

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Johnny Ploke

Division: Division 40 - Nursing and Allied Health

Department: Kinesiology/Athletics

II - CO-CONTRIBUTORS

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III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Kinesiology and Athletics Department serves one of the most diverse student populations on campus, demonstrating our commitment to equitable access for students of all backgrounds. Our department consistently achieves an 81% success rate, compared to the college average of 66%, effectively guiding students to academic success.

We provide comprehensive wraparound services supporting student success and lifelong learning: study hall, tutoring through PASS (Partnership for Achieving Student-Athlete Success) and RAAMP programs, educational planning, and progress monitoring. Student athletes benefit from mandatory mental health and community events, creating holistic development. Students engage in leadership through Active Minds Club, Captain's Council, and ASGC, fostering meaningful community participation.

The department prepares students for transfer success and career advancement through multiple pathways. We have developed specialized certificates—Athletic Leadership (completed),

Personal Training, Lifeguarding (final approvals pending), and Health & Wellness Coaching (in progress)—equipping students with professional credentials. Ongoing relationships with local fitness industry partners provide employment opportunities for certificate completers. We serve as liaisons to four-year colleges, facilitating transfer pathways for student-athletes and kinesiology majors.

Athletics programs fulfill the mission from recruitment to completion or transfer. Student-athletes maintain 12-unit enrollment and progress toward graduation or transfer by 3C2A/NCAA/NAIA guidelines. Many would not attend college without the support and structure of an athletic program. Through academic advising, mentoring, life skills workshops, and relationship education, we help students reach their full academic, social, and economic potential.

Our full-time athletic counselor currently splits duties between our department and general counseling, limiting capacity to provide comprehensive services for our growing student-athlete and kinesiology population. While she provides specialized academic support, educational planning, and intervention addressing the unique needs of student-athletes balancing competitive athletics with academic demands, her divided workload prevents full implementation of wraparound services. A key goal is securing 100% embedded counselor support dedicated exclusively to athletics and kinesiology—critical to maintaining our exceptional persistence rates and expanding PASS/RAAMP programs to all athletic teams.

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

Goal 1: Develop new certificate programs to enhance career pathways for students.

Progress/Accomplishments: Successfully completed and launched the Intercollegiate Athletics Leadership Certificate. Advanced the development of the Health & Wellness Coaching Certificate, with two courses remaining for completion. These certificates provide students with professional credentials supporting career advancement and employment opportunities in the fitness and wellness industries. We are in the beginning stages of Lifeguarding and Coaching/Officiating certificates. Lifeguarding courses await approval; the Coaching certificate curriculum is under development.

Goal 2: Strengthen community partnerships and assess student interests to improve program offerings.

Progress/Accomplishments: Actively engaged with our advisory committee to gather updates from community stakeholders and industry partners. Implemented student interest forms, collecting data on program preferences and career goals. This feedback informed curriculum development and identified emerging opportunities, including coaching and officiating

certificates. Community input continues to guide program and athletics expansions, ensuring offerings remain relevant to workforce demands while creating opportunities for student skill development and job placement.

Goal 3: Increase productivity and efficiency rates by 5% for majors and student-athletes.

Progress/Accomplishments: Collaborated with Institutional Research to review enrollment data, success rates, and retention metrics. Analyzed course offerings and major maps to maximize enrollment and address student needs. Implemented data-driven scheduling adjustments and expanded academic support services. Our department continues exceeding college averages in both success (81% vs. 66%) and retention rates, demonstrating the effectiveness of student support initiatives. However, 65% of courses are taught by part-time faculty—significantly higher than pre-pandemic rates. Limited full-time faculty creates difficulties in college initiative participation, keeping curriculum current, and most importantly, directly impacts student success through reduced availability for advising and mentoring.

Goal 4: Expand our Student Success Programs to Increase Academic Success and Retention.

Progress/Accomplishments: Successfully added PASS (Partnership for Achieving Student-Athlete Success) sections for men's and women's soccer, extending cohort-based academic support to more student-athletes. Introduced RAAMP (Ram Academic Achievement Mentoring Program) as an additional support layer, providing targeted assistance in transfer-level English and math courses. These programs help student-athletes meet eligibility requirements while improving overall academic performance. Enhanced progress monitoring, mandatory study hall, and embedded counseling services have contributed to our high retention rates (77% vs. 62% college average) and support equitable outcomes for our diverse student population. The expansion demonstrates our commitment to comprehensive wraparound services that address academic, social-emotional, and basic needs barriers.

Goal 5: Increase enrollment and visibility of Athletics and Kinesiology programs.

Progress/Accomplishments: Made measurable progress by increasing program visibility through multiple channels. Partnered with our Public Information Office to secure athletic schedule placement in local newspapers and established partnerships with downtown businesses to promote events. Enhanced social media presence and track engagement metrics. Installed new banners and improved campus signage. While significant progress has been made, we continue building on these efforts to further increase enrollment and community awareness.

Goal 6: Increase safety and modernization of equipment and facilities.

Progress/Accomplishments: This remains an ongoing priority with incremental progress. Completed gymnasium painting and updated the athletic training office. Increased collaboration with maintenance staff to improve field conditions and address facility needs. However, significant work remains in modernizing equipment and ensuring all facilities meet current safety standards and Title IX requirements. Continued infrastructure investment is essential to maintain program quality and student safety.

3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

Our program has evolved significantly over the past three years to meet changing student needs and institutional priorities. The most notable shift has been expanding online and hybrid learning options. Following the pandemic, we recognized many students' value online flexibility, particularly for lecture-based courses. We strategically maintain online offerings for theory courses while returning activity-based courses to face-to-face instruction where hands-on skill development is essential.

We successfully added men's and women's soccer programs, expanding athletic opportunities, and increasing enrollment. These additions required careful planning around coaching assignments, facility scheduling, and academic support services. To support our growing student-athlete population, we introduced RAAMP (Ram Academic Achievement Mentoring Program) to complement our existing PASS program, providing multi-layered academic support addressing diverse learning needs.

Staffing changes have impacted service delivery. Our full-time instructor/football head coach transitioned into a manager/supervisor role, requiring operational workflow adjustments and departmental responsibility shifts. We continue evaluating how to optimize part-time faculty assignments and explore increased collaboration with other departments, including enhanced non-credit and Career Education programs. The department remains significantly understaffed compared to pre-pandemic levels, making it difficult to focus on student success initiatives when workload falls on few full-time faculty. Having only a part-time embedded counselor limits the support we provide for our students.

We actively explore hybrid instructional models balancing in-person skill development with student-desired flexibility. This includes evaluating which courses suit hybrid delivery and which require full face-to-face instruction to maintain academic integrity and learning outcomes.

Additionally, we increased focus on student leadership and community engagement. Students now participate in leadership roles through Captain's Council, Active Minds, and Yogi Ballers. We facilitated food voucher distribution and continue to coordinate workshops with community organizations like Community Solutions and Art with Impact to promote mental health

awareness, diversity, and inclusion. These expanded services reflect our commitment to comprehensive student support beyond traditional athletics and kinesiology instruction.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#).

1. **(Instructional Only)** Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

Our Kinesiology and Athletics programs have consistently exceeded college-wide success rates over the past four years. Our department achieved an **81% overall success rate in 2024-25** compared to the college average of 66%, representing a 15-percentage-point gap demonstrating the effectiveness of our comprehensive student support systems. Success rates have remained stable at **83% (2021-22), 83% (2022-23), 81% (2023-24), and 81% (2024-25)**, showing consistency even as enrollment increased dramatically by **71.8% over five years** (from 1,848 enrollments to 3,296).

This performance aligns with our expectations given the wraparound services we provide, including academic support through PASS and RAAMP programs, mandatory study hall, progress monitoring, and educational planning. What is particularly impressive is that we maintained these high success rates while experiencing significant enrollment growth—our unduplicated headcount increased **56.4%** from 988 students in 2021-22 to 1,545 students in 2024-25.

