# Comprehensive Program Review

## A. Department Information
## Mission

Please enter your department's mission statement here.

> "The mission of the Physical Education & Athletics Division is the development of the total individual by offering a comprehensive program emphasizing health, intellect, character building and lifelong learning through exercise, sports skill development and critical thinking. The Division is committed to prepare students to achieve goals related to degree completion, transfer goals, and future employment in various fields."
>
> (KNES ranked No. 7 among all college Transfer Degrees for 2022-23)

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

> The Physical Education & Athletics Division works daily to develop the human capacity of all students. We provide support in the six key factors of student success:
>
> - Directed, with a goal and the knowledge of how to achieve it.
> - Focused, staying on track to achieve that goal.
> - Nurtured, feeling that we want to, and do, help them to succeed.
> - Engaged, actively participating in class and extracurricular activities.
> - Connected, feeling that they are part of the college community.
> - Valued, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.
>
> The Division delivers Institutional Core Competencies:
>
> - Communication and Expression
> - Information Literacy
> - Physical/Mental Wellness and Personal Responsibility
> - Civic Capacity for Global, Cultural, Social and Environmental Justice
> - Critical Thinking
>
> Division faculty, staff, students and administrators participate in a democratic processes, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and social justice.

## Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

| Goal title | Goal description | Responsible parties | Collaboration with | Guided Pathways engagement | What evidence will be used to monitor progress? | How will you assess achievement of the goal? |
|---|---|---|---|---|---|---|
| ZTC Degree | Increase student access and outcomes by 2026; Eliminate equity gaps. | Danielle Altman, Cheryl Owiesny, Rusty Johnson | Shagun Kaur; Division Faculty/Chair/Dean; Biology Department | Integrating support services to make it easier for students to get the help they need during every step of their college experience. | State ZTC grant process; taskforce meetings. | Grant approval. |
| KNES vs. 928 | Address pending impact of AB-928 by 2025. | Division employees | Office of Instruction; other related instructional divisions | Create clear pathways to employment and further education. | Division OKR system; division meetings and workshops. | Division OKR system |
| Eliminate Equity Gaps | Reduce gaps to zero in all student groups. | Division faculty | Focused-area colleagues and departments (Student Services and Instruction). | Help students stay on their paths; Ensure that students learn with intentional outcomes. | Utilize CONNECT; Quarterly class reports from Institutional Research. | Improvements in course success rates. |

## Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

> • AB-928 eliminates Area E/Lifelong Learning & Self Development from the Transfer Curriculum - starting Fall 2025. Any course reductions will impact faculty loads.
>
> • Over the years, some division full-time faculty members stepped away from head coaching duties - resulting in load changes; and less opportunities for part-time faculty assignments.

## B. Enrollment Trends

## Enrollment Variables and Trends

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 5-yr %Inc |
|---|---|---|---|---|---|---|
| Unduplicated Headcount | 3,934 | 3,848 | 3,127 | 2,791 | 2,904 | -26.2% |
| Enrollment | 5,705 | 5,373 | 4,416 | 3,898 | 4,003 | -29.8% |
| Sections | 398 | 386 | 223 | 253 | 270 | -32.2% |
| WSCH | 4,987 | 5,116 | 4,773 | 4,320 | 4,350 | -12.8% |
| FTES (end of term) | 331 | 341 | 322 | 294 | 290 | -12.4% |
| FTEF (end of term) | 8.9 | 9.3 | 7.2 | 7.6 | 7.5 | -15.1% |
| Productivity (WSCH/FTEF) | 561 | 548 | 666 | 567 | 577 | 2.8% |

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

☐        the data trend shows an increase in Enrollment

☑        the data trend shows a decrease in Enrollment

☐        the data trend shows no change and/or flat in Enrollment

## Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Recovering from the pandemic; public relations from the community perspective; division enrollment thrive with face-to-face classes/interaction; 2022-23 Packaged Scheduling Pilot worked well for our division.

## CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

N/A

## D. Course Success

saved report - pivot
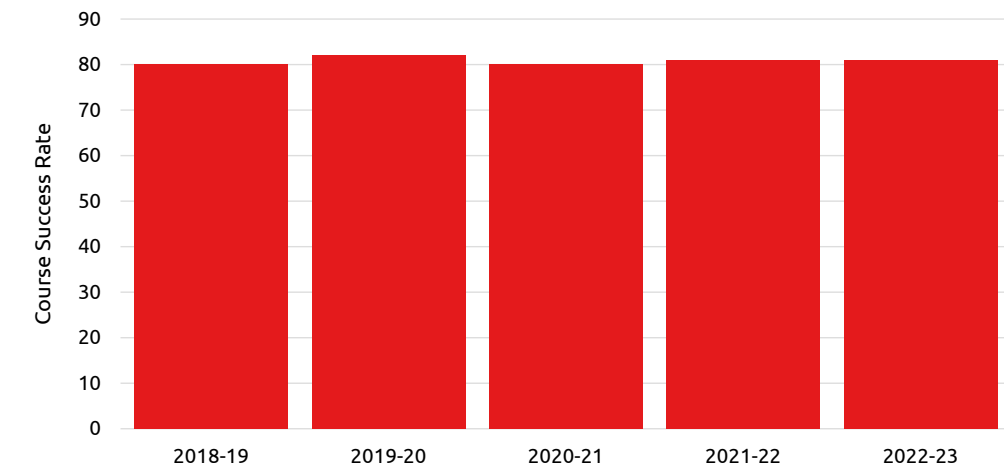
# Course Success

Kinesiology-DA

**Who uses this report:**
All users who want to further explore their enrollment or course success data.

**What is this report:**
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

**Limits:**



**Limits:**

Measures: Enrollments and Course Success Rate and Success Count

| | 2018-19 | | | 2019-20 | | | 2020-21 | | | 2021-22 | | | 2022-23 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Enrollments | Course Success Rate | Success Count | Enrollments | Course Success Rate | Success Count | Enrollments | Course Success Rate | Success Count | Enrollments | Course Success Rate | Success Count | Enrollments | Course Success Rate | Success Count |
| **Measures** | 5,705 | 80% | 4,557 | 5,373 | 82% | 4,413 | 4,416 | 80% | 3,525 | 3,898 | 81% | 3,143 | 4,003 | 81% | 3,253 |

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

☐      the data trend shows an increase in Course Success

☐      the data trend shows a decrease in Course Success

☑      the data trend shows no change in Course Success

## Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

---

1. Attendance; engagement; faculty interaction and availability/on-campus presence for all division faculty.

2. Dedicated embedded counselor and advisor; students taking more classes from the same instructor; regular communication.

3. The overall course success rate for Kinesiology students was 76%, with the highest rate observed in face-to-face (77%), followed by hybrid (76%) and online (75%) sections.

4.With more engagement and interaction throughout the campus - and continuing to create new curriculum - this will help retain our current students and attract new students.

---

# Course Success with Disproportionate Impact (credit and non-credit)

**Limits:**    2022-23

**Who uses this report:**
All users who want to explore student equity and disproportionate impact in course success.

**What is this report:**
This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

**How to interpret the data:**
A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

**New features:**
To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

**Success rate**
The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

**Comparison success rate**
The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

**Additional successes needed to erase percentage point**
This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.
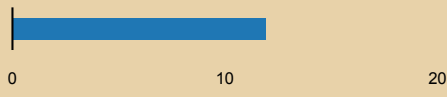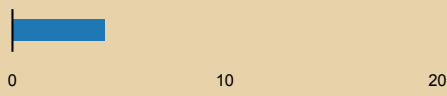
Legend:

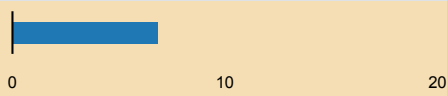**Yellow:**    Student groups experiencing a negative percentage point gap that is not statistically significant
**Orange:**    Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

Click here to show and compare disproportionate impact with .

