

SECTION I: INTRODUCTION

Program Name

Kinesiology

Academic Term of Comprehensive (Three-Year) Review

Fall 2025

Brief History of the Program

Direct Answer: Napa Valley College offers an Associate in Arts in Kinesiology for Transfer (AA-T), but the college's official catalog and program review documents do not specify the exact year the Kinesiology program or degree was formally established.

Alignment with Institutional Mission

The Kinesiology Department strongly aligns with Napa Valley College's mission by providing student-centered, equity-focused, and community-oriented educational opportunities. Through activity-based and lecture courses, the department promotes physical and mental wellness while supporting diverse student interests and abilities. The Associate in Arts for Transfer (AA-T) in Kinesiology prepares students for successful transfer and career pathways by aligning curriculum with four-year institutions and workforce needs. Experiential learning, skill development, and health-related coursework empower students with lifelong wellness tools. Intercollegiate athletics, dance, and collaborative partnerships enhance campus engagement and community connection. Together, these efforts support holistic student development, equitable access to education, and meaningful opportunities that help transform students' lives.

Program (Health & Safety) - Kinesiology: Program Review

Taxonomy of Program

Program	Kinesiology
Degree(s)/Certificate(s)	Kinesiology AA-T
Courses	HELH-100 – Community First Aid & Safety
	HELH-106 – Personal & Community Health
	HELH-109 – Sport Nutrition & Weight Management
	HELH-115 – Health and Social Justice
	KINE-100 – Swimming
	KINE-100B – Intermediate Swimming
	KINE-101 – Muscle and Tension Release Techniques
	KINE-103 – Fitness for Life
	KINE-115 - Cross Training
	KINE-123 – Tennis
	KINE-123B – Intermediate Tennis
	KINE-129 - Spinning
	KINE-129B – Intermediate Spinning
	KINE-130 – Yoga
	KINE-130B – Intermediate Yoga
	KINE-131 – Cardio Kickboxing
	KINE-131B – Intermediate Cardio Kickboxing
	KINE-133 – Body Sculpting
	KINE-133B – Intermediate Body Sculpting

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KINE-139 - Kickboxing With Jeet Kune Do Concepts Level 1
KINE-139D - Kickboxing With Jeet Kune Do Concepts Level 1
KINE-146 - Fitness Flexibility
KINE-146B - Intermediate Fitness and Flexibility
KINE-148 - Walking for Fitness
KINE-148B - Intermediate Walking for Fitness
KINE-151 - Weight Training
KINE-151B - Intermediate Weight Training
KINE-151C - Olympic Weight Training
KINE-154 - Mat Pilates
KINE-154B - Intermediate Pilates
KINE-160 - Adaptive Physical Education
KINE-169 - Corrective Physical Education for TA's
KINE-174 - Skills and Conditioning for Team Sports
KINE-176 - Team Sports
KINE-176B - Intermediate Team Sports
KINE-190 - Introduction to Personal Training
KINE-200 - Coaching & Athletic Administration
KINE-201 - Introduction to Kinesiology
KINE-203 - Introduction to Applied Sports Psychology

Program (Health & Safety) - Kinesiology: Program Review

SECTION II: PROGRAM DATA

A.1 HEADCOUNT & ENROLLMENT

Headcount & Enrollment Data

Kinesiology	2022-2023	2023-2024	2024-2025	Change over 3-Year Period
Headcount				
Program	833	947	1,107	32.9%
Institution	6,161	6,588	7,034	14.2%
Enrollment				
HELH-100	11	48	57	418%
HELH-106	345	327	445	29.0%
HELH-109	0	0	0	N/A
HELH-115	25	43	45	80.0%
KINE-100	30	14	18	-40.0%
KINE-100B	10	10	7	-30.0%
KINE-101	0	0	0	N/A
KINE-103	62	77	76	22.6%
KINE-115	11	0	0	-100%
KINE-123	12	33	43	258%
KINE-123B	0	7	15	N/A
KINE-129	13	10	0	-100%
KINE-129B	7	1	0	-100%
KINE-130	34	31	56	64.7%
KINE-130B	7	7	10	42.9%
KINE-131	0	0	0	N/A
KINE-131B	0	0	0	N/A
KINE-133	0	0	0	N/A
KINE-133B	0	0	0	N/A
KINE-139	0	0	0	N/A
KINE-139D	0	0	0	N/A
KINE-146	0	0	0	N/A
KINE-146B	0	0	0	N/A
KINE-148	54	51	56	3.7%
KINE-148B	7	16	14	100%
KINE-151	89	144	145	62.9%
KINE-151B	22	35	38	72.7%
KINE-151C	10	9	18	80.0%

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KINE-154	0	18	0	N/A
KINE-154B	0	2	0	N/A
KINE-160	208	238	265	27.4%
KINE-169	9	9	16	77.8%
KINE-174	59	72	28	-52.5%
KINE-176	23	2	20	-13.0%
KINE-176B	2	2	3	50.0%
KINE-190	0	0	0	N/A
KINE-200	14	31	60	329%
KINE-201	66	64	65	-1.5%
KINE-203	0	0	0	N/A
Program	1,130	1,301	1,500	32.7%
Institution	23,489	25,075	27,646	17.7%

Source: SQL Queries for Fall 2025 Program Review

Green shading denotes increases > 10%.

Pink shading denotes decreases > 10%.

Describe the trend in enrollment within the program over the past three years.

Enrollment has increased

Relative Change in Headcount & Enrollment in the Past 3 Years

Summary Comparison	Three-Year Change	
	Headcount	Enrollment
Program	32.9%	32.7%
Institution	14.2%	17.7%

Relative Direction of Program Enrollment Trend

Program trend reflects the trend at the institutional level

Relative Magnitude of Program Enrollment Trend

Change at the program level exceeds the change at the institutional level

Describe the factors that contributed to the recent enrollment trend within the program.

While AB 928 aimed to streamline general education by eliminating lifelong learning and self-development courses, concerns were raised regarding the potential effects on student success and wellness. Napa Valley College elected to maintain a three-unit requirement for the local degree, a decision that has strengthened the Kinesiology program and preserved essential course offerings that support student health and engagement. The department also scaled down their course offerings to those with greater enrollment trends, resulting in an increase in enrollment and a reduction in class cancellations.

Do the trends in headcount and enrollment suggest that changes are necessary to improve enrollment within the program?

No

Program (Health & Safety) - Kinesiology: Program Review

A.2 AVERAGE SECTION SIZE

Average Section Size Data

Kinesiology	2022-2023		2023-2024		2024-2025		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
HELH-100	1	11.0	2	16.0	3	19.0	16.6	72.7%
HELH-106	11	31.4	10	32.7	12	37.1	33.8	18.2%
HELH-115	2	12.5	2	21.5	2	22.5	18.8	80.0%
KINE-100	3	13.3	2	12.0	2	12.5	12.7	-6.0%
KINE-103	3	20.7	3	25.7	3	25.3	23.9	22.2%
KINE-115	1	11.0	0	0	0	0	11.0	-100%
KINE-123	1	12.0	2	20.0	2	29.0	22.0	142%
KINE-129	2	10.0	1	11.0	0	0	10.3	-100%
KINE-130	2	20.5	2	19.0	3	22.0	20.7	7.3%
KINE-148	2	30.5	2	33.5	2	35.0	33.0	14.8%
KINE-151	9	13.4	11	17.1	9	22.3	17.6	66.4%
KINE-154	0	0	1	20.0	0	0	20.0	N/A
KINE-160	12	17.3	12	19.8	12	22.1	19.8	27.7%
KINE-169	2	4.5	2	4.5	2	8.0	5.7	77.8%
KINE-174	7	8.4	7	10.3	4	7.0	8.8	-16.7%
KINE-176	2	12.5	1	4.0	3	7.7	8.7	-38.4%
KINE-200	1	14.0	1	31.0	2	30.0	26.3	114%
KINE-201	2	33.0	2	32.0	2	32.5	32.5	-1.5%
Program	63	17.9	64	20.3	63	23.8	20.7	33.0%
Institution	1,010	23.3	1,045	24.0	1,055	26.2	24.5	12.4%

Sources: SQL Queries for Fall 2025 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

Enrollments in concurrent sections are attributed to the primary course noted in the Concurrent Courses Reports. Each concurrent section is treated as one section.

Green shading denotes increases > 10%.

Pink shading denotes decreases > 10%.

Describe the trend in average section size within the program over the past three years.

