hosts Cool Careers each Spring which brings in professionals from related industries to interact with students.

7. Describe any grants, VTEA, or other funding received since the last review [in the past year] and how it was used to improve the program.

We were awarded a grant for a fellowship to pilot an internship experience for the personal training students to work with (initially) staff and faculty in an 8-week program of assessment and design in the SMC fitness center. However, it was not fulfilled due to COVID and we will re-apply this May.

8. Describe faculty engagement in activities, training, or professional development to remain current with industry trends.

Our faculty and staff are engaged in multiple professional associations that help drive their respective fields. These associations host and promote many different large conventions, smaller local clinics and instructional/educational sessions, and provide networking within the field amongst peers at other colleges and universities.

D2: Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

When the department looked at the Precision Campus data, we decided to investigate the prospect of adding more AA degrees and certificates. We are aware of a few specializations that could be stand-alone certificates. These would help our students as they enter the job market.

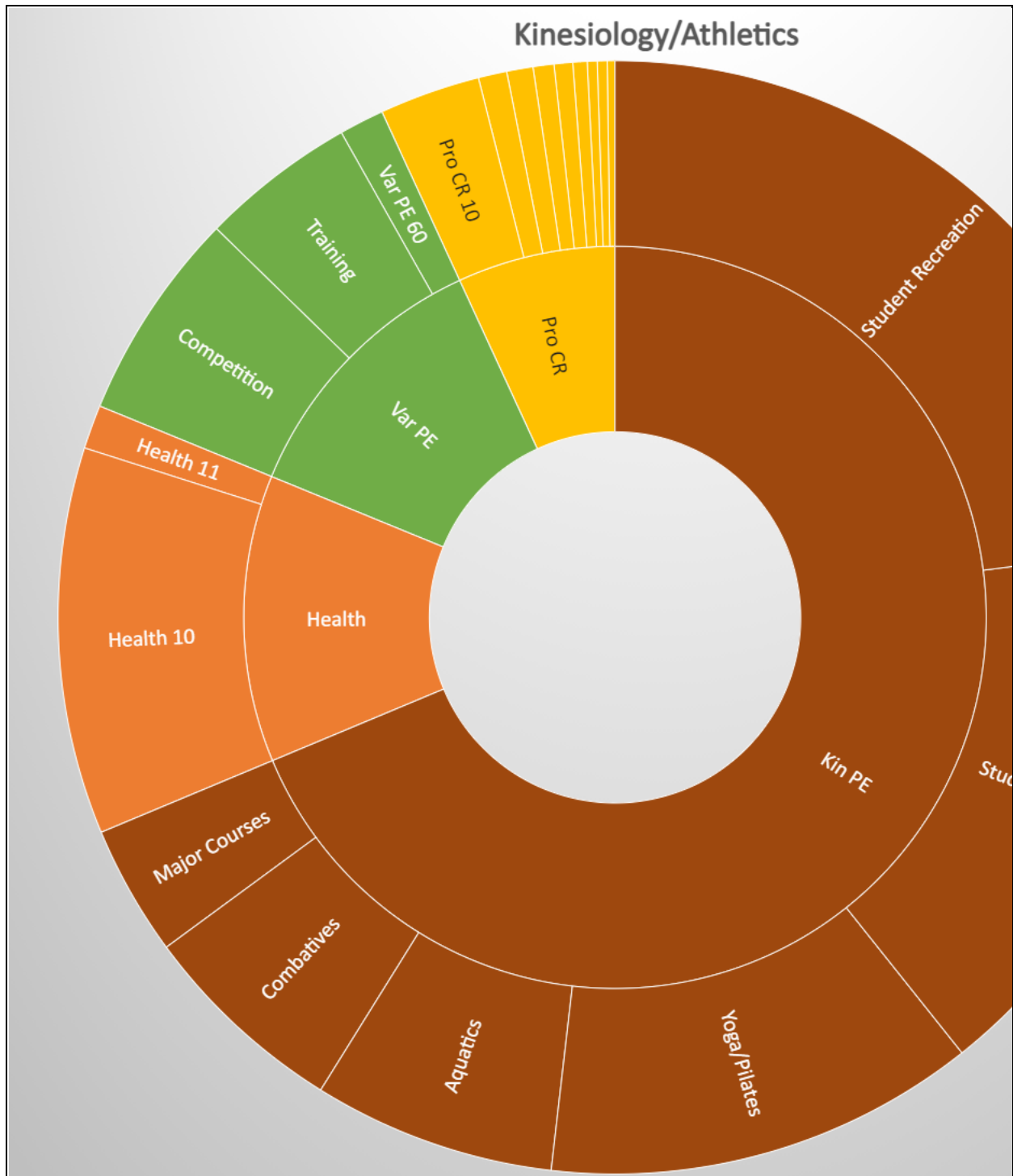
We have become aware of the difficulty students have finding our classes in the class schedule and catalog. Our course offerings are in four separate locations. They are listed under: Health, Kinesiology/P.E., Professional Courses and Varsity P.E. classes. We feel that centralizing all our courses, would help students trying to enroll as well as increase our enrollment numbers.