The data reveals interesting trends when examining delivery modalities. Face-to-face courses achieved an 85% success rate, while online courses showed a 72% success rate in 2024-2025. While the online success rate still exceeds the college's average, this 13-percentage-point gap suggests that activity-based kinesiology courses benefit significantly from in-person instruction where hands-on skill development and direct instruction occur.

What is particularly noteworthy is the consistency of our success rates despite massive enrollment growth. Even as enrollment increased 78.4% and we expanded course sections 74%, we maintained success rates above 80%. This demonstrates the effectiveness of our student support infrastructure and the dedication of our faculty to student success. However, strategic investment in a full-time Athletic Trainer position would enhance program quality, ensure

student safety as we expand athletic programs, support the development of our Athletic Training Certificate to respond to workforce demand, and enable exploration of high-transfer sports like wrestling.

2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Our department's persistence rates significantly outperform college-wide averages. Fall to spring persistence has shown steady improvement: **74% (2021-22), 77% (2022-23), 78% (2023-24), and 77% (2024-25)**, compared to the overall college average of 62%. This represents a **15-percentage-point difference** that reflects our commitment to student retention through comprehensive support services and community building.

The upward trend from 74% to 78% between 2021-22 and 2023-24 demonstrates the impact of expanded support programs like PASS and RAAMP. The slight dip to 77% in 2024-25 coincides with our largest enrollment year (917 fall students tracked for persistence), suggesting that maintaining support quality at scale requires continued resource investment.

When examining persistence by student subgroups, our Athletics students demonstrate even stronger persistence, with retention rates consistently above 90%. This exceptional performance is directly attributable to structured support systems including academic eligibility requirements, mandatory study hall, cohort-based learning through PASS sections, and continuous mentoring from coaches and our full-time athletic counselor. However, as her duties are currently split between athletics and general counseling, securing 100% dedicated counselor support is essential to expanding services and maintaining these exceptional outcomes as enrollment grows..

3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

These retention rates meet and exceed our expectations, validating our investment in wraparound services and student-centered programming. The 15-percentage-point gap between our department's persistence rate (77%) and the college average (62%) is substantial and demonstrates the measurable impact of our interventions.

What is most surprising and encouraging is the consistency of our high retention rates across different student subgroups. Our data shows strong persistence among populations that typically experience disproportionate outcomes at the college level, including male students, Hispanic students, and Black students. This suggests that our model of combining academic support, athletic participation or major-focused programming, leadership opportunities, and community building creates an environment where diverse students thrive.

The data reveals several important trends. First, cohort-based learning through PASS and RAAMP programs appears to strengthen student connections to the college and to peers, supporting persistence. Second, students involved in athletics or enrolled as Kinesiology & Health majors benefit from clear pathways and consistent faculty/coach mentorship, reducing barriers to continued enrollment. Third, our wraparound services—including mental health workshops, basic needs support, and leadership development—address non-academic factors that often impede persistence.

One emerging trend requires attention: while our overall rates are strong, we must ensure we maintain these outcomes as we rebuild enrollment post-COVID and explore expanded online offerings and potential hybrid models. The gap between face-to-face (85%) and online (72%) success rates suggest we need targeted interventions to support online learners and ensure equitable outcomes across delivery modalities. Developing hybrid courses that combine online flexibility with periodic in-person sessions may help bridge this gap while meeting student scheduling needs.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Our department has established a target success rate of 80% for all courses and Student Learning Outcomes (SLOs), aiming to increase overall program success from 81% toward 85% by the end of this cycle. While many courses exceed this benchmark, individual success rates vary and require ongoing evaluation.

To improve success rates, we are implementing several strategies. First, prioritizing professional development for faculty around effective teaching modalities, particularly for online instruction where we see lower success rates (72%) compared to face-to-face courses (85%). Second, enhancing online courses through interactive elements, improved accessibility, and open educational resources (OER) to reduce cost barriers. Third, completing SLO assessments and course updates by March 1, 2025, ensuring all courses have current, measurable learning outcomes.

Additionally, we are implementing mentoring for new faculty and expanding department dialogue around best practices. By sharing assessment data and successful teaching techniques, we aim to create consistency in course quality while supporting continuous improvement.

5. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)

Over the past four years, our department has served between 988 and 1,545 students annually. In 2024-2025, we served 1,545 unduplicated students with 3,296 total enrollments—a 56.4% headcount increase and 78.4% enrollment increase since 2021-22.

Students in our programs significantly outperform the general college population. Our 81% success rate compared to the college's 66% average represents a 15-percentage-point gap. Student-athletes and kinesiology majors engaging with wraparound services—PASS/RAAMP programs, study hall, academic counseling, progress monitoring—often exceed 85% success rates.

Structured support systems and community belonging are key differentiators. Students participating in cohort-based learning, receiving regular advising, and engaging in leadership opportunities show the strongest outcomes. This advantage is particularly notable among historically underserved populations—male, Hispanic, and Black students—who achieve success and retention rates well above college-wide averages when connected to our programs.

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

Our wraparound approach has been instrumental in supporting exceptional student success and retention. Academic support is provided through PASS and RAAMP programs, embedding student-athletes in cohorted English and math sections with dedicated tutoring and peer mentoring. Mid semester grade checks and daily unit checks ensure consistent academic engagement.

Beyond academics, we address holistic needs through mental health workshops, basic needs support, and partnerships with Community Solutions and Art with Impact. Leadership development through Captain's Council, Active Minds, Yogi Ballers, and ASGC builds confidence and community connections.

For student-athletes, eligibility requirements create natural academic checkpoints, while coaches and our faculty and staff provide mentoring and intervention. Educational planning and transfer advising help students to see clear pathways to their goals. This multi-layered support system addresses academic, social-emotional, and basic needs barriers, resulting in our consistently high performance relative to college average

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

Several key trends are emerging that will shape our future initiatives. First, the 13-percentage-point gap between face-to-face (85%) and online (72%) course success rates indicate the need for targeted online learner support. We plan to develop best practices for online kinesiology instruction (building on our three POCR-certified courses), increase faculty professional development around online pedagogy, and explore hybrid models that maintain skill development while offering flexibility, with goal of reducing the success gap to 8 percentage points by Spring 2027 and 5 percentage points by Spring 2028

Second, our success with cohort-based programs (PASS/RAAMP) suggests expansion. We aim to create additional cohorts across all sports teams and incorporate math sections alongside existing English cohorts for comprehensive first-year student support.

Third, enrollment rebuilding post-COVID requires enhanced recruitment and visibility efforts, including strengthening high school partnerships, increasing social media presence, and modernizing facilities. Our dual enrollment pilot with Hollister High School shows promise but faces campus barriers requiring resolution such as hiring a FT faculty athletic trainer.

Finally, we must ensure equitable resource distribution as we add new sports programs (wrestling, flag football), guaranteeing all student-athletes receive fair access to coaching support, facilities, equipment, and academic services regardless of which sport they participate in.

V - EQUITY

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

Our Kinesiology and Athletics programs demonstrate exceptional success supporting populations experiencing disproportionate outcomes college-wide. Our diverse department (66% Latinx, 5% Black, 5% Asian) significantly outperforms college averages across all equity groups.

Strong Outcomes:

- Male students: 82% success vs. 68.8% college average
- Latinx students: 80% success (2,080 enrollments, 90.6% growth since 2021-22)
- Black students: 77% success (301 enrollments, 64.5% growth)
- Asian students: 87% success (highest performing)

- Filipinx students: 85% success

What has worked: Multi-layered support through PASS/RAAMP programs, mandatory study hall, progress monitoring, mental health workshops, basic needs support, and partnerships with Community Solutions and Art with Impact. Our diverse coaching/faculty provide culturally responsive mentorship. Leadership opportunities through Captain's Council, Active Minds, and Yogi Ballers build belonging.