Average section size has increased

Relative Change in Average Section Size in the Past 3 Years

Summary Comparison	Three-Year	
	Average	Change
Program	20.7	33.0%
Institution	24.5	12.4%

Relative Average Section Size Trend

Program average exceeds the institutional average

Relative Change in Average Section Size

Change at the program level exceeds the change at the institutional level

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Describe the factors that contributed to the recent trend in average section size within the program.

We have reduced our course offerings, providing a more stable class schedule with courses that historically had higher enrollment numbers. We also have recruited more student-athletes into the athletic department, which is reflected in the increase of sections sizes for many of our course offerings, especially those courses related to intercollegiate athletics.

Do the trends suggest that changes are necessary to increase average section size?

No

A.3 FILL RATE & PRODUCTIVITY

Fill Rate Data

Kinesiology	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Fill Rate					
Program					
Enrollments	1,130	1,301	1,500	32.7%	3,931
Capacity	1,450	1,487	1,525	5.2%	4,462
Fill Rate	77.9%	87.5%	98.4%	20.5%	88.1%
Institution					
Enrollments	23,489	25,075	27,646	17.7%	76,210
Capacity	31,749	32,279	32,984	3.9%	97,012
Fill Rate	74.0%	77.7%	83.8%	9.8%	78.6%

Source: SQL Queries for Fall 2025 Program Review

Compare program-level fill rate with institution-level fill rate over the past three years.

Program fill rates have consistently exceeded institutional fill rates.

Productivity Data

Kinesiology	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Productivity					
Program					
FTES	125.3	141.8	158.4	26.4%	425.5
FTEF	16.0	15.6	16.1	0.6%	47.7
Productivity	7.8	9.1	9.8	25.6%	8.9
Institution					
FTES	3,017.0	3,163.5	3,393.8	12.5%	9,574.3
FTEF	293.8	288.1	294.5	0.2%	876.4
Productivity	10.3	11.0	11.5	12.2%	10.9

Source: SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)

Relative Change in Productivity in the Past 3 Years

Summary Comparison	Three-Year Rate		Three-Year Change	
	Fill Rate	Productivity	Fill Rate	Productivity
Program	88.1%	8.9	20.5%	25.6%
Institution	78.6%	10.9	9.8%	12.2%

Compare program-level productivity with institution-level productivity over the past three years.

Program productivity has consistently exceeded institutional productivity.

Program (Health & Safety) - Kinesiology: Program Review

Describe the factors that contributed to recent trends in fill rate and productivity within the program.

This may be reflected again, with the reduction in course offerings throughout the department, along with an increase of student-athletes participating in athletic team classes.

Do the trends suggest that changes are necessary to increase fill rate or/and productivity?

No

B.1 RETENTION & SUCCESSFUL COURSE COMPLETION

Retention & Course Completion Data

Summary Comparison	Program	Comparison	Institution
Retention Rate	97.3%	>	91.8%
Successful Course Completion Rate	86.4%	>	73.5%
Difference	10.9%	<	18.3%

Reflect on the summary comparison of retention, successful course completion, and the difference between the two at the program level vs. the institution level. Do the program-level figures suggest that changes are necessary?

No

Describe the proposed actions that the program will take based on the summary course retention and completion data.

The Kinesiology program's retention rate exceeds the institutional average, reflecting the department's continued efforts to improve student persistence since the previous program review. Faculty will continue to monitor student progress and provide guidance and support to those experiencing academic difficulty. The department currently requires faculty to drop students after two weeks of non-attendance and will continue to examine additional strategies to further support students and improve retention across all courses.

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Course-Level Retention & Completion Data

Course	Kinesiology	Retention Rate			Successful Course Completion Rate			Difference (Retention Minus Successful Course Completion)
		Rate	Course vs. Program Rate		Rate	Course vs. Program Rate		
			Higher	Lower		Higher	Lower	
HELH-100	93.0%		X	71.3%		X	21.7%	
HELH-106	97.1%	--	--	78.6%		X	18.5%	
HELH-115	95.6%		X	77.0%		X	18.6%	
KINE-100	95.2%		X	88.7%	X		6.5%	
KINE-100B	92.6%		X	85.2%		X	7.4%	
KINE-103	93.0%		X	82.7%		X	10.3%	
KINE-115	72.7%		X	72.7%		X	0%	
KINE-123	96.6%	--	--	93.2%	X		3.4%	
KINE-123B	100%	X		95.5%	X		4.5%	
KINE-129	100%	X		91.3%	X		8.7%	
KINE-129B	*			*			N/A	
KINE-130	97.5%	--	--	90.8%	X		6.7%	
KINE-130B	95.8%		X	95.8%	X		0%	
KINE-148	96.9%	--	--	81.4%		X	15.5%	
KINE-148B	100%	X		89.2%	X		10.8%	
KINE-151	97.9%	--	--	92.3%	X		5.6%	
KINE-151B	98.9%	X		93.7%	X		5.2%	
KINE-151C	100%	X		94.6%	X		5.1%	
KINE-154	94.4%		X	94.4%	X		0%	
KINE-154B	*			*			N/A	
KINE-160	100%	X		100%	X		0%	
KINE-169	100%	X		100%	X		0%	
KINE-174	100%	X		99.4%	X		0.6%	
KINE-176	97.8%	--	--	97.8%	X		0%	
KINE-176B	*			*			N/A	
KINE-200	97.1%	--	--	50.0%		X	47.1%	
KINE-201	93.8%		X	81.0%		X	12.8%	
Program	97.3%			86.4%			10.9%	
Institution	91.8%			73.5%			18.3%	

Source: SQL Queries for Fall 2025 Program Review

*Indicates that data are suppressed due to low N (< 10).

-- Indicates a value that is within 1% of the program-level rate.

Bold italics denote a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in ***bold italics***.

Green shading highlights courses with retention and successful course completion rates higher than the corresponding program-level rate and a difference between retention and successful course completion that is smaller than the difference at the program level.

Pink shading highlights courses with retention and successful course completion rates lower than the corresponding program-level rate and a difference between retention and successful course completion that is larger than the difference at the program level.

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Reflect on the course-level data provided in the table containing detailed program data. Do the course-level retention rates, successful course completion rates, or the differences between the two suggest that changes are necessary?

No

Describe the proposed actions that the program will take based on the course-level retention and completion data.

The Kinesiology program continues to demonstrate strong overall performance, with retention and completion rates that exceed institutional averages. Analysis of course-level data highlights both areas of excellence—such as courses with near-perfect success—and courses with significant gaps between retention and completion. To address these disparities, the program will implement curriculum adjustments, strengthen faculty development, and expand student support resources. Assessment practices and prerequisites will be reviewed to ensure alignment with student preparedness, while ongoing monitoring of disaggregated data will safeguard equity. These actions will reinforce the program's commitment to student success and sustain its high standards of quality.

B.2. STUDENT EQUITY

Comparison of Retention and Successful Course Completion Rates Among Demographic Groups

Kinesiology	Demographic Group	Program	Comparison	Institution
Retention Rate	Ages 25 to 29	96.2%	>	89.7%
	African American/Black	97.5%	>	89.5%
	Native American	100%	>	86.0%
Successful Course Completion Rate	Ages 19 or Younger	84.8%	>	71.9%
	African American/Black	82.2%	>	65.2%
	Latinx/Hispanic	85.0%	>	70.4%
	Native American	92.9%	>	64.3%
	First-Generation	80.9%	>	67.9%

Source: SQL Queries for Fall 2025 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

*Indicates that are suppressed due to low N (< 10).

Reflect on the comparison of retention and successful course completion rates among demographic groups at the program level vs. the institution level. Identify any areas of concern.

Within the Kinesiology program, successful course completion rates for African American/Black, Latinx/Hispanic, First-Generation students, Veterans, and students aged 19 or younger exceed institutional averages. This success reflects the intentional efforts of faculty and departmental support staff to provide early intervention, consistent engagement, and targeted student support. Proactive outreach and monitoring have contributed to improved retention across these student populations. Additionally, the predominance of in-person course offerings within the program has been a key factor in student success, as data indicate higher completion rates in face-to-face classes compared to online or hybrid formats.

Do the program-level figures on course retention and completion suggest that changes are necessary?

No

Describe proposed actions the program will take around student equity.