**Physical Education/Athletics - Kinesiology-DA**  
Number of sections: 270

2022 Summer to 2023 Spring

| Student group | Enrollment at census | Student group success rate | Comparison success rate | Percentage point gap | Chart | Additional successes needed to erase percentage point gap |
|---|---|---|---|---|---|---|
| All Students (Kinesiology-DA, 270 sections) | 4,003 | 81% | 81% | 0 | | |
| Asian | 1,289 | 86% | 79% | +8 | | |
| Black | 230 | 70% | 82% | -12 | | 28 |
| Filipinx | 322 | 84% | 81% | +3 | | |
| Latinx | 1,242 | 78% | 83% | -4 | | 55 |
| Native American | 19 | 63% | 81% | -18 | | 4 |
| Pacific Islander | 39 | 90% | 81% | +9 | | |
| Unknown ethnicity | 241 | 85% | 81% | +4 | | |
| White | 621 | 77% | 82% | -5 | | 28 |
| Female | 2,024 | 81% | 82% | -1 | | 12 |
| Male | 1,919 | 82% | 81% | +1 | | |
| Non-Binary | N/A | | | | | |
| Unknown gender | 59 | 78% | 81% | -3 | | 2 |
| Foster youth | 15 | 67% | 81% | -15 | | 3 |
| Individuals with disabilities | 172 | 81% | 81% | 0 | | 1 |
| Low Income | 1,826 | 78% | 84% | -7 | | 125 |
| Not Low Income | 2,177 | 84% | 78% | +7 | | |
| Veterans | 32 | 84% | 81% | +3 | | |

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐ there is no gap (e.g., 0)

☐ there is a negative gap of 5-percentage points or less (e.g., -5)

☐ there is a negative gap greater than 6 percentage points (e.g., -6)

☑ there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

☐ there is no gap

☐ there is a negative gap of 5-percentage points or less

☑ there is a negative gap greater than 6 percentage points

☐ there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

☐ there is no gap

☐ there is a negative gap of 5-percentage points or less

☐ there is a negative gap greater than 6 percentage points

☑ there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

☐ there is no gap

☑ there is a negative gap of 5-percentage points or less

☐ there is a negative gap greater than 6 percentage points

☐ there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

☐ there is no gap

☑ there is a negative gap of 5-percentage points or less

| ☐ | there is a negative gap greater than 6 percentage points |
| ☐ | there is a positive percentage point gap |

The Percentage point gap of one additional group of your choice:

| ☐ | there is no gap |
| ☐ | there is a negative gap of 5-percentage points or less |
| ☑ | there is a negative gap greater than 6 percentage points |
| ☐ | there is a positive percentage point gap |
| ☐ | not applicable |

## Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

> 1. Black students (-12) represent the largest gap (28 successes needed); Latinx students needed 55 successes to close the -4 percent gap.
>
> 2. More info/data is needed: online vs. face-to-face; lecture vs. activity; 5-year rates.
>
> 3. Low-Income students (-7) represents the second largest gap (125 successes needed).
>
> 4. Low-Income students; More data is needed to identify online/face-to-face enrollments.
>
> 5. The mission and goals include success for all students.

## Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

> 1. Faculty members teaching to different learning styles. Faculty members take time to help students who might be struggling in courses. Faculty members advocate for students who are new to campus and might not be familiar with programs throughout the campus.
>
> 2. The Division is committed to prepare students to achieve goals related to degree completion, transfer goals, and future employment in various fields.

## Trends in Awards

saved report - pivot

# Degrees and Certificates by Ethnicity

Kinesiology-DA

**Who uses this report:**
All users who need degree and certificate data.

**What is this report:**
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

| ↗ Award Group | Ethnicity | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|---|
| **Associate in Arts** | **Asian** | 5 | | 1 | 1 | |
| | **Filipinx** | 2 | 1 | | 1 | |
| | **Latinx** | 2 | 1 | | | |
| | **Pacific Islander** | | 1 | | | |
| | **White** | 1 | 5 | | | |
| | **Total** | 10 | 8 | 1 | 2 | 0 |
| **Associate in Arts-Transfer** | **Asian** | 15 | 10 | 17 | 10 | 8 |
| | **Black** | 5 | 2 | 1 | 1 | 1 |
| | **Filipinx** | 11 | 4 | 8 | 6 | 5 |
| | **Latinx** | 14 | 11 | 16 | 11 | 14 |
| | **White** | 6 | 5 | 4 | 4 | 3 |
| | **Unknown ethnicity** | | 1 | | | 1 |
| | **Total** | 51 | 33 | 46 | 32 | 32 |
| **Credit Certificate-Transcriptable** | **Asian** | 9 | 6 | 2 | | |