Areas requiring attention: Gender gap (male 82% vs. female 78%), Black student success (77% vs. 81% departmental average), and dramatic adult learner decline (ages 30-39: 56-61% success). Title IX compliance as we explore new sports programs. Professional development in culturally responsive pedagogy needs expansion.

2. **(Instruction Only)** Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Our distance education analysis reveals significant disparity between delivery modalities. In 2024-2025, face-to-face courses achieved 85% success while online courses showed 72%—a 13-percentage-point gap requiring intervention. Both modalities exceed the college-wide average (66%), but the gap suggests unique challenges for online kinesiology students.

Trends identified: Activity-based courses requiring hands-on skill development show the largest gaps online. Students already connected to campus through athletics succeed in supplementary online courses, while exclusively-online students show lower success, suggesting campus connection matters. Flexibility attracts students to online courses but can contribute to lower completion without self-regulation skills.

Our plan to close the gap:

Strategic Course Placement: Returning activity courses requiring physical skill development to face-to-face formats while maintaining online options for lecture-based theory courses (KIN 15, health education).

Faculty Professional Development: Investing in training for online instruction—humanizing courses through video introductions and virtual office hours, creating interactive content, incorporating video demonstrations, and using Canvas tools effectively. Three of our faculty have put courses through POCR and now have their courses on the CVC. This not only highlights professional development on their part but helps close the gap between face to face and DE success rates in the department.

Hybrid Models (Fall 2026 Pilot): Combining online flexibility with periodic face-to-face meetings for skill assessments, community building, and hands-on practice. (KIN 84: Assessment of Fitness Techniques and HE 1: Health Education).

Enhanced Support: Open educational resources (OER) to reduce costs, supplemental tutoring for online learners, online study groups, embedded peer mentors, and early alert systems. Having PD and courses go through POCR and now on the CVC, we are increasing FTES.

Evaluation: Track online success rates semester-over-semester, aiming to close gap to within 5 percentage points by Fall 2026.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *“Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District’s Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism.”*

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*

Our department actively advances District EEO goals through intentional practices in hiring, curriculum, student programming, and campus partnerships. We serve the most diverse student population on campus (66% Latinx, 5% Black, 5% Asian, 4% Filipinx), and our faculty reflect that diversity, providing culturally responsive mentorship.

Hiring Practices: We participated in the District's cluster hire initiative and actively recruit diverse applicant pools. Hiring committees receive implicit bias training and prioritize candidates demonstrating cultural competency. However, competitive compensation remains a barrier—low part-time coaching stipends limit our candidate pool and ability to compete with other institutions.

Curriculum: We moved as KIN 15 (Sport and Society) to Area D general education, allowing students to explore race, gender, class, and social justice through sport. Faculty use inclusive examples and create classroom environments where all identities are valued.

Student Programming and Partnerships: We mandate student-athlete attendance at mental health and diversity workshops. Partnerships with Community Solutions and Art with Impact facilitate conversations around identity and social justice. Students lead through Active Minds, Captain's Council, and Yogi Ballers. We partner extensively with Learning Center, Non-Credit, El Centro, Counseling, Financial Aid, Mental Health Services, and EOPS/CARE for wraparound support.

Barriers Identified: Limited full-time faculty diversity, Title IX compliance concerns as we add sports programs, facility accessibility needs, and ongoing professional development requirements in culturally responsive pedagogy and trauma-informed instruction.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

FOR STUDENT EQUITY:

Expand Proven Support Programs: Extend PASS/RAAMP to serve additional cohorts across all athletic teams and kinesiology majors, providing embedded academic support in transfer-level English and math. Target remaining gaps for Black students (77% vs. 81% departmental average) and gender equity (male 82% vs. female 78%).

Dedicated Counseling Support: We need a 100% dedicated counselor for our student-athletes and Kinesiology/Health Education/Athletics students. Currently, our athletic counselor has split duties with only partial time devoted to our department. A full-time dedicated counselor would provide comprehensive educational planning, transfer advising, academic monitoring, and intervention—critical to maintaining our exceptional persistence rates and supporting our predominantly BIPOC student population.

Adult Learner Support (Ages 30-39): This is our most significant equity gap (56-61% success). We will offer more evening/weekend courses, develop online/hybrid options for flexibility, create peer mentoring connecting adult learners with similar circumstances, and connect students with basic needs support and childcare resources.

Enhanced Wraparound Services: Strengthen systematic connections between our students and college-wide support services (basic needs programs, mental health resources, financial aid, transportation/technology assistance), addressing non-academic barriers disproportionately affecting underserved students through proactive referrals and follow-up.

Leadership Development: Promote leadership opportunities through Captain's Council, Active Minds, and Yogi Ballers. Create formal mentorship programs pairing returning students with incoming first-year students from underrepresented groups.

Culturally Responsive Curriculum: Faculty professional development focused on equity-minded pedagogy, trauma-informed instruction, and supporting students with disabilities and

foster youth. Move KIN 15 to Area D for critical analysis of race, gender, and social justice in sports. We have updated the Public health degree which has required us to create HE 3 (Social Determinants of Health, Disparities and Equities).

Gender Equity Focus: Conduct comprehensive Title IX evaluation ensuring equitable resources, facilities, coaching, and support for female athletes. Address 4-percentage-point success gap through targeted interventions.

Systematic Data Tracking: Improve tracking and support for students with disabilities and foster youth. Coordinate with AEC/APE to ensure accommodations are implemented, train faculty on inclusive teaching practices and legal requirements, and create welcoming environments where all students can participate safely and successfully.

FOR EMPLOYEE EQUITY:

Diverse Recruitment and Hiring: Participate fully in cluster hire initiative, recruit from diverse candidate pools, provide implicit bias training for hiring committees, and advocate for competitive compensation allowing recruitment/retention of diverse faculty—particularly for part-time coaching positions where low stipends create barriers.

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? NO
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? NO
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? YES for SLOs, PLOs need to be done.
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? YES
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

The department has developed a comprehensive compliance plan with clear timelines and accountability measures to address mapping and alignment:

Assessment Cycle and Timeline: We established a four-year review cycle (shortened from five years) ensuring more frequent evaluation and continuous improvement. All faculty have been assigned specific courses to update, with a **March 1, 2025 deadline** for completing SLO assessments for assigned courses as our Curricunet software allows.

Workload Distribution: Rather than overburdening individual faculty, we distributed workload across the entire department. Each instructor has been assigned 2-3 courses to assess this semester using fall 2024 and winter 2025 data where available.

Vertical Alignment - SLOs to PLOs to ILOs: We are working systematically to map Student Learning Outcomes to Program Learning Outcomes, which support Institutional Learning Outcomes. Our department meetings include dedicated time for collaborative mapping and alignment discussions.

Creating Assessment Tools: Faculty are developing clear rubrics for each SLO with measurable criteria. We demonstrated this process in our department meeting, showing how to create assignments aligned to specific SLOs and use Canvas for streamlined data collection.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

Based on our SLO assessment review and comprehensive analysis during our fall 2024 department meeting, we have identified several key improvements:

Scheduled Department Meetings for SLO Dialogue (Spring 2026): Establishing regular meetings focused on SLO assessment results and best practices, creating space for collaborative dialogue around student learning. Success measured by faculty participation and documented improvements in subsequent assessments.

Standardized Rubrics (Spring 2025 - Fall 2026): For courses taught by multiple instructors, developing shared rubrics ensuring consistency across sections. Success measured by comparing student performance across sections.