The Kinesiology program will sustain and expand equity-focused practices that have contributed to higher success rates among disproportionately impacted student populations. Faculty will continue early intervention and proactive outreach for students experiencing academic or attendance challenges, in coordination with departmental support staff. The program will prioritize in-person course offerings when feasible, as data show higher completion rates for these students in face-to-face classes. Disaggregated data will be reviewed regularly to identify and address emerging equity gaps.

Program (Health & Safety) - Kinesiology: Program Review

B.3 DELIVERY MODE

Comparison of Retention and Successful Course Completion Rates by Delivery Mode

Kinesiology			
Retention & Successful Course Completion by Delivery Mode			
	In-Person	Comparison	Online
Retention Rate	97.5%	≈	97.3%
Successful Course Completion Rate	78.4%	>	76.5%
	In-Person	Comparison	Hybrid
Retention Rate	96.4%	>	90.0%
Successful Course Completion Rate	81.9%	>	72.0%
	Online	Comparison	Hybrid
Retention Rate	97.3%	>	92.9%
Successful Course Completion Rate	76.8%	>	73.2%

Source: SQL Queries for Fall 2025 Program Review

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

Courses Included in Analysis by Delivery Mode

Courses Included in Analysis by Delivery Mode	
Comparison	Course(s) and Academic Year(s)
In-Person vs. Online	<ul style="list-style-type: none"> ○ HELH-106 in 2023-2024 ○ HELH-106 in 2024-2025
In-Person vs. Hybrid	<ul style="list-style-type: none"> ○ HELH-106 in 2024-2025 ○ KINE-130 in 2024-2025
Online vs. Hybrid	<ul style="list-style-type: none"> ○ HELH-106 in 2022-2023 ○ HELH-106 in 2024-2025

Reflect on the comparison of retention and successful course completion rates by course delivery mode. Identify any areas of concern.

Retention rates are consistently high across all delivery modes, indicating that student persistence is not a significant concern. However, successful course completion rates are noticeably lower in hybrid courses when compared to both in-person and online formats. This suggests potential challenges related to hybrid course design, student readiness, or instructional support. In-person courses show the strongest outcomes, highlighting a need to review and improve hybrid delivery to better support student success.

Do the differences between retention or/and successful course completion among different delivery modes suggest that changes are necessary?

No

Describe proposed actions the program will take around course delivery mode.

The Kinesiology program will prioritize in-person course offerings, as data show higher retention and successful course completion rates in face-to-face instruction. The program will also review hybrid course design and instructional practices to identify barriers to student success and implement improvements, including clearer course structure, enhanced student support, and consistent expectations. Faculty will monitor outcomes by delivery mode and use disaggregated data to guide adjustments that improve successful course completion across all modalities.

C.1 PROGRAM COMPLETION

Program Completion Data

Kinesiology				Three-Year	
	2022-2023	2023-2024	2024-2025	Change	Total
AA-T Degrees	4	7	6	50.0%	17
Institutional: AA-T Degrees	96	107	87	-9.4%	290

Source: SQL Queries for Fall 2025 Program Review

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Direction of 3-year trend in AA-T degree conferral

The program trend deviates from the trend at the institutional level.

Magnitude of 3-year trend in AA-T degree conferral

The change at the program level exceeds the change at the institutional level.

Describe the factors that contributed to recent trends in completion within the program.

The Kinesiology program has shown steady growth in AA-T degree completions over the past three years, increasing by 50% (from 4 to 6 completions) while institutional AA-T completions declined by 9.4%. This positive trend reflects strong curriculum alignment with transfer requirements, enhanced advising, faculty engagement, and rising student interest in health-related careers. Continued focus on outreach and flexible course delivery will help sustain this momentum.

Do the trends suggest that changes are necessary to increase completion (degree/certificate conferral)?

No

Relative Average Time to Completion Data

Kinesiology		Three-Year					
Award Type	Program Proportion of Awards	Trend		Average Time to Completion (in Years)			
		Program	Institution	Program	Institution		
AA-T Degrees	5.9%	50.0%	-9.7%	3.9	3.4		

Does the time to completion within the program reflect the institutional time to completion?

Yes

Does the program time to completion suggest that changes are necessary to reduce time to completion?

No

C.2 JOB PLACEMENT RATES

C.3 LICENSURE EXAM PASSAGE RATES

SECTION III: CURRICULUM

Courses Table

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee	Reason for Last Review	Has Prerequisite/ Corequisite* Yes/No & Date of Last Review	Last Term with Enrollments	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year Anticipated	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
HELH	100	2013	Discipline field was missing.	No	SP/25			x
HELH	106	2020	Meet C-ID requirements	No	SU/25			x
HELH	109	2012	Update CB code	No This course is set to be archived as of Fall 2026	SP/22		x	

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HELH	115	2021	Addition to the health and Kinesiology division	No	SP/25			x
KINE	100	2/13/20 (BOT)	Changing subject code to KINE; Changing hours and units, no longer variable	No	SP/25			x
KINE	100B	2/13/20 (BOT)	Same as above	No	SP/25			x
KINE	101	1/31/20	Same as above	No	SP/22		x	
KINE	103	2/13/20 (BOT)	Same as above	No	SU/25			x
KINE	115	In Process for deactivation	Same as above	No	FA/23		x	
KINE	123	2/13/20 (BOT)	Same as above	No	SP/25			x
KINE	123B	2/13/20 (BOT)	Same as above	No	SP/25			x
KINE	129	In Process for deactivation	Same as above	No	FA/24		x	
KINE	129B	In Process for deactivation	Same as above	No	FA/24		x	
KINE	130	1/31/20	Same as above and modifying SLOs	No	SP/25			x
KINE	130B	2/13/20 (BOT)	Changing subject code to KINE; Changing hours and units, no longer variable	No	SP/25			x
KINE	131	In process of deactivation	Same as above	No	FA/21		x	
KINE	131B	In process of deactivation	Same as above	Yes - Advisory	FA/21		x	
KINE	133	In process of deactivation	Same as above	No	SP/23		x	
KINE	133B	In process of deactivation	Same as above	Yes - Advisory	SP/23		x	
KINE	139	2/13/20 (BOT)	Same as above	No	FA/22		x	

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KINE	139D	2/13/20 (BOT)	Same as above	Yes – Advisory	FA/22		x	
KINE	146	In process of deactivation	Same as above	No	FA/23		x	
KINE	146B	In process of deactivation	Same as above	Yes - Advisory	SU/23		x	
KINE	148	2/13/20 (BOT)	Same as above	No	SP/25			x
KINE	148B	2/13/20 (BOT)	Same as above	Yes – Advisory	SP/25			x
KINE	151	2/13/20 (BOT)	Same as above	No	SU/25			x
KINE	151B	2/13/20 (BOT)	Same as above	Yes - Advisory	SU/25			x
KINE	151C	2/13/20 (BOT)	Same as above	Yes - Advisory	SU/25			x
KINE	154	12/8/17	Cross-list with PHYE-154	No	SP/24			x
KINE	154B	12/8/17	Cross-list with PHYE-154	No	SP/24			x
KINE	160	1/31/20	Changing subject code to KINE; Changing hours and units, no longer variable	No	SU/25			x
KINE	169	2/13/20 (BOT)	Same as above	No	SP/25			x
KINE	174	1/31/20	Same as above	No	SU/25			x
KINE	176	1/31/20	Same as above	No	SU/25			x
KINE	176B	1/31/20	Same as above	No	SU/25			x
KINE	190	In process of deactivation	Same as above	No	SP/22		x	
KINE	200	2/13/20 (BOT)	Sames as Above	No	SP/25			x
KINE	201	2/13/20 (BOT)	Same as above	No	SP/25			x
KINE	203	In process of deactivation	New course	No	Never Offered		x	

Program (Health & Safety) - Kinesiology: Program Review

Degrees & Certificates Table

Degree or Certificate & Title	Implementation Date	Date of Last Review	Reason for Last Review	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year Anticipated	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
Kinesiology AA-T	8/1/2013	2/7/25	Updated Common Course Numbering course(s) & removed courses that were archived; Updated for CalGETC alignment	No			

Describe the alignment between the Program Map(s) and the NVC Catalog.

Program faculty have reviewed all program map(s) pertaining to the program and have confirmed alignment between the map(s) and the information in the current NVC Catalog.

Describe the factors that contributed to the consistency/discrepancy identified in the two sources.