We need to create a more visible presence on the SMC.edu webpage. Two ways to do are to this add specific job-related degrees and certificates and to potentially change our department name to match the current and modern names of peer departments around the state. This would help students find us!

The need to grow our department has taken on a sudden urgency after the COVID 19 crisis. In the Fall of 2019, our department offered over 160 sections of courses and with the move to a remote learning environment the Fall of 2020 resulted in our department offering only 60-70 sections. Of those courses approximately 25% were related to our varsity athletic teams. Multiple full-time faculty members have not been teaching at a full load, with one new faculty member falling under the 15 LHE requirement all three semesters of the DE transition.

Our department's four main categories of courses were weighted by enrollment as follows Kinesiology PE Classes (68%), Health Classes (14%), Profession Courses in Kinesiology (7%), and Varsity PE classes (11%). See Appendix XX. The fall of 2020 saw our student enrollment drop over 57% (1400 students) and changed that weighted dynamic to Kinesiology PE Classes (39%), Health Classes (33%), Professional Courses in Kinesiology

(13%), and Varsity PE courses (15%.) Part of our plan to bring students back to our courses when we return is to bring a better awareness to professional fields and jobs that can be reached by taking courses and earning degrees and certificates in the Kinesiology field.



As a department we need to demonstrate our long-term purpose and usefulness to students. Doing that will help us return our department to the size it was just 15 months ago. Once the students enroll in our courses, we know they will see the value that we add and can bring to their lives. However, we must get them to recognize it during the enrollment process. Our branding and marketing of the department's courses, our department's SLO and our

faculty's commitment to the student's health and wellbeing will be how we achieve this. This will be demonstrated in some of the Coming year's Objectives.

D2: Objectives

Objective #1.

Objective: Continue to create multiple levels for sports and fitness classes that currently have only one or two levels (Water Polo, Track and Field, Boxing for fitness, self-defense, and an intermediate level for the Fitness Center: Kin PE 10)

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #2.

Objective: Continue to investigate the discrepancies between our department statistics and the College's with regards to the lack of females in our team sports and Weight Training classes.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #3.

Objective:

Begin to research the data necessary to support the addition of new AA degrees and certificates. We have begun to discuss the addition of a Sports Management degree/certificate, Aquatics training certificates, Yoga Teacher, Personal Trainer certificates, and others.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Other Factors

This is based on the discussions of the department in our effort to continue to improve the student experience in our department.

Timeline and activities to accomplish the objective: Six months to assemble required data and six months to complete the curriculum approval process.

Describe how objective will be assessed/measured: We will assess this objective by the completed addition of new degrees and certificates. We will use student satisfaction surveys and can use exit surveys when students complete the capstone experience.