Enhanced Online Course Design (Ongoing): Addressing the 13-percentage-point gap between face-to-face (85%) and online (72%) success rates through systematic improvement of online course quality. We have already completed POCR (Peer Online Course Review) certification for three courses, validating our commitment to exemplary online instruction design. We will continue this momentum through faculty professional development in online pedagogy, piloting hybrid courses, increasing instructor presence (video introductions, virtual office hours), creating interactive content, and incorporating video demonstrations. The department will identify additional courses appropriate for POCR review and expand best practices across all online offerings. Success measured by tracking online success rates with goal of closing gap to 8 percentage points by Spring 2027 and 5 percentage points by Spring 2028

Targeted Adult Learner Support (Fall 2027): Age-disaggregated data shows concerning declines for students aged 30-39 (56-61% success). Offering more evening/weekend courses and flexible online/hybrid options. Success measured by tracking success rates for 30-39 age cohort with goal of increasing to at least 70% by 2027-28.

2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

ILO: Cultivate Well-Being - Most direct alignment. Our SLOs emphasize teaching lifelong exercise goals and healthy lifestyle habits, developing physical literacy and movement competency, understanding relationships between physical activity, nutrition, and longevity, and building mental/emotional resilience through sports participation.

ILO: Think Critically and Creatively - SLOs require students to analyze human performance data and develop evidence-based training strategies, evaluate health/fitness information for accuracy, solve tactical problems during game situations, and design exercise programs based on individual needs.

ILO: Communicate Effectively - Student-athletes develop communication through leadership roles in Captain's Council and team settings, presenting educational plans to counselors, collaborating in team environments, and articulating fitness concepts to diverse audiences. PASS/RAAMP programs specifically support transfer-level English success.

ILO: Demonstrate Civic and Social Responsibility - Programs emphasize community service through athletics and campus clubs, understanding diversity/equity/inclusion through workshops, leadership development through Active Minds and Captain's Council, and participating in campus governance through ASGC representation.

ILO: Pursue Lifelong Learning - By developing physical literacy and health knowledge, our programs equip students with skills and motivation for continuing physical activity throughout life and pursuing advanced education in kinesiology-related fields.

3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?

Overall, our program is meeting SLO success outcomes, as evidenced by our **81% overall success rate** that consistently exceeds the college average of 66%. However, important patterns and areas for improvement emerge when examining disaggregated data:

Pattern 1: Modality Gap - Face-to-face courses (85% success) significantly outperform online courses (72% success). This 13-percentage-point gap suggests students in online kinesiology courses struggle to meet SLOs at the same rate. Our improvement plan includes enhancing online course design, offering hybrid options combining online flexibility with in-person skill assessments, and providing additional support for online learners.

Pattern 2: Age-Based Success Decline - Students aged 30-39 show dramatically lower success rates (56-61%) compared to traditional-age students (85% for ages 19 or less). This pattern suggests adult learners face barriers preventing them from meeting course SLOs. Our improvement plan includes expanding flexible scheduling, creating peer support networks, and partnering with counseling and basic needs services.

Pattern 3: Strong Equity Outcomes with Room for Growth - Success rates for historically underserved populations significantly exceed college averages (male 82%, Latinx 80%, Black 77%). While celebrating these outcomes, we recognize need to close remaining gaps, particularly for Black students (77% vs. 81% departmental average) and female students (78% vs. 82% male students).

Pattern 4: Consistency Despite Growth - Despite 78.4% enrollment growth and 127.2% FTEF increase, we maintained stable 81-83% success rates, demonstrating our SLO assessment and support systems are scalable.

Improvement Plans: Establish 80% SLO achievement benchmark for all courses, use data-driven instruction to adjust teaching methods, prioritize professional development in areas revealed by SLO data, and treat SLO assessment as continuous improvement tool rather than compliance exercise.

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

Our department has ambitious curriculum expansion plans aligning with student interests, community workforce needs, and advisory committee recommendations:

Certificates in Development:

Lifeguarding Certificate (In Progress) Prepares students for employment at pools, beaches, and aquatic facilities with Red Cross certifications in water safety, rescue techniques, first aid, and CPR. The College has a need for this as does local facilities. This would solve an immediate need for our programs.

Health & Wellness Coaching Certificate (In Progress) - Two courses remaining. Prepares students for emerging careers in wellness coaching, corporate wellness programs, and community health promotion.

Coaching Certificate (Planning Stage) - Based on advisory committee guidance. Will cover coaching philosophy, skill development, practice planning, sport psychology, injury prevention, nutrition, and ethical leadership.

Officiating Certificate (Planning Stage) - Addresses critical community needs for qualified officials as notified by our advisory board. Will cover rules, mechanics, positioning, game management, and conflict resolution.

Yoga Instructor Certificate (Planning Stage) - Responds to yoga course popularity and instructor demand.

Athletic Training Certificate (In Progress) - Adapting curriculum to meet current requirements, providing pathways to higher education or employment as athletic training aides.

Degree Updates: Evaluating Kinesiology AA degree structure—considering streamlining or eliminating emphases to improve clarity and accessibility. Updating KIN 5, KIN 6, and Hip-Hop Dance courses for current standards. Updating current ADT to reflect current course offerings. The Public Health degree has been updated, and we are now offering HE 3 (social determinants of health as a result).

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

We are conducting comprehensive evaluation of courses not offered in the last three years to determine which should be reactivated, updated, or inactivated:

Courses to Reactivate: Several activity courses placed on hold during COVID-19 are being strategically reintroduced: Bowling (evaluating facility availability and student interest; may require partnership with local bowling facilities), Boot Camp (high-intensity fitness course with strong pre-COVID enrollment), and various traditional activity courses (tennis, badminton) rotating back based on facility availability, instructor expertise, and student demand. Pickleball was developed and launched in Fall 2025 and may be added to the ADT to increase enrollment. Dialogue with the Articulation officer is underway.

Courses Under Evaluation for Inactivation: we continue to evaluate courses that no longer serve student needs, lack qualified instructors, face facility barriers, or show consistently low enrollment. Evaluating relevance to current student interests, alignment with degree/transfer requirements, and facility/instructor availability. Obsolete or unsustainable courses will be formally inactivated to streamline curriculum.

Activity Course Rotation Strategy: Developing systematic rotation ensuring students can complete degree requirements within two years, courses distributed across terms, popular courses offered more frequently, and varied scheduling (times/locations) maximizing access while maintaining fiscal responsibility.

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

We are actively analyzing delivery methods, locations, times, and course sequencing to ensure student success and timely degree/certificate completion.

Delivery Method Analysis: Our data shows significant performance differences by modality: face-to-face courses achieve 85% success while online courses show 72%—a 13-percentage-point gap requiring strategic placement. Activity-based courses requiring physical skill development (yoga, fitness, sports skills) are returning to face-to-face formats where hands-on instruction supports better outcomes. Lecture-based theory courses (KIN 15, 8, etc., Health education) remain available online for flexibility. We are exploring hybrid models combining online flexibility with periodic in-person skill assessments and community building.

Geographic Distribution: We offer courses across two campus locations—Gilroy (main) and Hollister. Our Pickleball course launched successfully in Fall 2024 with good enrollment, validating community interest in emerging course offerings. Based on this success, we plan to expand evening course offerings beginning Summer 2026 to serve working students and community members.

Time-of-Day Diversity: Morning classes serve traditional students; afternoon classes accommodate varied schedules; evening classes (6:00 PM+) will expand Summer 2026 to serve working students and parents; weekend options being explored for activity courses and certificate programs.

Two-Year Completion and Career Alignment: Core courses for Kinesiology degrees, Public Health and certificates are offered at least annually, with high-demand courses (anatomy, physiology) offered every semester preventing bottlenecks. We are evaluating student interests and job market demands to ensure curriculum aligns with career pathways. For example, adding wrestling requires hiring a full-time faculty athletic trainer, and developing our athletic training certificate responds to workforce needs for qualified sports medicine professionals. Activity courses rotate with sufficient variety each semester. New certificates designed with clear prerequisite sequences allowing completion within one-two years, coordinated with four-year institutions for transfer alignment. Stackable certificates can encourage students to complete or continue into the degree options and are being evaluated. We have implemented the Athletics certificate which is a stackable option for our student athletes.