The Program Mapper and the Napa Valley College Kinesiology catalog align on core requirements for the A.A.-T degree, including KINE-201, anatomy and physiology courses, and movement-based electives. Both emphasize UC/CSU transferability and consistent unit values. However, discrepancies occur because the Program Mapper provides a simplified term-by-term roadmap without listing specific elective options or prerequisites, while the catalog offers a comprehensive inventory of all KINE courses with detailed descriptions and sequencing requirements. These differences reflect the mapper's role as a planning guide versus the catalog's function as an exhaustive reference.

Do the findings from the review of information indicate that changes are necessary to ensure consistency across sources?

No

D. ALIGNMENT BETWEEN COURSE SCHEDULING & CATALOG

Describe the alignment between recent course offerings and program requirements.

Program faculty have reviewed recent course offerings against requirements for all degrees/certificates conferred by the program and have confirmed that students have been given opportunity to complete requirements within the period of time reported

Describe the factors that contributed to ensuring that courses are offered according to schedule (or not offering them according to schedule).

Courses are offered according to schedule based on several key factors. High student demand and enrollment trends ensure priority scheduling for core classes, while low enrollment may lead to cancellations. Faculty availability also plays a major role; shortages or scheduling conflicts can delay offerings. Budget and resource limitations, such as funding for instructors or access to specialized facilities, may restrict sections. Additionally, curriculum sequencing and transfer requirements drive consistent scheduling of essential courses like anatomy and kinesiology, whereas electives may rotate less frequently. These factors collectively determine whether courses run as planned or are adjusted to meet institutional and student needs.

Do the findings from the review of course offerings indicate that changes are necessary to ensure that students can complete program requirements within the period of time reported in the Catalog?

No

Program (Health & Safety) - Kinesiology: Program Review

SECTION IV: LEARNING OUTCOMES ASSESSMENT

LEARNING OUTCOMES STATEMENTS

Program Learning Outcomes Statements from Current Catalog

Program/ Degree/ Certificate	Learning Outcomes Statement(s) as Presented in Current NVC Catalog
Kinesiology	<ol style="list-style-type: none">1. Use basic principles of health and wellness to develop an informed, personal approach to mental and physical health.2. Understand the principles of lifetime fitness and incorporate fitness activities into a healthy and active lifestyle.3. Acquire knowledge and demonstrate skills to safely engage in physical activity.

A. ALIGNMENT OF OUTCOMES STATEMENTS ACROSS A VARIETY OF SOURCES

Program faculty have reviewed all program-level outcomes statements (including those associated with each degree or/and certificate offered) recorded in these .

Current NVC Catalog

Nuventive

Program Map(s)

Were any discrepancies between outcomes statements across the locations identified?

No

B. STATUS OF LEARNING OUTCOMES ASSESSMENT

B.1 Course Level

Kinesiology	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years
39	18	29	46.2%	74.4%

B.2 Program/Degree/Certificate Level

Degree/ Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Kinesiology	3	0	2	0%	66.7%

Are any changes necessary to ensure regular, ongoing assessment of student learning outcomes?

No

C. FINDINGS FROM LEARNING OUTCOMES ASSESSMENT

Summary of recent assessment findings

Course-level learning outcomes were refined to better align with individual courses. All active courses have been assessed within the past four years, and newly added courses will be assessed in the next regular assessment cycle. Ongoing curriculum review will include a systematic review of Nuventive to ensure continued alignment and effective assessment practices.

Are any changes necessary to ensure follow-up on outcomes assessment findings or/and completion of action plans recorded in Nuventive?

No

Program (Health & Safety) - Kinesiology: Program Review

SECTION V: LAST THREE-YEAR PROGRAM-LEVEL PLAN

Components of the Last Three-Year Program-Level Plan

Status of Program-Level Plan from Last Program Review		
Components of Program-Level Plan from Last Program Review	Description of Implementation to Date	Description of Status
Work with Facilities, Administration, and Budget Committee to improve equipment and facilities	We are continually working with Facilities to improve and maintain our fields. We have been able to update required equipment and supplies.	Field maintenance is ongoing. We were able to purchase new shot clocks, new pitch clock, updated our Nevco system for the gym and provide needed and required athletic equipment and gear per. 3C2A regulations.
Develop local certificates of achievement	N/A	
The faculty will explore new course offerings.	We recently submitted Team Women's Flag Football.	The course was approved by the Curriculum Committee, now will move it's way through the Academic Senate, BOT, and Chancellor's Office.
Continue PLO and SLO development and review	Completed and ongoing.	Completed and ongoing.

Will any components of the last program plan be carried over into the plan that results from the current review process?

No

SECTION VI. PROGRAM PLAN (FOR THE FUTURE)

Program Plan

Program Plan for the Future					
Program	Program-Level Initiative	Initiative/Component #	Alignment with EMP/Other Plans	Anticipated Year of Implementation	Anticipated Outcome of Initiative
Kinesiology/Health	Viability	1	EMP	2026-2029	The Kinesiology program supports Napa Valley College's Educational Master Plan by promoting student success, equity, and workforce readiness through transfer pathways and careers in health and wellness aligned with regional labor market needs.
Kinesiology	New course offerings	2	EMP	2026	Establish an intercollegiate women's flag football program to assist in Title IX compliance and more opportunities for female participation in intercollegiate athletics.
Kinesiology/Health	Continue PLO, and SLO development and review	3	Student Learning Outcomes Assessment	2026-2029	Completion of year one SLO evaluation. Completion of PLO development and evaluation.

SECTION VII. RESOURCE NEEDS (FOR THE FUTURE)

Resource Needs

Resources Needed to Implement Program Plan		
Initiative/Component #	Resource Type	Resource Description
1	Sustain current staffing	Sustain our current staff and potentially increase budget allocations.
2	Faculty	Additional P/T instructor/coach. Funding for equipment, travel, and officials.
3	None needed	N/A

SECTION VIII. OVERVIEW

A.1 Assessment of State of the Program

Viability

ADMINISTRATIVE FEEDBACK

2025 - 2026

SECTION I: INTRODUCTION

Program Name

Kinesiology

Academic Term of Comprehensive (Three-Year) Review

Fall 2025

Brief History of the Program

Napa Valley College offers an Associate in Arts in Kinesiology for Transfer (AA-T), but the college's official catalog and program review documents do not specify the exact year the Kinesiology program or degree was formally established.

Alignment with Institutional Mission

The Kinesiology Department strongly aligns with Napa Valley College's mission by providing student-centered, equity-focused, and community-oriented educational opportunities. Through activity-based and lecture courses, the department promotes physical and mental wellness while supporting diverse student interests and abilities. The Associate in Arts for Transfer (AA-T) in Kinesiology prepares students for successful transfer and career pathways by aligning curriculum with four-year institutions and workforce needs. Experiential learning, skill development, and health-related coursework empower students with lifelong wellness tools. Intercollegiate athletics, dance, and collaborative partnerships enhance campus engagement and community connection. Together, these efforts support holistic student development, equitable access to education, and meaningful opportunities that help transform students' lives.

Program (Health & Safety) - Kinesiology: Program Review

Taxonomy of Program

Program	Kinesiology
Degree(s)/Certificate(s)	Kinesiology AA-T
Courses	HELH-100 – Community First Aid & Safety
	HELH-106 – Personal & Community Health
	HELH-109 – Sport Nutrition & Weight Management
	HELH-115 – Health and Social Justice
	KINE-100 – Swimming
	KINE-100B – Intermediate Swimming
	KINE-101 – Muscle and Tension Release Techniques
	KINE-103 – Fitness for Life
	KINE-115 - Cross Training
	KINE-123 – Tennis
	KINE-123B – Intermediate Tennis
	KINE-129 - Spinning
	KINE-129B – Intermediate Spinning
	KINE-130 – Yoga
	KINE-130B – Intermediate Yoga
	KINE-131 – Cardio Kickboxing
	KINE-131B – Intermediate Cardio Kickboxing
	KINE-133 – Body Sculpting
	KINE-133B – Intermediate Body Sculpting

Program (Health & Safety) - Kinesiology: Program Review

KINE-139 - Kickboxing With Jeet Kune Do Concepts Level 1
KINE-139D - Kickboxing With Jeet Kune Do Concepts Level 1
KINE-146 - Fitness Flexibility
KINE-146B - Intermediate Fitness and Flexibility
KINE-148 - Walking for Fitness
KINE-148B - Intermediate Walking for Fitness
KINE-151 - Weight Training
KINE-151B - Intermediate Weight Training
KINE-151C - Olympic Weight Training
KINE-154 - Mat Pilates
KINE-154B - Intermediate Pilates
KINE-160 - Adaptive Physical Education
KINE-169 - Corrective Physical Education for TA's
KINE-174 - Skills and Conditioning for Team Sports
KINE-176 - Team Sports
KINE-176B - Intermediate Team Sports
KINE-190 - Introduction to Personal Training
KINE-200 - Coaching & Athletic Administration
KINE-201 - Introduction to Kinesiology
KINE-203 - Introduction to Applied Sports Psychology