| | | | | | |
|---|---|---|---|---|---|
| **Black** | 1 | | | | |
| **Filipinx** | 2 | 2 | | 2 | |
| **Latinx** | 6 | 4 | 1 | | |
| **Native American** | | 1 | | | |
| **Pacific Islander** | | 2 | | 2 | |
| **White** | 12 | 8 | 1 | 1 | 1 |
| **Total** | 30 | 23 | 4 | 5 | 1 |
| **Total** | 91 | 64 | 51 | 39 | 33 |

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

☐      an increase in the number of Associate Degrees awarded

☐      a decrease in the number of Associate Degrees awarded

☑      no change in the number of Associate Degrees awarded

☐      Not applicable

Trends in Associate Degrees for Transfer awarded show;

☐      an increase in the number of Associate Degrees for Transfer awarded

☑      a decrease in the number of Associate Degrees for Transfer awarded

☐      no change in the number of Associate Degrees for Transfer awarded

☐      Not applicable

Trends in Credit Certificates awarded show:

☐      an increase in the number of Credit Certificates awarded

☐      a decrease in the number of Credit Certificates awarded

☐      no change in the number of Credit Certificates awarded

☑      Not applicable

Trends in Non Credit Certificates awarded show:

☐      an increase in the number of Noncredit Certificates awarded

☐      a decrease in the number of Noncredit Certificates awarded

☐      no change in the number of Noncredit Certificates awarded

☑      Not applicable

## Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

> 1. Trends: Asian and Latinx populations show double-digits in annual degree completion; Black and Filipinx populations are single digits each year and declining.
>
> 2. Alignment: KNES ranks No. 7 among all college Transfer Degrees; we can continue to increase these numbers.

## Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

> 1. We are back to offering most classes since returning to campus.
>
> 2. We do not plan to remove anything from the college catalog.
>
> 3. Our department is exploring new certificates. Due to state legislation (AB-928 removing Lifelong Learning), our department must pivot to counter an expected enrollment decline. Faculty is looking at certificates that lead to employment; while on path to earn a transfer degree.

## Staffing Trends

# Faculty Workload

|  | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 5-yr %Inc |
|---|---|---|---|---|---|---|
| Full Time Load | 5.9 | 5.9 | 4.9 | 5.4 | 5.3 | -11% |
| Full Time % | 66.8% | 62.9% | 68.7% | 70.2% | 70.0% | 5% |
| Overload | 1.2 | 1.9 | 1.4 | 1.0 | 1.1 | -4% |
| Overload % | 13.5% | 19.9% | 19.7% | 12.8% | 15.2% | 13% |
| Part Time Load | 1.8 | 1.6 | 0.8 | 1.3 | 1.1 | -37% |
| Part Time % | 19.7% | 17.3% | 11.6% | 17.0% | 14.7% | -25% |
| Total FTEF | 8.9 | 9.3 | 7.2 | 7.6 | 7.5 | -15% |

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

☑ the data trend shows an increase in Full Time %

☐ the data trend shows a decrease in Full Time %

☐ the data trend shows no change in Full Time %

## Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

> 1. Full-time Faculty: Any new FT faculty hiring needs to align with Athletic Department planning; Many community colleges are hiring Director of Sport positions; Second Academic Counselor (also listed in Athletic Department Program Review).
>
> 2. Classified Staff: Administrative Assistant, Senior; Second Facilities & Equipment Assistant (these are also listed in Athletic Department Program Review).
>
> 3. Strategies to Ensure Student Success: With short staffing ratios (and vacant positions) the department continues to operate with employees filling the gaps for our students. We also partner with other campus areas to pool resources when available. We also continue to fill gaps with temporary employees.
>
> 4. Strategies to Retain New Faculty: The college should develop a Talent Management Plan for departments to recruit, onboard/train, and retain faculty.

## Assessment Cycle

### Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals.