IX - PROGRAM AND RESOURCE ANALYSIS

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Click Add Item to enter information for each year

Select Year 1: 2023-2024

Number of Full Time Faculty: 3

Number of Part Time Faculty: 18-20

Number of Full Time Classified Professional: 1

Number of Part Time Classified Professional or Student Worker: 01

Number of Full Time Manager, Confidential or Administrator: 1 (Athletic Director)

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 2: 2024-2025

Number of Full Time Faculty: 3

Number of Part Time Faculty: 20-22

Number of Full Time Classified Professional: 2

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: 2025-2026

Number of Full Time Faculty: 3

Number of Part Time Faculty: 22-24

Number of Full Time Classified Professional: 3

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 2

Number of Part Time Manager, Confidential or Administrator: 0

2. How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee? (200 words or less)

Our current staffing structure presents significant workload challenges as enrollment and programming have expanded. Over the past several years, part-time faculty load has increased from 5.1 to 16.1 FTEF, resulting in approximately 65% of instruction being delivered by part-time faculty. While our part-time faculty are highly dedicated and contribute meaningfully to student success, this shift reduces continuity in advising, curriculum development, assessment work, and institutional service that typically depend on full-time faculty leadership.

Coaching assignments also require substantial time commitments, particularly in year-round sports, which further limits faculty capacity for committee participation, program development, and strategic initiatives. At the same time, our productivity metrics have shifted as we have prioritized smaller, support-focused sections and expanded wraparound services that directly contribute to our strong success and persistence

outcomes. While this student-centered approach benefits achievement and equity, sustaining it long term will require adequate full-time faculty support. Additionally, all current women's sports are led by part-time coaches, which raises gender equity considerations that warrant thoughtful review as we plan future staffing and program expansion.

3. Additional Comments. Lack of full-time faculty directly impacts our programs, which serve the highest number of BIPOC students on campus (66% Latinx, 5% Black) and achieve success rates (81%) significantly exceeding college averages (66%). Despite strong outcomes, we operate at capacity with inadequate support.

The inconsistency of part-time coaching—particularly women's sports—has led to decreased enrollment, lower retention, and reduced competitive success. Our volleyball program was historically our winningest until we lost our full-time coach. Having all women's sports coached by part-time faculty while some men's sports have full-time coaching creates potential Title IX compliance concerns that warrant review.

With minimal full-time faculty available for committee work (given coaching assignments and cross-disciplinary loads), our department is significantly underrepresented in institutional governance, limiting our voice in college decisions.

We need immediate hiring of: (1) reinstating one of the full-time faculty positions as a faculty role designated in Athletic Training to provide the necessary infrastructure to expand sport offerings (wrestling/flag football) and ensure continuity from our CCAP Sports Medicine courses into programs on the Gilroy campus; (2) establishing a full-time equipment manager to support both Kinesiology instruction and Athletics operations; (3) evaluating the transition of women's sport head coaching roles to full-time positions to ensure program stability and gender equity; and (4) allocating a 100% dedicated counselor to serve student-athletes and Kinesiology/Health Education/Athletics students.

In 2019, the department operated with 5–6 full-time faculty and dedicated administrative support. Restoring sustainable staffing levels is essential to maintain our strong success and persistence outcomes, expand academic support programs, strengthen career and transfer pathways, and ensure long-term program stability.

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

1. List the resource allocations from all sources (e.g., annual college budget request

appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. **For annual college budget request appropriations, reference your previous three-year plan and annual updates. Do this for the last three years.**

Select Year 1: 2024-2025

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)? Guided pathways funds.*

Student headcount is 1496 and student athletes at 235.

Total Allocation (Irrespective of Funding Source): 1000

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **1200**

Select Year 2: 2025-2026

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): The department has received \$1200 for facility maintenance for the fitness center. An additional \$4K was allocated for athletic field maintenance/equipment (batting cage nets) and \$200K for travel expenses (moving from rental cars to chartered vehicles).

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): All funds received were spent.

Select Year 3: 2025-2026

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)? 235*

Total Allocation (Irrespective of Funding Source): We are in the process of receiving \$60K for meals for student athletes.

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☐

Other Funds: ☒

Total Spent (Irrespective of Funding Source): All funds will be spent on student athletes.

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)
 - The resources allocated have been used directly for student success and completion. Safety and maintaining equipment and facilities is a priority for the department. Supporting athletes through food stipends and transportation allows them to focus on

their studies on the road. With many students being food insecure, this ensures these students are fed while on the road.

3. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)
 - The department is fiscally responsible, but our costs are outgrowing our budgets. In looking at adding additional sports, those will require more funds for student support as well as the infrastructure of the department.

XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? **(200 words or less)**

Our department partners extensively across campus to improve student success through comprehensive support services.

Dual Enrollment: Our department piloted and continues to offer the Sports Medicine courses at Hollister High. The barriers on our own campus prevent us from expanding on this program. The request to hire could help alleviate this issue in the future and allow us to expand the offerings on the main campus, in hopes of gaining further enrollment of those who are dual enrolled.

Learning Commons and Non-Credit: Collaborating to establish a dedicated study hall and tutoring location for student-athletes, providing centralized wraparound academic support.

English and Math Departments: Expanded our PASS (Partnership for Achieving Student-Athlete Success) program beyond football to include soccer teams. Future plans include serving all athletic teams and adding math sections alongside English cohorts, providing comprehensive support in transfer-level gateway courses.

Student Services (Financial Aid, A&R, Counseling, Mental Health, El Centro): Partnering to provide targeted workshops, educational planning, mental health awareness, and basic needs support, making services readily accessible to our predominantly BIPOC student population.

Public Information Office: Increasing visibility through social media management, athletic schedule promotion in local media, and marketing materials.

Future Plans: As we develop our Kinesiology Major and Athletics Pathway, we will improve onboarding/orientation, create cross-disciplinary collaborations (linking kinesiology emphases with nursing/allied health, business, education), and formalize wraparound service delivery through systematic referral processes and shared student success data tracking.

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? **(200 words or less)**

Opportunities:

Program Expansion: Adding women's flag football, men's and women's wrestling, and exploring e-sports responds to growing student interest and emerging athletic opportunities. Wrestling shows particularly strong transfer potential given limited local options and local interest. These additions would increase enrollment and FTES due to eligibility requirements for student athletes and provide diverse athletic pathways.

Dual Enrollment Growth: Our pilot with Hollister High School demonstrates demand for sports medicine pathways, but campus barriers prevent expansion. Resolving these issues would strengthen high school partnerships, increase enrollment, and create clear pipelines from secondary to post-secondary education.

Certificate Development: Completing lifeguarding, wellness coaching, coaching, and officiating certificates addresses workforce needs and provides stackable credentials supporting career advancement.

Labor Market Alignment: Strong demand for fitness professionals, coaches, athletic trainers, and wellness specialists create employment opportunities for our graduates.

Threats:

Staffing Crisis: Operating with only 3 full-time faculty serving 1,496 students threatens program sustainability.

Title IX Compliance: Ongoing issues regarding Title IX compliance with our sport rosters (72.3% male vs 27.6% female) Adding men's sports (wrestling) without corresponding women's opportunities or converting women's coaching to full-time creates increased potential compliance issues.

Facility Modernization: Aging equipment and facilities compromise safety, competitive success, and ability to attract/retain students.

Dual Enrollment Barriers: Campus obstacles preventing sports medicine program expansion limit enrollment growth and community partnerships.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? **(300 words or less)**

The pandemic forced rapid adaptation to remote instruction, revealing both opportunities and limitations for kinesiology and athletics programs. Several discoveries inform our post-pandemic instructional approach:

Online Lecture Courses: Theory-based courses like Sport and Society, Sports Management, and Sport & Exercise Psychology and Health Education content translate effectively to online formats. Students appreciate scheduling flexibility, and success rates for lecture courses remain strong online. We plan to maintain online options for these courses while reserving face-to-face instruction for activity-based courses requiring physical skill development.