SECTION II: PROGRAM DATA

A.1 HEADCOUNT & ENROLLMENT

Headcount & Enrollment Data

Program (Health & Safety) - Kinesiology: Program Review

Kinesiology	2022-2023	2023-2024	2024-2025	Change over 3-Year Period
Headcount				
Program	833	947	1,107	32.9%
Institution	6,161	6,588	7,034	14.2%
Enrollment				
HELH-100	11	48	57	418%
HELH-106	345	327	445	29.0%
HELH-109	0	0	0	N/A
HELH-115	25	43	45	80.0%
KINE-100	30	14	18	-40.0%
KINE-100B	10	10	7	-30.0%
KINE-101	0	0	0	N/A
KINE-103	62	77	76	22.6%
KINE-115	11	0	0	-100%
KINE-123	12	33	43	258%
KINE-123B	0	7	15	N/A
KINE-129	13	10	0	-100%
KINE-129B	7	1	0	-100%
KINE-130	34	31	56	64.7%
KINE-130B	7	7	10	42.9%
KINE-131	0	0	0	N/A
KINE-131B	0	0	0	N/A
KINE-133	0	0	0	N/A
KINE-133B	0	0	0	N/A
KINE-139	0	0	0	N/A
KINE-139D	0	0	0	N/A
KINE-146	0	0	0	N/A
KINE-146B	0	0	0	N/A
KINE-148	54	51	56	3.7%
KINE-148B	7	16	14	100%
KINE-151	89	144	145	62.9%
KINE-151B	22	35	38	72.7%
KINE-151C	10	9	18	80.0%

Program (Health & Safety) - Kinesiology: Program Review

KINE-154	0	18	0	N/A
KINE-154B	0	2	0	N/A
KINE-160	208	238	265	27.4%
KINE-169	9	9	16	77.8%
KINE-174	59	72	28	-52.5%
KINE-176	23	2	20	-13.0%
KINE-176B	2	2	3	50.0%
KINE-190	0	0	0	N/A
KINE-200	14	31	60	329%
KINE-201	66	64	65	-1.5%
KINE-203	0	0	0	N/A
Program	1,130	1,301	1,500	32.7%
Institution	23,489	25,075	27,646	17.7%

Source: SQL Queries for Fall 2025 Program Review

Green shading denotes increases > 10%.

Pink shading denotes decreases > 10%.

Describe the trend in enrollment within the program over the past three years.

Enrollment has increased

Relative Change in Headcount & Enrollment in the Past 3 Years

Summary Comparison	Three-Year Change	
	Headcount	Enrollment
Program	32.9%	32.7%
Institution	14.2%	17.7%

Relative Direction of Program Enrollment Trend

Program trend reflects the trend at the institutional level

Relative Magnitude of Program Enrollment Trend

Change at the program level exceeds the change at the institutional level

Describe the factors that contributed to the recent enrollment trend within the program.

While AB 928 aimed to streamline general education by eliminating lifelong learning and self-development courses, concerns were raised regarding the potential effects on student success and wellness. Napa Valley College elected to maintain a three-unit requirement for the local degree, a decision that has strengthened the Kinesiology program and preserved essential course offerings that support student health and engagement. The department also scaled down their course offerings to those with greater enrollment trends, resulting in an increase in enrollment and a reduction in class cancellations.

Do the trends in headcount and enrollment suggest that changes are necessary to improve enrollment within the program?

No

Program (Health & Safety) - Kinesiology: Program Review

A.2 AVERAGE SECTION SIZE

Average Section Size Data

Kinesiology	2022-2023		2023-2024		2024-2025		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
HELH-100	1	11.0	2	16.0	3	19.0	16.6	72.7%
HELH-106	11	31.4	10	32.7	12	37.1	33.8	18.2%
HELH-115	2	12.5	2	21.5	2	22.5	18.8	80.0%
KINE-100	3	13.3	2	12.0	2	12.5	12.7	-6.0%
KINE-103	3	20.7	3	25.7	3	25.3	23.9	22.2%
KINE-115	1	11.0	0	0	0	0	11.0	-100%
KINE-123	1	12.0	2	20.0	2	29.0	22.0	142%
KINE-129	2	10.0	1	11.0	0	0	10.3	-100%
KINE-130	2	20.5	2	19.0	3	22.0	20.7	7.3%
KINE-148	2	30.5	2	33.5	2	35.0	33.0	14.8%
KINE-151	9	13.4	11	17.1	9	22.3	17.6	66.4%
KINE-154	0	0	1	20.0	0	0	20.0	N/A
KINE-160	12	17.3	12	19.8	12	22.1	19.8	27.7%
KINE-169	2	4.5	2	4.5	2	8.0	5.7	77.8%
KINE-174	7	8.4	7	10.3	4	7.0	8.8	-16.7%
KINE-176	2	12.5	1	4.0	3	7.7	8.7	-38.4%
KINE-200	1	14.0	1	31.0	2	30.0	26.3	114%
KINE-201	2	33.0	2	32.0	2	32.5	32.5	-1.5%
Program	63	17.9	64	20.3	63	23.8	20.7	33.0%
Institution	1,010	23.3	1,045	24.0	1,055	26.2	24.5	12.4%

Sources: SQL Queries for Fall 2025 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

Enrollments in concurrent sections are attributed to the primary course noted in the Concurrent Courses Reports. Each concurrent section is treated as one section.

Green shading denotes increases > 10%.

Pink shading denotes decreases > 10%.

Describe the trend in average section size within the program over the past three years.

Average section size has increased

Relative Change in Average Section Size in the Past 3 Years

Summary Comparison	Three-Year	
	Average	Change
Program	20.7	33.0%
Institution	24.5	12.4%

Relative Average Section Size Trend

Program average exceeds the institutional average

Relative Change in Average Section Size

Change at the program level exceeds the change at the institutional level

Program (Health & Safety) - Kinesiology: Program Review

Describe the factors that contributed to the recent trend in average section size within the program.

We have reduced our course offerings, providing a more stable class schedule with courses that historically had higher enrollment numbers. We also have recruited more student-athletes into the athletic department, which is reflected in the increase of sections sizes for many of our course offerings, especially those courses related to intercollegiate athletics.

Do the trends suggest that changes are necessary to increase average section size?

No

A.3 FILL RATE & PRODUCTIVITY

Fill Rate Data

Kinesiology	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Fill Rate					
Program					
Enrollments	1,130	1,301	1,500	32.7%	3,931
Capacity	1,450	1,487	1,525	5.2%	4,462
Fill Rate	77.9%	87.5%	98.4%	20.5%	88.1%
Institution					
Enrollments	23,489	25,075	27,646	17.7%	76,210
Capacity	31,749	32,279	32,984	3.9%	97,012
Fill Rate	74.0%	77.7%	83.8%	9.8%	78.6%

Source: SQL Queries for Fall 2025 Program Review

Compare program-level fill rate with institution-level fill rate over the past three years.

Program fill rates have consistently exceeded institutional fill rates.

Productivity Data

Kinesiology	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Productivity					
Program					
FTES	125.3	141.8	158.4	26.4%	425.5
FTEF	16.0	15.6	16.1	0.6%	47.7
Productivity	7.8	9.1	9.8	25.6%	8.9
Institution					
FTES	3,017.0	3,163.5	3,393.8	12.5%	9,574.3
FTEF	293.8	288.1	294.5	0.2%	876.4
Productivity	10.3	11.0	11.5	12.2%	10.9

Source: SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)

Program (Health & Safety) - Kinesiology: Program Review

Relative Change in Productivity in the Past 3 Years

Summary Comparison	Three-Year Rate		Three-Year Change	
	Fill Rate	Productivity	Fill Rate	Productivity
Program	88.1%	8.9	20.5%	25.6%
Institution	78.6%	10.9	9.8%	12.2%

Compare program-level productivity with institution-level productivity over the past three years.

Program productivity has consistently exceeded institutional productivity.

Describe the factors that contributed to recent trends in fill rate and productivity within the program.