Comments: Many peer colleges offer students more academic disciplines and degree options within their Kinesiology related departments. We want to explore how we can grow our department responsibly to create the best environment for our students.

Objective #4.

Objective:

Continue to create multiple levels of our fitness courses to address the repeatability of our courses. Pilates is extremely popular. We are planning to add three more levels so students can continue to take part in this activity. We recently created two levels of Pickle Ball and are planning to offer it for the first time in Fall 2021. We will need two more levels. Also, "Boxing for Fitness" has been popular with our students. This also needs more levels to enable students to continue with this exercise.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

Other data or observed trends

External Factors:

Timeline and activities to accomplish the objective: We have observed a need from the students to offer more levels to match their growth in the classes as they progress through their time at SMC.

Describe how objective will be assessed/measured: By the completed number of courses that are passed through the curriculum committee and the Faculty Senate.

Comments: This is a continuation of previous year's objectives.

Objective #5.

Objective:

Develop a systematic and streamlined way to track our curriculum updates on an annual basis.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

Other data or observed trends

External Factors:

Timeline and activities to accomplish the objective: Prior to the start of the Fall '21 semester.

Describe how objective will be assessed/measured: We will assess this goal by the number of courses we feel are needed and the creation of these courses, getting them through the curriculum process and offering them.

Comments: This came from our review process when we noticed that some courses had not been reviewed or updated since our last six-year review.

Objective #6.

Objective:

Develop a list of potential Department name changes to better reflect and market our role on campus and SLO.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

Other data or observed trends

We observed that many potential students do not have enough prior knowledge of Kinesiology to feel comfortable enrolling in our academic courses.

External Factors:

Timeline and activities to accomplish the objective: Prior to the start of the Fall '21 semester.

Describe how objective will be assessed/measured: Once we have generated a list of potential names that our Department approves, we will narrow the choices down to a finalist. From there we will begin the process of seeking school approval for an official department name change.

Comments: Community colleges from around the state of California that offer the same courses our Kinesiology departments offer have over 70 different department names. We want to rename our department to a name that potential students will recognize and understand. If they understand the potential jobs that our department can lead them towards, we will have a better opportunity to enroll students.

Objective #7.

Objective:

Explore options to increase access for students to our fitness center. Hybrid courses with flexible time options to complete required hours or open hours in the Fitness Center for students to complete their required time.. This might include opening the facility in the evenings and/or weekends.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

Other data or observed trends

External Factors:

Timeline and activities to accomplish the objective: Prior to the start of the Spring '22 semester.

Describe how objective will be assessed/measured: We will measure the progress based on the process for writing a new course and seeing it through to the Curriculum committee, Senate and Board of Trustees.

Comments: Students have expressed a desire to use the fitness center while they are on campus. However, for liability reasons current use is limited to students enrolled in specific classes. This does not allow for an "open gym" type of weight room environment. We want to explore ways to allow for some open hours that are available for students to use the facility.

E. Curriculum Review

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- The process by which department members participate in the review and revision of curriculum.
- How program goals and SLOS are integrated into course design and curriculum planning.
- The relationship of program courses to other college programs (cross-listing, overlapping content)
- The rationale for any changes to pre-requisites, co-requisites and advisories.
- How the department ensures course syllabi are aligned with the course outline of record.

During normal years, the responsibility for curriculum development and maintenance should lie with our full-time faculty. As the need has arisen, some part-time faculty have begun work to create multiple levels of courses in their areas. Other than those times, most faculty do very little with curriculum. This process enabled the entire faculty to get involved. This year however, every faculty member with an assignment engaged in writing course updates to accommodate the DE requirements. This has created a greater awareness of CurriQunet and the process of

creating new and updating old curriculum by our entire faculty group then we have had in many years.