Hybrid Model Potential: We are exploring hybrid instructional models combining online flexibility with periodic in-person sessions for skill assessments, demonstrations, and community building. This approach could bridge the 13-percentage-point gap between face-to-face (85%) and online (72%) success rates while accommodating students' balancing work, family, and educational commitments. Hybrid options particularly benefit adult learners (ages 30-39) who show significantly lower success rates (56-61%) and need flexible scheduling.

Enhanced Technology Integration: Video demonstrations, virtual office hours, and Canvas tools for assignment submission and feedback improve accessibility and student engagement. These technologies supplement in-person instruction and support students unable to attend physical office hours.

Maintaining Community Connection: Our data shows students connected to campus through athletics or face-to-face courses succeed in supplementary online courses, while exclusively-online students show lower success. This reinforces the importance of maintaining in-person touchpoints—study hall, athletic participation, cohort-based learning—even as we expand online offerings.

Strategic Course Placement: Post-pandemic, we recognize that delivery methods must align with learning outcomes. Activity courses requiring hands-on skill development return to face-to-face formats, while lecture courses maintain online flexibility.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**

Several critical issues have been exacerbated by the pandemic and enrollment growth, requiring immediate attention to ensure program sustainability and student success:

Title IX Gender Equity Crisis: All women's sports are coached by part-time faculty while our Men's Football program has full-time Manager/coach. This creates possible Title IX compliance violations and contributes to decreased enrollment, lower retention, and reduced competitive success for women's programs. Our historically winningest volleyball program declined

significantly after losing full-time coaching. Adding men's sports like wrestling without addressing women's coaching equity further exacerbates this issue. We must convert women's sport head coaching positions to full-time status.

Facility Modernization Needs: Aging equipment and facilities compromise student safety, competitive success, and program appeal. Weight rooms, athletic training facilities, gymnasiums, and fields require significant investment to meet current safety standards and Title IX requirements for equitable resources. Deferred maintenance creates barriers to recruitment and retention.

Staffing Crisis Impact: Operating with only 3 full-time faculty (effectively 1.8 FTE devoted fully to kinesiology instruction) serving 1,496 students is unsustainable. This limits curriculum development, institutional governance participation, student advising capacity, and program expansion. The 65% reliance on part-time faculty creates inconsistency in program delivery and prevents long-term strategic planning.

Dual Enrollment Barriers: Despite community demand demonstrated through our Hollister High School pilot, campus barriers prevent sports medicine program expansion. Resolving these obstacles is essential for enrollment growth and strengthening high school partnerships.

Adult Learner Success Gap: Students aged 30-39 show dramatically lower success rates (56-61%). Without targeted interventions—flexible scheduling, hybrid options, childcare support—this equity gap will persist as this population grows (11% of headcount in 2024-25 vs. 6% in 2021-22).

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.

- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (One Sentence Limit):** Click or tap here to enter text.
- Alignment to Strategic Goal Choose an item.
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): Click or tap here to enter text.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Click or tap here to enter text.
- Proposed Activity to Achieve Goal: Click or tap here to enter text.
- Responsible Party (One Sentence limit): Click or tap here to enter text.
- Timeline to Completion: Semester/Year: Click or tap here to enter text.
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Click or tap here to enter text.

GOAL 1: Close Online/Face-to-Face Success Gap

- **Goal:** Reduce the achievement gap between face-to-face and online course success rates from 13 percentage points to 8 percentage points by Spring 2027, with ultimate goal of 5 percentage points by Spring 2028
- **Alignment to Strategic Goal:** Student Success and Completion
- **Alignment to SLO:** Department SLOs emphasizing student mastery of kinesiology concepts across all delivery modalities.
- **Connection to Mission/Strategic Plan/SLO Results:** Aligns with mission of "equitable access and comprehensive support" by ensuring all students succeed regardless of delivery method. Current disparity: face-to-face 85% vs. online 72%.
- **Proposed Activity:** Faculty professional development in online pedagogy, pilot hybrid courses, implement supplemental support for online learners, adopt OER, standardize online course design.
- **Responsible Party:** Department chairs, faculty, Instructional Design support.
- **Timeline:** Spring 2027
- **Evaluation:** Track online vs. face-to-face success rates each semester. Success = gap reduced to 5 points or less.
- ---

GOAL 2: Improve Adult Learner Success Rates

- **Goal:** increase course success rates for students aged 30-39 from 56-61% baseline to 65% by Fall 2026, with ultimate goal of 70% by Spring 2028
- **Alignment to Strategic Goal:** Equity and Student Success
- **Alignment to SLO:** Department SLOs and PLOs supporting diverse student populations in achieving academic goals.

- **Connection to Mission/Strategic Plan/SLO Results:** Addresses our most significant equity gap. Students aged 30-39 represent growing segment (11% of headcount) but show dramatically lower success rates.
 - **Proposed Activity:** Expand evening/weekend courses, develop hybrid courses, create peer mentoring for adult learners, partner with counseling for targeted outreach, connect students with basic needs and childcare resources.
 - **Responsible Party:** Department chairs, counseling, student services.
 - **Timeline:** Fall 2026
 - **Evaluation:** Track success rates for 30-39 age cohort each semester. Success = 70% success rate by Fall 2026.
-

GOAL 3: Expand Student Success Programs

- **Goal:** Increase student-athlete participation in PASS/RAAMP programs from 2 sports to all 8 athletic teams by Fall 2026.
 - **Alignment to Strategic Goal:** Student Success, Completion, and Equity
 - **Alignment to SAO:** Department SAOs related to academic support, retention, and transfer preparation.
 - **Connection to Mission/Strategic Plan/SLO Results:** Our 77% persistence rate (vs. 62% college average) validates wraparound services effectiveness. Expanding proven interventions maintains exceptional equity outcomes for male, Latinx, and Black students.
 - **Proposed Activity:** Add PASS/RAAMP cohorted sections for remaining teams, incorporate math sections alongside English cohorts, expand study hall and tutoring, secure 100% dedicated counselor, partner with English/Math departments.
 - **Responsible Party:** Department chairs, athletic counselor, English/Math partnerships.
 - **Timeline:** Fall 2026
 - **Evaluation:** Track sports participating in PASS/RAAMP and compare first-year success/retention rates. Success = all 8 teams participating.
-

GOAL 4: Complete Certificate Development

- **Goal:** Complete and launch three career certificates (Lifeguarding, Health & Wellness Coaching, Coaching) by Spring 2027 with minimum 15 students enrolled in each.
- **Alignment to Strategic Goal:** Career Advancement and Workforce Preparation
- **Alignment to SLO:** Program Learning Outcomes preparing students for career advancement in fitness, wellness, and coaching.
- **Connection to Mission/Strategic Plan/SLO Results:** Supports mission of "career advancement and meaningful community participation." Responds to advisory committee recommendations and labor market demand.

- **Proposed Activity:** Complete Lifeguarding approvals, develop two courses for Health & Wellness Coaching, develop Coaching curriculum, market certificates, partner with local employers.
- **Responsible Party:** Department chairs, curriculum committee, advisory committee.
- **Timeline:** Spring 2027
- **Evaluation:** Track certificate approvals and enrollment. Success = all three launched with 15+ students each.

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

RESOURCE REQUEST: Full-Time Athletic Trainer/Faculty Position

Request Name: Full-Time Athletic Trainer/Faculty Position

Request Amount: \$120,000 annually (estimated full-time faculty salary + benefits)

Type of Request: Personnel

Alignment to Goal(s) in Section XIII: Goal 4 (Complete Certificate Development) and supports Goals 1-3 through enhanced student support and program expansion

Is this a one-time or ongoing expense? Ongoing

Category of Request:

- ☒ Full-Time Faculty

Which of the following best describes your request? Personnel

Description/Justification (300 words):

We are requesting a full-time Athletic Trainer/Faculty position to support critical program expansion, ensure student safety, respond to workforce demand, and enhance competitive opportunities for our diverse student population.