This may be reflected again, with the reduction in course offerings throughout the department, along with an increase of student-athletes participating in athletic team classes.

Do the trends suggest that changes are necessary to increase fill rate or/and productivity?

No

B.1 RETENTION & SUCCESSFUL COURSE COMPLETION

Retention & Course Completion Data

Summary Comparison	Program	Comparison	Institution
Retention Rate	97.3%	>	91.8%
Successful Course Completion Rate	86.4%	>	73.5%
Difference	10.9%	<	18.3%

Reflect on the summary comparison of retention, successful course completion, and the difference between the two at the program level vs. the institution level. Do the program-level figures suggest that changes are necessary?

No

Describe the proposed actions that the program will take based on the summary course retention and completion data.

The Kinesiology program's retention rate exceeds the institutional average, reflecting the department's continued efforts to improve student persistence since the previous program review. Faculty will continue to monitor student progress and provide guidance and support to those experiencing academic difficulty. The department currently requires faculty to drop students after two weeks of non-attendance and will continue to examine additional strategies to further support students and improve retention across all courses.

Program (Health & Safety) - Kinesiology: Program Review

Course-Level Retention & Completion Data

Course	Kinesiology	Retention Rate			Successful Course Completion Rate			Difference (Retention Minus Successful Course Completion)
		Rate	Course vs. Program Rate		Rate	Course vs. Program Rate		
			Higher	Lower		Higher	Lower	
HELH-100	93.0%		X	71.3%		X	21.7%	
HELH-106	97.1%	--	--	78.6%		X	18.5%	
HELH-115	95.6%		X	77.0%		X	18.6%	
KINE-100	95.2%		X	88.7%	X		6.5%	
KINE-100B	92.6%		X	85.2%		X	7.4%	
KINE-103	93.0%		X	82.7%		X	10.3%	
KINE-115	72.7%		X	72.7%		X	0%	
KINE-123	96.6%	--	--	93.2%	X		3.4%	
KINE-123B	100%	X		95.5%	X		4.5%	
KINE-129	100%	X		91.3%	X		8.7%	
KINE-129B	*			*			N/A	
KINE-130	97.5%	--	--	90.8%	X		6.7%	
KINE-130B	95.8%		X	95.8%	X		0%	
KINE-148	96.9%	--	--	81.4%		X	15.5%	
KINE-148B	100%	X		89.2%	X		10.8%	
KINE-151	97.9%	--	--	92.3%	X		5.6%	
KINE-151B	98.9%	X		93.7%	X		5.2%	
KINE-151C	100%	X		94.6%	X		5.1%	
KINE-154	94.4%		X	94.4%	X		0%	
KINE-154B	*			*			N/A	
KINE-160	100%	X		100%	X		0%	
KINE-169	100%	X		100%	X		0%	
KINE-174	100%	X		99.4%	X		0.6%	
KINE-176	97.8%	--	--	97.8%	X		0%	
KINE-176B	*			*			N/A	
KINE-200	97.1%	--	--	50.0%		X	47.1%	
KINE-201	93.8%		X	81.0%		X	12.8%	
Program	97.3%			86.4%			10.9%	
Institution	91.8%			73.5%			18.3%	

Source: SQL Queries for Fall 2025 Program Review

*Indicates that data are suppressed due to low N (< 10).

-- Indicates a value that is within 1% of the program-level rate.

Bold italics denote a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in ***bold italics***.

Green shading highlights courses with retention and successful course completion rates higher than the corresponding program-level rate and a difference between retention and successful course completion that is smaller than the difference at the program level.

Pink shading highlights courses with retention and successful course completion rates lower than the corresponding program-level rate and a difference between retention and successful course completion that is larger than the difference at the program level.

Program (Health & Safety) - Kinesiology: Program Review

Reflect on the course-level data provided in the table containing detailed program data. Do the course-level retention rates, successful course completion rates, or the differences between the two suggest that changes are necessary?

No

Describe the proposed actions that the program will take based on the course-level retention and completion data.

The Kinesiology program continues to demonstrate strong overall performance, with retention and completion rates that exceed institutional averages. Analysis of course-level data highlights both areas of excellence—such as courses with near-perfect success—and courses with significant gaps between retention and completion. To address these disparities, the program will implement curriculum adjustments, strengthen faculty development, and expand student support resources. Assessment practices and prerequisites will be reviewed to ensure alignment with student preparedness, while ongoing monitoring of disaggregated data will safeguard equity. These actions will reinforce the program's commitment to student success and sustain its high standards of quality.

B.2. STUDENT EQUITY

Comparison of Retention and Successful Course Completion Rates Among Demographic Groups

Kinesiology	Demographic Group	Program	Comparison	Institution
Retention Rate	Ages 25 to 29	96.2%	>	89.7%
	African American/Black	97.5%	>	89.5%
	Native American	100%	>	86.0%
Successful Course Completion Rate	Ages 19 or Younger	84.8%	>	71.9%
	African American/Black	82.2%	>	65.2%
	Latinx/Hispanic	85.0%	>	70.4%
	Native American	92.9%	>	64.3%
	First-Generation	80.9%	>	67.9%

Source: SQL Queries for Fall 2025 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

*Indicates that are suppressed due to low N (< 10).

Reflect on the comparison of retention and successful course completion rates among demographic groups at the program level vs. the institution level. Identify any areas of concern.

Within the Kinesiology program, successful course completion rates for African American/Black, Latinx/Hispanic, First-Generation students, Veterans, and students aged 19 or younger exceed institutional averages. This success reflects the intentional efforts of faculty and departmental support staff to provide early intervention, consistent engagement, and targeted student support. Proactive outreach and monitoring have contributed to improved retention across these student populations. Additionally, the predominance of in-person course offerings within the program has been a key factor in student success, as data indicate higher completion rates in face-to-face classes compared to online or hybrid formats.

Do the program-level figures on course retention and completion suggest that changes are necessary?

No

Describe proposed actions the program will take around student equity.

The Kinesiology program will sustain and expand equity-focused practices that have contributed to higher success rates among disproportionately impacted student populations. Faculty will continue early intervention and proactive outreach for students experiencing academic or attendance challenges, in coordination with departmental support staff. The program will prioritize in-person course offerings when feasible, as data show higher completion rates for these students in face-to-face classes. Disaggregated data will be reviewed regularly to identify and address emerging equity gaps.

Program (Health & Safety) - Kinesiology: Program Review

B.3 DELIVERY MODE

Comparison of Retention and Successful Course Completion Rates by Delivery Mode

Kinesiology			
Retention & Successful Course Completion by Delivery Mode			
	In-Person	Comparison	Online
Retention Rate	97.5%	≈	97.3%
Successful Course Completion Rate	<i>78.4%</i>	>	76.5%
	In-Person	Comparison	Hybrid
Retention Rate	96.4%	>	<i>90.0%</i>
Successful Course Completion Rate	81.9%	>	72.0%
	Online	Comparison	Hybrid
Retention Rate	97.3%	>	<i>92.9%</i>
Successful Course Completion Rate	76.8%	>	<i>73.2%</i>

Source: SQL Queries for Fall 2025 Program Review
 This table compares student performance in courses offered through multiple delivery modes within the same academic year.
Bold italics denote a significantly lower rate within that delivery mode.

Courses Included in Analysis by Delivery Mode

Courses Included in Analysis by Delivery Mode	
Comparison	Course(s) and Academic Year(s)
In-Person vs. Online	<ul style="list-style-type: none"> <input type="radio"/> HELH-106 in 2023-2024 <input type="radio"/> HELH-106 in 2024-2025
In-Person vs. Hybrid	<ul style="list-style-type: none"> <input type="radio"/> HELH-106 in 2024-2025 <input type="radio"/> KINE-130 in 2024-2025
Online vs. Hybrid	<ul style="list-style-type: none"> <input type="radio"/> HELH-106 in 2022-2023 <input type="radio"/> HELH-106 in 2024-2025

Reflect on the comparison of retention and successful course completion rates by course delivery mode. Identify any areas of concern.

Retention rates are consistently high across all delivery modes, indicating that student persistence is not a significant concern. However, successful course completion rates are noticeably lower in hybrid courses when compared to both in-person and online formats. This suggests potential challenges related to hybrid course design, student readiness, or instructional support. In-person courses show the strongest outcomes, highlighting a need to review and improve hybrid delivery to better support student success.

Do the differences between retention or/and successful course completion among different delivery modes suggest that changes are necessary?

