

1. Description of Program

IX in Action Is a learning community steered by the female head coaches in the athletics department, and is specifically designed to enhance the educational experience of our female student athlete cohort. IX in Action delivers support to their cohort by hosting many meetings to encourage female empowerment in the field, and on the court, and in their academic work. Direct support is also provided by helping students develop productive, academic habits, connected to reading, writing, and critical thinking skills.

2. Results of Previous Program Review

2A:

Previous Goal #1 - Develop a schedule/sequence

We have developed a two-year course sequence for our athletes, though, what we ended up with is slightly different than what we anticipated in the beginning. Early plans had biology, communication, and math specifically included within our learning community. However, expanding to that scope was not sustainable at this time. Instead, we have created a sequence, focusing on English, psychology, and kinesiology courses (see 2b for more specifics).

Previous Goal #2 - Establish Coordination Team

We have created a coordination team comprised of three coaches, and one English professor, all of whom work collaboratively to help students move through their sequences and succeed in their sports. This would not be possible without the reassign time for each coordination member, which allows us to: meet regularly to discuss curricular and community plans; cross-attend (coaches to classes, instructor to athletic events) to show wrap-around support for our students; and be more involved within ASLT and the college at large.

Previous Goal #3 - Develop Budget

With assistance from ASLT, the business office, and the VPSS, we have been educated about our community's budget. This is a recent development for us, as the numbers were complicated for a while, but with this new knowledge, we plan to add detail to the existing budget that we have, which is currently primarily spent on community building activities, guest speakers and events, and our year-end banquet, celebrating the students' athletic and academic achievements.

2B:

Program/curriculum change

We have redesigned our curriculum and sequence as follows:

- Freshman fall: English 105, PSY 330
- Freshman spring: English 110, Kine 107
- Sophomore fall: Kine 103

We made these changes partly for content sequencing improvements (important to add sociology of women's sport so student athletes gain a better understanding of how our society and culture view women in sport and find their voice within that paradigm; needed to move Psych to fall to help with students' mindsets and thought processes for their first semester in college) as well as scheduling improvements.

3. Current Program Review

3A:

As a learning community serving female athletes, the obvious population missing is male students. As far as our female students go, the current program review data show that within our community, Asian students are underrepresented in relation to the college's population. However, we do serve higher representations of Black students (4.2% in 2021-2022 and 3.8% in 2022-2023), Pacific Islander students (16.7% in 21-22 and 15.2% in 22-23), and multiracial students (20.8% in 21-22 and 13.9% in 22-23).

Serving higher representations of traditionally underserved populations would not be of noticeable significance if not for our tremendous success with our students. In all four semesters of the previous cycle, our course success rate outperforms the college rate, particularly in Fall 2021 (we had 83.2% success compared to college's 68%) and Spring 2023 (85.2% compared to 72%).

Finally, our community's persistence rates are truly commendable. From Fall 2021 to Spring 2022, an extraordinary 97% of our students persisted. From Fall 2022 to Spring 2023, 88.1% of our students persisted. Among those aggregated rates, the community also saw higher persistence rates in the disaggregated data for every individual category included in the breakdown of ethnicities. Standout figures include 100% persistence for our Asian, Black, Latinx, multiracial students from Fall 2021 to Spring 2022, and 100% persistence for our Black and Pacific Islander students from Fall 2022 to Spring 2023. While the classes and the community certainly contribute to the environment, the most significant credit goes to the coaches of each team who work

tirelessly to support their students and keep them enrolled and working toward their long-term academic goals.

3B:

Course success remains high across modalities. In the last cycle the course success rate for online IX in Action classes was 93%, and the course success rate for in-person IX in Action classes was 84%.

4. Planning

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Reinforce lessons and curriculum across classes and teams	Coordinators will strategically vary and expand cross-attendance	Better retention and understanding of course ideas; increased transference of skills	By Spring '25	Coordinators	none
2. Unify study hall meetings	Plan study hall times in advance to coordinate times when all 3 teams can participate together	Successful scheduling	By Spring '25	Coordinators	none
3. Refine event and spending plans for community	Continue to develop detailed budget plans as use those plans as a guideline for scaling up our events and activities	Successful budgeting and planning	By Spring '25	Coordinators	Possibly ASLT and/or business office; collaboration with coordinators of other LCs