Athletic Training Certificate Development (Goal 4): We are developing an Athletic Training Certificate responding to labor market demand for qualified sports medicine professionals. This position would teach certificate courses, supervise clinical experiences, maintain industry partnerships, and ensure curriculum meets current professional standards. Without a full-time faculty athletic trainer, we cannot launch this high-demand certificate despite documented workforce need.

Wrestling Program Opportunity: Adding wrestling addresses student and community interest and creates strong transfer opportunities, as few local programs exist. Wrestling requires and additional certified athletic trainer to ensure student safety, proper conditioning, injury prevention, and emergency response. A full-time athletic trainer would enable safe program launch while serving dual instructional and athletic training roles (60% athletic training duties, 40% instruction).

Enhanced Student Safety: Our current athletic training services prevent an expansion of our sport offerings. A full-time faculty athletic trainer would provide comprehensive injury prevention, assessment, treatment, rehabilitation, and emergency response for all 8+ athletic programs serving our predominantly BIPOC student population while also having teaching responsibilities. This directly supports our exceptional retention rates (77% vs. 62% college average) by ensuring student-athletes can participate safely and recover effectively from injuries.

Curriculum Support: This position directly aligns with our CCAP Sports Medicine courses currently offered at the high school level. Students enrolled in these courses are expressing interest in continuing their education in sports medicine at Gavilan. However, we are currently unable to offer the hands-on KIN 4 Sports Medicine courses on the Gilroy campus because our athletic trainers are classified professionals rather than faculty and therefore cannot serve as instructors of record. A faculty-designated Athletic Trainer would create a seamless pathway from CCAP to certificate completion, strengthening enrollment pipelines and supporting student educational continuity.

Alignment with College Mission: Supports mission of preparing "students for transfer success, career advancement, and meaningful community participation" by expanding athletic opportunities, developing career certificates, ensuring student safety, and responding strategically to enrollment growth (56.4% increase over four years) with targeted, high-impact investment.

Request Name (short title): RAAMP Mentor Stipends

Request amount: **\$2000 per mentor, 1 per team, per year, total of \$16,000**

Type of Request: Personnel (additional stipend to current employee)

Alignment to Goal(s) in section XIII (*enter goal from above*) ***Student success initiatives***

Is this a one-time or ongoing expense? on going

Request Name (short title): **RAAMP Instructional Supplies**

Request amount: \$2500

Type of Request: Instructional Supplies

Alignment to Goal(s) in section XIII (enter goal from above) *Student success initiatives*

Is this a one-time or ongoing expense? on going

RESOURCE REQUEST 2: Full-Time Equipment Manager

Request Name: Full-Time Equipment Manager

Request Amount: \$75,000 annually (estimated classified professional salary + benefits)

Type of Request: Personnel

Alignment to Goal(s) in Section XIII: Supports all goals by enabling faculty to focus on instruction, student success initiatives, and program development rather than equipment management

Is this a one-time or ongoing expense? Ongoing

Category of Request:

- ☒ Full-Time Classified Professional

Which of the following best describes your request? Personnel

Description/Justification (300 words):

We are requesting a full-time Equipment Manager to handle setup, breakdown, inventory, and maintenance of equipment for Kinesiology classes, athletic practices, competitions, and team-related activities. This position is essential for operational efficiency and enables faculty to focus on instruction and student support.

Current Impact on Faculty and Students: Without dedicated equipment management support, faculty and part-time staff handle: setting up and breaking down equipment for course sections, managing inventory for 8+ athletic teams, coordinating equipment for home competitions and away travel, maintaining and repairing equipment for activity classes (fitness, yoga, sports skills), ensuring proper storage and organization of equipment, and ordering replacement equipment and supplies. This administrative burden prevents faculty from focusing on teaching, advising our 1,545 students, and achieving departmental goals.

Student Safety and Program Quality: Proper equipment management is critical for student safety. An Equipment Manager would ensure: equipment is properly maintained and inspected for safety, activity classes have necessary equipment ready at class start (maximizing instructional time), athletic teams have appropriate gear for practices and competitions, facilities are set up efficiently for events and competitions, and equipment is distributed equitably across programs supporting Title IX compliance.

Program Expansion Support: As we expand certificate programs (Goal 4), explore new athletic programs (wrestling, flag football), equipment needs grow substantially. An Equipment Manager would support these expansions by managing increased inventory, coordinating with new programs, and ensuring all students have access to necessary safe and clean equipment.

Operational Efficiency: This position enables our limited full-time faculty (only 3 FT serving 1,545 students) to focus on direct student instruction, SLO assessments, curriculum development, online course improvements (Goal 1), adult learner support (Goal 2), and PASS/RAAMP expansion (Goal 3) rather than logistical tasks better suited for classified professional support.

Alignment with College Mission: Supports mission of "comprehensive support in a welcoming inclusive environment" by ensuring operational efficiency, student safety, and enabling faculty to focus on direct student instruction and support that produce our exceptional success outcomes (81% vs. 66% college average).

Resource Request: Transition to 100% Dedicated Counselor for Kinesiology/Athletics/Health Education

Request: Reallocation of existing counselor funding to move Darlene Del Carmen from her current Kinesiology/Athletics and General Counseling split to **100% dedicated** support for Kinesiology, Athletics, and Health Education students.

Amount requested: The requested allocation represents the incremental funding required to transition the current split-funded counselor position to 100% dedicated support for Kinesiology/Athletics students. The position already exists; this request covers only the portion currently supported by the Counseling Department.

Rationale: Our student-athletes and Kinesiology majors have shown exceptionally high success (81%) and persistence (77%) rates — 15 percentage points above college averages — largely because of the targeted, embedded support provided by a counselor who understands athletic eligibility, transfer pathways, and the unique needs of our diverse population.

Making this position 100% dedicated to our area would:

- Allow full-time, on-site academic counseling, progress monitoring, and transfer advising
- Expand RAAMP and PASS cohort support
- Provide consistent, specialized guidance for our growing student-athlete population (currently 917 fall headcount)
- Strengthen equity outcomes for Latinx, Black, male, and first-generation students who benefit most from this model

This is **not** a request for a new position. It is a reallocation of an existing counselor to the area where her expertise and relationships already deliver measurable results.

Priority: High **Strategic alignment:** Student Success, Equity, and Retention

1. Request Name (short title): **Click or tap here to enter text.**
2. Request amount: **Click or tap here to enter text.**
3. Type of Request: Choose an item.
4. Alignment to Goal(s) in section XIII (*enter goal from above*)**Click or tap here to enter text.**
5. Is this a one-time or ongoing expense? Choose an item.
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be*

categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.

Which of the following best describes your requests?

Choose an item.

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

Click or tap here to enter text.

XV - ADDITIONAL QUESTIONS

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development? **Click or tap here to enter text.**
2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion. **Click or tap here to enter text.**
3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body? **Click or tap here to enter text.**
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? **Click or tap here to enter text.**
5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record. **Click or tap here to enter text.**

Question 1: Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Yes. The department chairs mentor faculty, though time is limited due to workload constraints. Professional development opportunities are shared regularly through email and department

meetings. We have established a Coaches' Mentoring Program that pairs new coaches with tenured faculty to provide support in navigating institutional systems, developing coaching philosophy, building team culture, managing student-athlete academic eligibility, and balancing coaching with instructional responsibilities.

During our fall 2024 department meeting, we provided comprehensive training on Student Learning Outcome (SLO) assessment, including creating rubrics, using Canvas for outcome assessment, and documenting student performance data. Faculty received hands-on guidance for completing course updates and assessments by our March 1, 2025 deadline.

We encourage participation in institutional professional development offerings including Teaching and Learning Center workshops, equity training, online pedagogy courses, and conference attendance. Faculty share best practices during department meetings, creating informal peer mentoring around effective teaching strategies, student engagement techniques, and supporting diverse learners.