During this review it became apparent that often times faculty only checked on their courses in CurriQunet and the Course Outline when asked to by the department chair during some form of review. If a course had been checked since the last six-year review it ran the risk of having outdated books listed as the recommended text. As a result, we will be instituting a rolling check of our courses every couple of years. We will use the Microsoft 365 software that the school provides us to implement a plan and procedure to ensure our classes are constantly up to date.

2. Discuss the role of the advisory board and other industry bodies or input in updating curriculum to meet industry standards and the needs of students.

Our department has faculty engagement across many fields with industry appropriate bodies and associations to help our faculty maintain currency and cutting edge material for our students.

F. Community Engagement

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Large Combination of Athletics and Kinesiology Faculty and Staff: Host an annual welcome to campus event for student athletes. This event is a mixture a of a fun meet & greet with games, competitions and “ice breakers” along with campus familiarization activities.

Eric Barron: Served on hiring committee for Head volleyball coach.

Joshua Thomas: Men's Basketball Coach, SMC Anti-Racism Committee, Career Education (CE) Group, Pan African Faculty and Staff Alliance

Krista Ankeny: Helped with graduation. Attend yearly Welcome Day on campus to help students. Our department created the Student-Athlete Welcome Day event. Became an Undocumented/DACA Student Ally. Attend the Courageous Leadership Webinar Series regarding Diversity, Equity, and Inclusion (DEI), and anti-racism efforts on campus and various other talks on Black Lives Matter. Complete SMC OEFT Certification course and put course outlines on Commons for other SMC instructors to use. Walked and guided several students to the Student Disabilities Center, who were having beginning stages of mental illness and psychosis; gave them ongoing assistance to help them stay in school and get help. Supported students with substance abuse issues. Helped a student who was raped, making regular check in texts and calls, having lengthy conversations and guiding her to help. Support an SMC couple who got pregnant and was trying to stay in school. Helped a traumatized student who attended the 2017 Route 91 Harvest Festival in Las Vegas, where a man opened fire on the concert goers, killing 60 people and injuring 867 people; created a class discussion regarding the incident. Helped train various students from my classes train for the LA Marathon. Helped a student who had a seizure on campus and several other students with heat-related issues.

Johanna Bennett: Has engaged in developing a yoga teacher training program and have facilitated minor changes to the course record as well as working on moving our face-to-face yoga classes to online environments.

Brian Eskridge: Has volunteered at Graduation. A committee member of the Athletics Program Development working group that helped plan and update different programs and webpages for athletics. He serves as the department's liaison to the City of Santa Monica for the Aquatics Center. He serves on the Athletic Department Return to Play committee.

Kelly Ledwith: Head Football Coach. Kinesiology/Athletic Rep to the Faculty Association. Chair of the Faculty Association's Elections and Nominations Committee. Athletic Department Website Redesign/Academic Program working group. Athletic Department Return to Play committee member that present to the SMC EOT, Academic Affairs EOT, and Campus Leadership.

Lydia Strong: Serves on the Curriculum committee representing both Kinesiology and the Health Sciences departments.

Kas Metzler: DE Mentor for Kinesiology Department, college-wide committee for Faculty ranking, serve on State-wide CCCPEKD committee, presenter SMC Associates series, presenter CCCAA annual meeting, presenter CAHPERD conference, develop new curriculum for future certificate proposal, collaborator for CSU/CC committee (sub-group of CCCPEKD).

Elaine Roque: Served on the Curriculum committee for 12 years. Currently serves as the Vice-President of the Faculty Association, sitting on DPAC, DPAC Budget Committee, and serves on the Negotiating Team that negotiates the faculty contract. She has served on the EEO committee, chaired the Sabbaticals and Fellowship committee, and many other Academic Senate committees. She is currently the Chair of the FA Chairs committee. She often volunteers to give fitness and yoga workshops at our institutional flex days.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Eric Barron: Coach and administer a community track club for all ages with supervision of weekly workouts on the SMC track. Serve as Vice President of Southern California Association of USA Track & Field. Director of Jim Bush track meet (annual meet with approximately 350 athletes). Student Conduct Hearing Chair at UCLA. Board member at Los Angeles Leadership Foundation (for an LAUSD charter school.)