> 1. Students apply knowledge of basic fitness concepts as they relate to health and wellness. Faculty dialogue occurs during monthly division meetings and during regular face-to-face interaction.
>
> 2. Students are provided the equipment and tools to help them reach individual fitness goals. Strategies include faculty members continuing to stay current in the field through professional development opportunities; regular interaction with students throughout the course; finding innovative ways to deliver content, including the use of new technology.
>
> 3. The mission of the Physical Education & Athletics Division is the development of the total individual by offering a comprehensive program emphasizing health, intellect, character building and lifelong learning through exercise, sports skill development and critical thinking.

### Dean/Manager Comments

> I agree and support the Program Review documentation presented by our division faculty members. The material includes important data and narratives that reflect the division's ability to change and adapt to internal and external challenges. Allocated resources (human and capital) continue to improve, but also continue to fall behind Bay Area colleges. We are proud to rank No. 7 in Transfer Degrees at De Anza - and have the potential to climb higher.

The Physical Education & Athletics Division is comprised of Kinesiology (KNES) and Athletics (PE). KNES courses are offered in lecture and activity platforms – both face-to-face and online. Our students find careers in Athletic Training, Biomechanics, Exercise Physiology, Personal Training, Physical Therapy, Education/Coaching, and Sports Psychology among others.

Kinesiology, Physical Education, Dance, Athletics, Nutrition and Health Education are building blocks of academic success for all students, particularly those who are disproportionately impacted. Lifelong learning and self-development courses provide opportunities for knowledge and skill development which exacerbate inequities and health disparities that contribute to success gaps.

*From: De Anza College Office of Institutional Research, Planning & Accreditation, 11/02/23*

**Kinesiology Student Demographics and Course Outcomes, 2018-19 to 2022-23**

**Headcount**

• About 535 distinct Kinesiology students enrolled each year, with headcounts ranging from 607 in 2018-19 to 469 in 2022-23.

• More than half (55%) of Kinesiology students switched their major at least once.

   45% declared Kinesiology for Transfer as their only primary major

   29% had one other major

   26% had at least two other majors

**Demographics**

• A majority of Kinesiology students were under the age of 25 (80%), and most were between the ages of 20 to 24 (43%), followed by 19 or younger (37%).

• Kinesiology students skewed male (63%), and comprised mostly of Latinx (36%) and Asian (26%).

• Higher proportions of Kinesiology students are Black (6%), Filipinx (14%) or Latinx (36%) than compared to Other Major students, 4%, 6% and 25%, respectively.

• Over half (52%) of Kinesiology students are low income with an annual household income of $50,000 or less, and nearly one-third are first-generation college students (31%).

• A majority of Kinesiology students' want to transfer to a four-year institution (74%).

• A higher proportion of Kinesiology students received Pell Grant (14%) or Other Aid in the form of scholarships, loans, etc. (25%) than compared to Other Major students, 12% and 19%, respectively.

• About 6% of Kinesiology students were also students from a special program, notably DSPS and Veterans. Additionally, 9% of Kinesiology students participated in a learning community with most enrolling in MPS and Civic Engagement sections.

**Ethnicity**

• Most Kinesiology students are Latinx (36%) and Asian (26%).

• Kinesiology have higher proportions of Black (6%), Filipinx (14%) and Latinx (36%) students than compared to Other Major students, 4%, 6% and 25%, respectively.

• Additionally, Kinesiology have lower proportions of Asian (26%) and White (15%) students than compared to Other Major students, 43% and 18%, respectively.

**Low Income**

• A little over half (52%) of Kinesiology students self-reported they are low income with an annual household income of $50,000 or less.

• In comparison, 46% of Other Major students are from low-income households.

**First-generation College**

• Nearly one-third of Kinesiology students are first-generation college students (31%), having parents/legal guardians whose highest educational attainment was high school or less.

• Nearly one-third of Kinesiology students are first-generation college students (31%), having parents/legal guardians whose completed high school or less.

• In comparison, 27% of Other Major students are first-generation college students.

**Educational Goal**

• Transfer to a four-year institution accounted for the majority of students' educational goal, with a higher proportion of Kinesiology students wanting to transfer (74%) than compared to Other Major students (59%).

Thank you for your review and consideration.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is not yet ready.

FOOTHILL-DE ANZA
Community College District

PRECISION CAMPUS