Areas for expansion include formalized mentoring for all new part-time faculty (not just coaches), regular professional development specifically focused on kinesiology pedagogy and activity-based instruction, and creating a departmental professional development fund to support conference attendance and specialized training in areas like adaptive physical education, sports psychology, injury prevention, and culturally responsive teaching in physical education contexts.

Question 2: If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

Our data strongly justifies additional faculty and classified professional support:

Enrollment and Student Success Data:

- 1,545 unduplicated students served (56.4% increase over four years)
- 3,296 total enrollments (78.4% increase over four years)
- 242 sections offered (74.1% increase over four years)
- 81% success rate (15 points above college average)
- 77% persistence rate (15 points above college average)
- Exceptional equity outcomes for male, Latinx, and Black students

Current Staffing Crisis:

- Only 3 full-time faculty serving 1,545 students
- 65.1% of instruction delivered by part-time faculty (increased from 46.7%)
- Part-time faculty load increased 216% (from 5.1 to 16.1 FTEF)

- Full-time faculty percentage decreased 44% over four years
- Only 1.8 effective FTE devoted fully to kinesiology instruction (others have coaching assignments, counseling duties, or Allied Health teaching loads)

Gender Equity Issue: All women's sports are coached by part-time faculty, creating Title IX compliance concerns and limiting recruitment, program stability, and competitive success.

Impact on College Mission: Additional full-time faculty would directly support Gavilan's mission of "equitable access and comprehensive support" by:

- Providing consistent mentorship and advising for our predominantly BIPOC student population
- Maintaining and improving our exceptional success and persistence rates
- Expanding PASS/RAAMP programs to serve more students
- Ensuring adequate committee participation and institutional governance representation
- Supporting curriculum development, assessment, and continuous improvement
- Addressing gender equity in athletics
- Enabling program expansion (new certificates, additional sports)

Requested Positions:

1. Full-Time Athletic Trainer
2. Full-Time Equipment Manager
3. 100% dedicated counselor for student-athletes and Kinesiology/Health Education/Athletics students. (Conversion from our current shared counselor position)
4. Conversion of women's sport head coaching positions to full-time status

These positions would increase student success and equity while allowing us to continue to contribute to the college governance needs.

Question 3: *What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?*

We actively participate in Equal Employment Opportunity initiatives and the District's cluster hire program. Through this our faculty receive training on implicit bias and inclusive recruitment practices. In our own department we prioritize candidates who demonstrate cultural competency, experience working with diverse populations, and commitment to equity.

The Kinesiology/Athletics Department actively supports the District's EEO and cluster-hire initiatives. Every hiring committee completes implicit-bias training and uses equity-minded

rubrics. We specifically seek candidates who demonstrate cultural competency and experience working with our student demographics (66% Latinx, 5% Black, 5% Asian, 4% Filipinx).

Our current faculty and coaching staff closely reflect the student body, providing visible role models and culturally responsive mentorship.

We broaden our candidate pools through active state and regional networks:

- Actively serving on the CCCKEPD
- Participation in the Northern California Football Conference Executive Committee
- Service on the 3C2A Managing Board and as Vice President of the California Community College Athletic Directors Association

These leadership roles give us direct access to diverse professionals across the state for both full-time and part-time coaching/faculty positions.

Retention is supported through a departmental mentoring program, equity-focused professional development, and opportunities for part-time coaches to increase income by teaching non-credit/community-education classes.

The single greatest barrier remains low coaching stipends. We continue to advocate for market-rate stipends, clear PT-to-FT pathways, and dedicated professional-development funding to attract and retain the diverse talent our students deserve.

We support retention through our Coaches' Mentoring Program, inclusive department culture, regular communication and appreciation of faculty contributions, and advocacy for improved working conditions and compensation.

Question 4: *Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?*

Yes. Several recent milestones have strengthened our program and are not covered elsewhere in this review:

- Hired new full-time Kinesiology instructor and new head football coach.
- Completed **Peer Online Course Review (POCR)** certification for three courses, ensuring high-quality online instruction.
- Expanded community service: athletic teams volunteered with the **Bay Area Women's Sports Initiative (BAWSI)** and multiple local food banks.
- Sent a student-athlete to the **3C2A State Captains Council** meeting in November 2025, giving our students a voice at the statewide level.

These accomplishments reflect our ongoing commitment to faculty/staff renewal, instructional quality, student leadership, and community engagement.

Question 5: *Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions.*

Data Access: It would be helpful to have data links embedded directly in the form rather than requiring navigation to separate Tableau or Precision Campus dashboards. Some tabs do not allow entry of all needed data (e.g., Program Resource and Analysis missing years 2021 and 2022).

Word Limits: The 300-word limit for the executive summary is challenging when trying to comprehensively summarize complex programs serving 1,545 students with multiple components (kinesiology instruction, athletics, certificates, equity initiatives). Consider increasing to 400-500 words or providing guidance on prioritizing content.

Connection to Resource Allocation: The process should explicitly connect program review findings and goals to resource allocation decisions. We need clarity on how submitted requests are evaluated, prioritized, and funded. A transparent timeline showing when decisions are made and how programs learn outcomes would improve planning.

Equity Data Disaggregation: While the current equity questions are valuable, it would be helpful to have standardized equity data reports showing our program's performance compared to college-wide averages for all disproportionately impacted populations (including students with disabilities and foster youth), not just race/ethnicity and gender.

Multi-Year Trending: The template could benefit from built-in comparison fields showing three-year trends for key metrics (enrollment, success rates, persistence, FTEF) rather than requiring narrative description of trends.

Professional Development Support: Consider providing sample responses or exemplars (with identifying information removed) so programs can see what comprehensive, effective program reviews look like and calibrate their responses accordingly.

Overall, the process is thorough and valuable for reflection and planning. These recommendations would streamline completion while maintaining rigor and usefulness.

XVI - EXECUTIVE SUMMARY

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for

your next three years. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Kinesiology and Athletics Department demonstrates exceptional student success amid remarkable growth. Over four years, our unduplicated headcount increased 56.4% (988 to 1,545 students) and enrollment grew 78.4% (1,848 to 3,296 enrollments), yet we maintained an 81% success rate—15 points above the college average of 66%. Our 77% fall-to-spring persistence rate significantly exceeds the college average of 62%.

Our equity outcomes are particularly strong. Serving one of the college's most diverse student populations (66% Latinx, 5% Black, 5% Asian), we achieve success rates well above college averages, including male students (82% vs. 68.8% college average), Latinx students (80%), and Black students (77%). The department's outcomes demonstrate that when wraparound services and structured engagement are embedded into academic programming, student success and equity gaps close. Programs such as PASS and RAAMP, structured study hall, academic counseling, mental health workshops, and basic needs support have created a scalable student success model.

Despite these outcomes, sustainability challenges remain. The department operates with three full-time faculty serving 1,545 students, with approximately 65% of instruction delivered by part-time faculty. All women's sports are currently led by part-time coaches, raising gender equity considerations that warrant institutional review.

Our three-year goals include: (1) closing the 13-point gap between face-to-face (85%) and online (72%) success rates to 8 points by Spring 2027 and 5 points by Spring 2028, building on our three POCR-certified courses and expanding hybrid course development; (2) increasing adult learner success rates (ages 30-39: 56-61%) through flexible scheduling and targeted supports; (3) expanding PASS/RAAMP programming to serve all athletic teams with dedicated counseling support; and (4) completing and launching career certificates in Lifeguarding, Health & Wellness Coaching, and Coaching to strengthen workforce pathways.

With strategic staffing investments and institutional alignment, the department is positioned to sustain equity gains, expand access, increase community engagement, and scale a proven student success model that integrates academic instruction, structured engagement, and comprehensive student support.

XVII - ATTACH FILES

Attached: 2024–2025 Equity in Athletics Disclosure Act (EADA) Report for reference in relation to participation, staffing, and expenditure data cited in this review.