Karen Huner: Students in her yoga classes are given an assignment to take a free yoga class off campus. She makes arrangements with a local studio to host the students. This gives the student another opportunity to practice what they learn in class and also to experience a class in a professional yoga studio.

Joshua Thomas: Involved in community work through the basketball team with youth groups, and I partner with fitness coaching and sport coaching companies to help find employment for students who complete the Athletic Coaching Certificate at SMC.

Chris Druckman: Softball Travel Ball Coaching. Fitness Instructor.

Liran Zamir: Volunteer at First Point Volleyball Foundation

Johanna Bennett: A member of INAUS, the Iyengar USA Association, I am a member of NAMA, the national association of Ayurveda, I also am a Patreon Patron member for a local education garden in Los Angeles, as well as Academic Yoga research (The yoga project). I also support indigenous traditional Indian philosophical and religious teaching organizations such as Devipuram in Andra Pradesh and The Sri Vidya Temple in Rush New York, and Siva Ratna in Chidambaram Tamil Nadu.

Krista Ankeny: Cheer on runners/student runners every year at the LA Marathon. Gather volunteers for the track meets at SMC; hosting these meets offers an opportunity for future students to see and experience our campus. Complete classes in my field every year as continuing education for my personal training certification that directly improves my teaching abilities/skills, i.e. obtain certification as a mobility coach, TRX coach, nutrition coach. Completed training program offered by the National Alliance on Mental Illness, to provide education related to mental health issues.

Kelly Ledwith: Helped organize and run our first free Youth Football Skills and Drills camp in 2019 with the help of the local Compete Forever youth sports program. A member of the American Football Coaches Association, as a member Kelly was selected in 2019 to the prestigious 35 under 35 AFCA Leadership Institute at the National Convention in San Antonio Texas and was also a virtual presenter at the AFCA 2021 Virtual National Convention. Also serves on the Southern California Football Association's Executive Committee (the SCFA governs Southern California Junior College football for the CCCAA.)

Kas Metzler: Is involved in the statewide organization for CCCPEKD, member of American College of Sports Medicine, member of CAHPERD, American Heart Association instructor for BLS and ACLS.

Matt Hank: Served as the National Strength and Conditioning Association's Southwest Regional Coordinator until the summer of 2020. He develops and manages a strength and conditioning internship program, organizes strength and conditioning workshops and clinics, and has spoken at state and regional strength and conditioning conferences.

Elaine Roque: Often volunteers to give volleyball clinics and yoga to youth groups, local schools, and clubs. She has created the Barbara Roque Nursing scholarship for SMC students studying nursing. She works with Sunday CoRec to ensure members of the community have a place to play basketball, badminton, and table tennis. She also supports the intercollegiate table tennis team.

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

The department continues to have a supportive and inclusive atmosphere where all faculty and staff work together. Many of our part-time faculty serve as head coaches of intercollegiate teams. They are in our offices throughout the day, meeting with their student-athletes and participating in departmental activities. They maintain a consistent presence in our department.

For this 6-year program review, part-timers and full-timers were asked to meet and give feedback on their disciplines. Many have written and updated courses. When the pandemic hit, most of our faculty did training for online teaching. Many part-timers wrote the DE Emergency applications and assisted others with them.

Much of our part-time faculty regularly attend department meetings and support other events and activities. There is a team approach to everything we do as the Kinesiology & Athletics department.

G1: Current Planning and Recommendations

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

If we continue in a remote environment, we will need to request some materials and items that can help our students achieve the SLOs of some of our advanced classes that have not been offered in an online environment to this point.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Exercise assessment equipment for skill practice in classes such as Exercise Physiology and Personal Training preparation. It is important for students to be familiar with current technologies to be competitive to transfer or gain employment.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Our department will be requesting more Full-Time Faculty each year as we strive to improve our Athletic teams with a full-time coach/instructor.