No

Describe proposed actions the program will take around course delivery mode.

The Kinesiology program will prioritize in-person course offerings, as data show higher retention and successful course completion rates in face-to-face instruction. The program will also review hybrid course design and instructional practices to identify barriers to student success and implement improvements, including clearer course structure, enhanced student support, and consistent expectations. Faculty will monitor outcomes by delivery mode and use disaggregated data to guide adjustments that improve successful course completion across all modalities.

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C.1 PROGRAM COMPLETION

Program Completion Data

Kinesiology				Three-Year	
	2022-2023	2023-2024	2024-2025	Change	Total
AA-T Degrees	4	7	6	50.0%	17
Institutional: AA-T Degrees	96	107	87	-9.4%	290
Source: SQL Queries for Fall 2025 Program Review					

Direction of 3-year trend in AA-T degree conferral

The program trend deviates from the trend at the institutional level.

Magnitude of 3-year trend in AA-T degree conferral

The change at the program level exceeds the change at the institutional level.

Describe the factors that contributed to recent trends in completion within the program.

The Kinesiology program has shown steady growth in AA-T degree completions over the past three years, increasing by 50% (from 4 to 6 completions) while institutional AA-T completions declined by 9.4%. This positive trend reflects strong curriculum alignment with transfer requirements, enhanced advising, faculty engagement, and rising student interest in health-related careers. Continued focus on outreach and flexible course delivery will help sustain this momentum.

Do the trends suggest that changes are necessary to increase completion (degree/certificate conferral)?

No

Relative Average Time to Completion Data

Award Type	Program Proportion of Awards	Three-Year			
		Trend		Average Time to Completion (in Years)	
		Program	Institution	Program	Institution
AA-T Degrees	5.9%	50.0%	-9.7%	3.9	3.4

Does the time to completion within the program reflect the institutional time to completion?

Yes

Does the program time to completion suggest that changes are necessary to reduce time to completion?

No

C.2 JOB PLACEMENT RATES

C.3 LICENSURE EXAM PASSAGE RATES

SECTION III: CURRICULUM

Courses Table

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee	Reason for Last Review	Has Prerequisite/ Corequisite* Yes/No & Date of Last Review	Last Term with Enrollments	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year Anticipated	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
HELH	100	2013	Discipline field was missing.	No	SP/25			x
HELH	106	2020	Meet C-ID requirements	No	SU/25			x

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HELH	109	2012	Update CB code	No This course is set to be archived as of Fall 2026	SP/22		x	
HELH	115	2021	Addition to the Health and Kinesiology division	No	SP/25			x
KINE	100	2/13/20 (BOT)	Changing subject code to KINE; Changing hours and units, no longer variable	No	SP/25			x
KINE	100B	2/13/20 (BOT)	Same as above	No	SP/25			x
KINE	101	1/31/20	Same as above	No	SP/22		x	
KINE	103	2/13/20 (BOT)	Same as above	No	SU/25			x
KINE	115	In Process for deactivation	Same as above	No	FA/23		x	
KINE	123	2/13/20 (BOT)	Same as above	No	SP/25			x
KINE	123B	2/13/20 (BOT)	Same as above	No	SP/25			x
KINE	129	In Process for deactivation	Same as above	No	FA/24		x	
KINE	129B	In Process for deactivation	Same as above	No	FA/24		x	
KINE	130	1/31/20	Same as above and modifying SLOs	No	SP/25			x
KINE	130B	2/13/20 (BOT)	Changing subject code to KINE; Changing hours and units, no longer variable	No	SP/25			x
KINE	131	In process of deactivation	Same as above	No	FA/21		x	
KINE	131B	In process of deactivation	Same as above	Yes - Advisory	FA/21		x	
KINE	133	In process of deactivation	Same as above	No	SP/23		x	
KINE	133B	In process of deactivation	Same as above	Yes - Advisory	SP/23		x	
KINE	139	2/13/20 (BOT)	Same as above	No	FA/22		x	
KINE	139D	2/13/20 (BOT)	Same as above	Yes - Advisory	FA/22		x	
KINE	146	In process of deactivation	Same as above	No	FA/23		x	
KINE	146B	In process of deactivation	Same as above	Yes - Advisory	SU/23		x	

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KINE	148	2/13/20 (BOT)	Same as above	No	SP/25			x
KINE	148B	2/13/20 (BOT)	Same as above	Yes – Advisory	SP/25			x
KINE	151	2/13/20 (BOT)	Same as above	No	SU/25			x
KINE	151B	2/13/20 (BOT)	Same as above	Yes - Advisory	SU/25			x
KINE	151C	2/13/20 (BOT)	Same as above	Yes - Advisory	SU/25			x
KINE	154	12/8/17	Cross-list with PHYE-154	No	SP/24			x
KINE	154B	12/8/17	Cross-list with PHYE-154	No	SP/24			x
KINE	160	1/31/20	Changing subject code to KINE; Changing hours and units, no longer variable	No	SU/25			x
KINE	169	2/13/20 (BOT)	Same as above	No	SP/25			x
KINE	174	1/31/20	Same as above	No	SU/25			x
KINE	176	1/31/20	Same as above	No	SU/25			x
KINE	176B	1/31/20	Same as above	No	SU/25			x
KINE	190	In process of deactivation	Same as above	No	SP/22		x	
KINE	200	2/13/20 (BOT)	Sames as Above	No	SP/25			x
KINE	201	2/13/20 (BOT)	Same as above	No	SP/25			x
KINE	203	In process of deactivation	New course	No	Never Offered		x	

Degrees & Certificates Table

Degree or Certificate & Title	Implementation Date	Date of Last Review	Reason for Last Review	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year Anticipated	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
Kinesiology AA-T	8/1/2013	2/7/25	Updated Common Course Numbering course(s) & removed courses that were archived; Updated for CalGETC alignment	No			

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Describe the alignment between the Program Map(s) and the NVC Catalog.

Program faculty have reviewed all program map(s) pertaining to the program and have confirmed alignment between the map(s) and the information in the current NVC Catalog.

Describe the factors that contributed to the consistency/discrepancy identified in the two sources.

The Program Mapper and the Napa Valley College Kinesiology catalog align on core requirements for the A.A.-T degree, including KINE-201, anatomy and physiology courses, and movement-based electives. Both emphasize UC/CSU transferability and consistent unit values. However, discrepancies occur because the Program Mapper provides a simplified term-by-term roadmap without listing specific elective options or prerequisites, while the catalog offers a comprehensive inventory of all KINE courses with detailed descriptions and sequencing requirements. These differences reflect the mapper's role as a planning guide versus the catalog's function as an exhaustive reference.

Do the findings from the review of information indicate that changes are necessary to ensure consistency across sources?

No

D. ALIGNMENT BETWEEN COURSE SCHEDULING & CATALOG

Describe the alignment between recent course offerings and program requirements.

Program faculty have reviewed recent course offerings against requirements for all degrees/certificates conferred by the program and have confirmed that students have been given opportunity to complete requirements within the period of time reported

Describe the factors that contributed to ensuring that courses are offered according to schedule (or not offering them according to schedule).

Courses are offered according to schedule based on several key factors. High student demand and enrollment trends ensure priority scheduling for core classes, while low enrollment may lead to cancellations. Faculty availability also plays a major role; shortages or scheduling conflicts can delay offerings. Budget and resource limitations, such as funding for instructors or access to specialized facilities, may restrict sections. Additionally, curriculum sequencing and transfer requirements drive consistent scheduling of essential courses like anatomy and kinesiology, whereas electives may rotate less frequently. These factors collectively determine whether courses run as planned or are adjusted to meet institutional and student needs.

Do the findings from the review of course offerings indicate that changes are necessary to ensure that students can complete program requirements within the period of time reported in the Catalog?

No

SECTION IV: LEARNING OUTCOMES ASSESSMENT

LEARNING OUTCOMES STATEMENTS

Program Learning Outcomes Statements from Current Catalog

Program/ Degree/ Certificate	Learning Outcomes Statement(s) as Presented in Current NVC Catalog
Kinesiology	<ol style="list-style-type: none">1. Use basic principles of health and wellness to develop an informed, personal approach to mental and physical health.2. Understand the principles of lifetime fitness and incorporate fitness activities into a healthy and active lifestyle.3. Acquire knowledge and demonstrate skills to safely engage in physical activity.

A. ALIGNMENT OF OUTCOMES STATEMENTS ACROSS A VARIETY OF SOURCES

Program faculty have reviewed all program-level outcomes statements (including those associated with each degree or/and certificate offered) recorded in these .