G2: Future Planning and Recommendations

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

We have seen an increased demand in our health and academic kinesiology courses over the past few years. In the next 5 years we expect to see the demand for health and wellness courses to continue to increase and as a result lead to a larger amount of Kinesiology major students. If we act on these trends now, in 5-10 years we can be a department that grows beyond a fitness dominated department. We want to be a department where students with interests in Kinesiology and the related fields can enroll and earn one of many degrees and/or certificates while we continue to help students of all departments reach their health and wellness goals in their elective units. Doing that successfully will allow us to also support a top-tier athletic department with the needs of the student-athletes and coaches.

As we plan for these next steps, we have begun an internal review of our department name in comparison to peer departments around the state of California. We have also begun to explore the best options for which degrees and certificates we can offer. Other California Community Colleges offer a range of one to five kinesiology degrees per college with more than 10 different degrees available in all. Our ability to meet student's needs and goals will be dependent on our ability to grow our offerings in our academic and degree specific courses and programs.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- Exercise and Sport Performance Lab:

Design and Build an Exercise and Sport Performance Lab in the Kinesiology Department at SMC. Currently there is no dedicated or functional lab to support Kinesiology courses and students, Athletics or the Community. The intent of an Exercise and Sport Performance lab is to: Prepare students for careers of the 21st century, bridge the gap between knowledge and application, empower SMC students, student-athletes and community to attain fullest health & wellness potential.

A major focus of SMC is preparing students to be skilled and employable or to transfer. Although the course offerings in Kinesiology exist to do just that there is a major gap in that there are few opportunities for students to apply the concepts that they are learning as well as to work with general population clientele to develop an applied skill set. For example, Kas Metzler teaches Exercise Physiology where concepts learned in lecture such as cardiovascular responses to exercise, exercise testing and body composition should be applied in order to maximize the opportunity for a student not only to understand, but also to acquire the ability to collect and analyze data and well as to run an exercise test.

An additional purpose of the Exercise and Sport Performance lab would be a tool for student-athletes as far as exercise testing appropriate to the sport and monitoring of effects on performance throughout season (anaerobic capacity, VO₂max, body composition, flexibility, overtraining prevention). The ultimate vision is to train KIN majors to work in the lab, gaining hand-ons experience so that when they apply for employment or to transfer this experience differentiates them from other applicants.

Lastly a future application is that the lab could offer services to the community (fee-based) providing services geared towards exercise and sport performance assessments.

- WiFi and Internet upgrades

As part of the technology upgrades that are necessary for our courses, we need to expand the WiFi network and speeds in the Gym, Field and CPC to ensure they allow for the use of the many streaming video services that allow coaches and instructors to upload video of students for technique improvements. This will allow coaches and instructors to use personal devices such as smartphones and tablets to upload the videos to the streaming services that are currently available. Ideally there would be a hard wired ethernet connection in the Gym and Pressbox of the stadium to allow for higher quality devices such as camera's run through laptops to load video live as the instruction happens.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

To achieve these goals, we will need to increase our Full-Time Faculty in our department. This will include a mixture of Kinesiology instructors and combination Head Coach/Kinesiology Instructors. Full Time Kinesiology instructors will bring a wealth of knowledge and expertise in our current offerings and future degrees and certificates as well. When Coach/instructors are hired correctly we gain instructors with the knowledge and passion for the department who actively recruit new students into the college and department as part of their athletic teams.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

The department has lost numerous faculty over the last 25 years but has not been allowed to replace them. An issue we face every year is how the Faculty Ranking Committee weighs the courses that a full-time faculty member would teach. If we request a full-time coach, he/she must also teach classes that are high in demand. Smaller programs and new ones always lose out. Our highest demand classes are beginning yoga, Pilates, badminton, and soccer. While this might work for us to request a soccer coach, there are few football, track & field, softball, or tennis coaches that can also teach these disciplines.

In 2015, we hired our first full-time faculty member in 13 years. In 2017, we hired our first full-time coach in over 15 years! While we offer 18 intercollegiate sports, we have only four full-

time head coaches. We know the important of having our coaches available to our student-athletes but have not been able to offer this to many sports. This is important for our student-athletes that are largely black and LatinX. We have an extremely high retention and success rate for this population.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

Currently we have the staff to jump start our plans and get the process started, but we do not have the staffing to maintain the larger vision once it in place. Our staff is eager and ready to grow our department, but we do not have many LHEs available for our FT faculty to teach. The COVID-induced campus closure has forced a few of our FT faculty to fall below 15 LHE because of their normal teaching load was fitness courses. Our return to campus and in-person activity courses will bring those faculty into compliance, but it highlights the fact that our department does not need new faculty that specialize in the recreational fitness courses. As we return to campus, we will have an increased number of online courses, but adding more academic courses will require more qualified faculty to teach them.

It is our vision that adding new AA degrees and certificates, as our peer departments have at other colleges, will grow our enrollment numbers in our academic and major specific courses. We feel our fitness courses will continue to develop to meet student needs and will periodically fluctuate between different types of activities that students want to participate in. We have used student-surveys to help us adapt to the demand of the students and have a very flexible assortment part-time staff that allow us to offer a wide variety of those courses.

6. Please use this field to share any information the program feels is not covered under any other questions.

Our facilities need better maintenance and repairs. The walls of the Gym have peeling paint that needs updating and repainting. This was brought up in our last review and nothing has changed since then. Multiple water fountains in the Gym have not works for over five years. The large curtain in the Gym is filthy. We put in a work order to have a storage area created in the northeast corner of the gym for the table tennis equipment more than four years ago. (Three areas were enclosed years before so the plan was to finish off the north wall and neaten up the space.) We have been told that it would be done but has not happened. The Gym is used by everyone for campus gatherings, graduation, institutional flex days, etc. Cabinets in the gym have broken doors and need new hardware.

Now, the Stadium has also reached a point where it needs to be painted. Senior leadership on campus pointed out to some of our department members that we need to get that done but there are no funds or plans. We were told that the track would be replace when the Core Performance Center with money from the bond. The surface is vital to the health and wellness of those that run on it. It has not been replaced in over 10 years.

Our athletic department worked with Marketing two years ago and completed a re-brand with a new SMC Athletic logo that works within the branding scheme of the school to unify our

efforts. The athletic department is ready to add branded logos and graphics around our facility, but the painting needs to happen first.

Another need that the overall Kinesiology/Athletic Department has is to replace the scoreboards in the Gym and on the Field. The scoreboards are so old that they have been discontinued along with the replacement parts. We met with a representative of a company a couple of years ago to get quotes and options for what we can do. We were told the replacement lightbulbs that are used are discontinued and once we run out of our on-campus supply we will not be able to purchase replacements unless we find them from a 3rd party and those can cost hundreds of dollars per lightbulb. While these are mainly used for intercollegiate athletics, classes often use them as well.

H. Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

This process has enlightened our department on many levels. From showing us an in-depth look at student enrollment, to facility needs, to faculty levels of engagement in departmental activities. We have used this process to set ourselves up for continued self-evaluations each year to ensure our courses stay up to date in CurriQunet annually. We have also identified some specific academic goals that we would like to achieve as a department and begun our path to achieve them. We have had many ideas floated in meetings and hallway conversations for years about what we can do or what we could achieve, but this process has forced us to crystallize those ideas into actionable agenda items that we can now focus on achieving.

During this process we held multiple zoom meetings specifically focused on program review and the discussions that came from those meetings helped us create the actionable items to help guide us forward. We ended up with surveys of faculty and detailed collaboration between some of our faculty that resulted in a great path forward for our department. Prior to this the ideas had been floated around but acted upon and now there is genuine excitement about the future of our department.

I. Executive Summary

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support