Current NVC Catalog

Nuventive

Program Map(s)

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Were any discrepancies between outcomes statements across the locations identified?

No

B. STATUS OF LEARNING OUTCOMES ASSESSMENT

B.1 Course Level

Kinesiology	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years
39	18	29	46.2%	74.4%

B.2 Program/Degree/Certificate Level

Degree/ Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Kinesiology	3	0	2	0%	66.7%

Are any changes necessary to ensure regular, ongoing assessment of student learning outcomes?

No

C. FINDINGS FROM LEARNING OUTCOMES ASSESSMENT

Summary of recent assessment findings

Course-level learning outcomes were refined to better align with individual courses. All active courses have been assessed within the past four years, and newly added courses will be assessed in the next regular assessment cycle. Ongoing curriculum review will include a systematic review of Nuventive to ensure continued alignment and effective assessment practices.

Are any changes necessary to ensure follow-up on outcomes assessment findings or/and completion of action plans recorded in Nuventive?

No

SECTION V: LAST THREE-YEAR PROGRAM-LEVEL PLAN

Components of the Last Three-Year Program-Level Plan

Status of Program-Level Plan from Last Program Review		
Components of Program-Level Plan from Last Program Review	Description of Implementation to Date	Description of Status
Work with Facilities, Administration, and Budget Committee to improve equipment and facilities	We are continually working with Facilities to improve and maintain our fields. We have been able to update required equipment and supplies.	Field maintenance is ongoing. We were able to purchase new shot clocks, new pitch clock, updated our Nevco system for the gym and provide needed and required athletic equipment and gear per. 3C2A regulations.
Develop local certificates of achievement	N/A	
The faculty will explore new course offerings.	We recently submitted Team Women's Flag Football curriculum.	The course was approved by the Curriculum Committee, now will move it's way through the Academic Senate, BOT, and Chancellor's Office.
Continue PLO and SLO development and review	Completed and ongoing.	Completed and ongoing.

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Will any components of the last program plan be carried over into the plan that results from the current review process?

No

SECTION VI. PROGRAM PLAN (FOR THE FUTURE)

Program Plan

Program Plan for the Future					
Program	Program-Level Initiative	Initiative/Component #	Alignment with EMP/Other Plans	Anticipated Year of Implementation	Anticipated Outcome of Initiative
Kinesiology/Health	Viability	1	EMP	2026-2029	The Kinesiology program supports Napa Valley College's Educational Master Plan by promoting student success, equity, and workforce readiness through transfer pathways and careers in health and wellness aligned with regional labor market needs.
Kinesiology	New course offerings	2	EMP	2026	Establish an intercollegiate women's flag football program to assist in Title IX compliance and more opportunities for female participation in intercollegiate athletics.
Kinesiology/Health	Continue PLO, and SLO development and review	3	Student Learning Outcomes Assessment	2026-2029	Completing SLO evaluation. Completion of PLO development and evaluation.

SECTION VII. RESOURCE NEEDS (FOR THE FUTURE)

Resource Needs

Resources Needed to Implement Program Plan		
Initiative/Component #	Resource Type	Resource Description
1	Maintain current staffing	Maintain our current staff and potentially increase budget allocations.
2	Faculty	Additional P/T instructor/coach. Funding for equipment, travel, and officials.
3	None needed	N/A

SECTION VIII. OVERVIEW

A.1 Assessment of State of the Program

Stability

A.2 Rationale for the State of the Program Selected

The Kinesiology program demonstrates strong stability through sustained enrollment growth, increased section sizes, and consistently high fill rates and productivity compared to institutional averages. Degree completion trends exceed college-wide changes, and retention and success rates remain stable across all delivery modes and demographic groups. The program aligns with Napa Valley College's Educational Master Plan by supporting

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student success, equity, and workforce readiness through transfer pathways and careers in health and wellness, meeting regional labor market needs.

B.1 Major Findings: STRENGTHS

The Kinesiology program demonstrates strong performance through sustained enrollment growth and increased section sizes that exceed institutional trends. It maintains consistently high fill rates and productivity, reflecting strong demand and efficient resource use. Retention and successful course completion rates remain stable across all delivery modes and demographic groups, while degree completion trends surpass college-wide averages. The program aligns with Napa Valley College's Educational Master Plan by advancing student success, equity, and workforce readiness through transfer pathways and careers in health and wellness. Additionally, curriculum and program maps are fully aligned with catalog requirements, ensuring timely completion for students, and ongoing improvements to facilities and equipment enhance the overall student experience.

B.2 Major Findings: AREAS FOR IMPROVEMENT

While the Kinesiology program is strong overall, areas for improvement include expanding course offerings to meet evolving student interests and compliance needs, such as adding intercollegiate women's flag football for Title IX alignment. The program should continue exploring opportunities for local certificates to enhance career readiness and consider strategies to further engage students in extracurricular activities to strengthen campus community. Additionally, ongoing attention to facilities and technology upgrades is needed to maintain quality learning environments and support program growth.

C. Describe the great work the program has been doing the past three years, including effective and innovative practices to improve the student experience, success, learning, and achievement.

Over the past three years, the Kinesiology program has enhanced student success and experience through consistent improvements in facilities and equipment, including updated athletic gear and technology to meet 3C2A standards. Faculty have actively engaged in curriculum development, submitting innovative course proposals such as intercollegiate women's flag football to expand opportunities and support Title IX compliance. The program has maintained alignment between program maps, catalog, and scheduling to ensure timely degree completion, while continuing robust assessment of program and student learning outcomes. These efforts reflect a commitment to equity, student engagement, and academic excellence.

D. New Objectives/Goals

The Kinesiology program will focus on maintaining its strong stability by continuing to align with Napa Valley College's Educational Master Plan, emphasizing student success, equity, and workforce readiness through transfer pathways and careers in health and wellness. To expand opportunities and meet compliance requirements, the program will introduce innovative course offerings, including intercollegiate women's flag football, supporting Title IX and increasing female participation in athletics. Additionally, the program will strengthen its commitment to continuous improvement by completing year-one Student Learning Outcomes (SLO) evaluations and finalizing Program Learning Outcomes (PLO) development and assessment, ensuring high-quality instruction and measurable student achievement.

E. List of Individuals Who Contributed to the Report/Participated in Process

Jerry Dunlap

ADMINISTRATIVE FEEDBACK

Supervising Administrator

Jerry Dunlap

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum.

The Kinesiology program has demonstrated significant strengths and successes over the past three years, as evidenced by enrollment growth that exceeds institutional trends, increased average section sizes, and consistently high fill rates and productivity. Retention and successful course completion rates remain strong across all delivery modes and demographic groups, while degree completion trends surpass college-wide averages. Curriculum alignment with catalog requirements ensures timely student progress toward graduation, and ongoing assessment of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) reflects a commitment to continuous improvement. Additionally, the program has enhanced facilities and equipment to meet

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3C2A standards and introduced innovative course proposals, such as intercollegiate women's flag football, to expand opportunities and support equity initiatives.

Areas of concern, if any

The Kinesiology program does not present any significant areas of concern at this time. Analysis of enrollment, retention, completion rates, and productivity indicates performance consistently above institutional averages. Curriculum alignment with catalog requirements is strong, and equity gaps or delivery mode comparisons do not reveal issues requiring intervention. Regular assessment of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) further supports program stability and continuous improvement.

Recommendations for improvement

Although the Kinesiology program demonstrates strong performance, there are opportunities for growth. Expanding course offerings, such as intercollegiate women's flag football, will support Title IX compliance and broaden student engagement. Developing local certificates of achievement can enhance career readiness and provide stackable credentials for students seeking flexible pathways. Continued focus on regular assessment of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) will ensure instructional quality and measurable student success. Finally, ongoing collaboration with Facilities and Administration to maintain and upgrade athletic fields, equipment, and technology is essential to sustain program viability and improve the overall student experience.

Additional information regarding resources

To implement the program's future initiatives, sustaining current staffing levels and potentially increasing budget allocations will be essential to maintain program viability and support student success. Additional resources include hiring a part-time instructor/coach and securing funding for equipment, travel, and officials to successfully launch new course offerings such as intercollegiate women's flag football. These investments will ensure compliance with Title IX, expand student opportunities, and enhance the overall quality of the program. No additional resources are anticipated for ongoing assessment of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs), as these processes are already integrated into the program's operations.