



Program Review and Planning 2019-2020

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2019-2020

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Health and Kinesiology

Discipline Name
Health (HE)

Department Chair Name
Karl Seiler

Division Name
Social and Behavioral Sciences

Website address for your discipline
<https://www2.palomar.edu/pages/kinesiology/>

Discipline Mission statement

The mission of the Health discipline is to facilitate wellness among individuals through the study and application of human movement principles through the management and the participation in health, physical activity, exercise and sport. As a part of a comprehensive, diversified and well balanced educational experience, our health programs provide students opportunities to enhance their overall health, sport, fitness and exercise while developing healthful living skills, cultural enrichment, lifelong wellness, critical thinking and problem solving skills for future success.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
Certificate - Adult Fitness & Health
AA Degree - Kinesiology

AA-T Degree - Kinesiology

Please list the names and positions of everyone who helped to complete this document.

Karl Seiler - Department Chair/Head Coach Women's Volleyball Indoor and Beach

Lacey Craft - Associate Professor/Head Softball Coach

Bob Vetter - Professor Emeritus/Assistant Baseball Coach

Dianne Boldt - Adjunct Instructor

Scott Lawson - Adjunct Instructor/Swim Coach

Kelly Falcone - Associate Professor/ Professional Development Coordinator

Melissa Grant - Kinesiology ADA

Full-time faculty (FTEF)

3.65

Part-time faculty (FTEF)

4.45

Classified & other staff positions that support this discipline

Melissa Grant - ADA (1FTE)

Michelle Fifield - Wellness Center Coordinator (1FTE)

Paul Boley - Assistant for Wellness Fitness Center (1 FTE)

Andrew McCoy - Pool Supervisor (1 FTE) CAST position

Additional hourly staff that support this discipline and/or department

Variety of student hourly (lifeguards for pool & front desk staff for Wellness Fitness Center)

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

The program learning outcomes are based upon effective communication, disease prevention and lifelong wellness, which we find most appropriate for our program. We believe that our program outcomes provide a strong foundation of health and wellness principles. However, there are a variety of science-based courses that are crucial to our Kinesiology AA Degree. We do not have program learning outcomes that are specific to the science foundations essential for our degree and transfer expectations because we cannot assess those courses. The Health 100, Health100 Lab, and EME 100 courses are within the Kinesiology AA degree. These student learning outcomes are aligned with the employer expectations within various careers which include, but are not limited to:

Athletic Training

Adaptive Physical Activity

Aquatic Director

Biomechanist

Coach

Epidemiologist

Exercise Physiologist

Fitness instructor-personal Training
Physical Therapist
Public Health
Sports marketing/journalist
Strength and Conditioning Coach

Describe your program's plan for assessing program learning outcomes.

We have a timetable that is based upon a three-year plan, whereby we assess our SLO's for courses that are specific to our Program and AA Degree in Kinesiology. However, many courses in our Degree and Program are not in our discipline, they are science-based courses (Anatomy, Physiology, Chemistry). We have identified major courses that are important in the program which help them acquire the knowledge, skills and abilities to achieve our program outcomes for transfer readiness. With the combination of our discipline specific courses and the science based courses, our students are increasingly transferring directly into Kinesiology major programs at 4-year universities.

We are currently examining data from multiple courses that assess our three program learning outcomes. In an effort to foster student success, we plan to discuss opportunities to align course outcomes that are more intentional and specific to program outcomes. We believe this will lead to better program assessment.

Summarize the major findings of your program outcomes assessments.

We observed very high student success rates in our last assessment analysis. Our primary program learning outcome to demonstrate knowledge and an understanding of health and fitness and its role in the development of lifelong wellness produced a 90% success rate. The mission of our discipline is emphasizing lifelong wellness, our staple course (health 100), which is the lecture specific, has high success rates. However, through our program assessment we recognized that the practical application in lab setting (health lab) produced the highest student achievement toward the program outcome. Another major goal of our program is for students to understand and apply strategies to prevent and reduce the risk of chronic diseases. Again, the lecture and lab courses examined to meet this program outcome produced the highest success rate (97%) out of our program outcomes. What we are finding is that a combination of lecture and practical application in a lab setting is facilitating the highest student success in achieving our program outcomes.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

After reviewing our last program assessment, we plan to be more intentional about our SLO's in core courses so that they align with our program outcomes. We believe that identifying more specific learning outcomes at the course level will further increase success in our program as a whole. We want to assess more program specific courses in order to get a more detailed perspective on students ability to meet our program outcomes. We see more value now in assessing multiple course outcomes annually in our core classes that lead specifically to program outcomes to gain a better understanding of our program success. We are scheduled to assess our program and are meeting as a department to adjust our assessments so that we may better evaluate student program outcomes.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

For health discipline, we believe that we map to the following GE/ILO goals of the college through a variety of assignments and instruction at the course level:

ILO 1, Communication: A - Written communication (HE100, HE100L, HE104, HE165)

ILO 2, Computation: B - Inquiry and analysis (HE100, HE100L, HE104, HE165)

ILO 3, Creative, Critical, and Analytical Thinking: A - Critical thinking (HE100, HE100L, HE104, HE165)

ILO 3, Creative, Critical, and Analytical Thinking: C - Teamwork (HE100, HE100L, HE104, HE165)

ILO 4, Community, Multicultural/Global Consciousness and Responsibility: B - Ethical reasoning (HE100)

ILO 4, Community, Multicultural/Global Consciousness and Responsibility: C - Civic knowledge/engagement (HE100, HE104)

ILO 1, Communication: D Kinesthetic communication (HE 100L, HE100, HE104)

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

We are committed to improving our course level mapping and SLO's assessments as they pertain to the Institutions ILO's. This Fall (2019) we have been engaged in deeper discussions to identify outcomes and assessment tools in our health courses that specifically align with ILO's so we can participate in generating data that supports institutional outcomes. We recognize the importance of connecting our health courses to institutional outcomes to support GE requirements. The ILO's above are the ones we identified that we directly map to.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

AA/AS - 13

AA - 2

AA-T - 11

CAT - 1

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?

The AA-T in Kinesiology has dramatically increased over the past year, the number of completions of the AA-T has increased 650% since last year - it is the most completions we have had. The impact status of Kinesiology at CSUSM may have helped increase our completions since the AA-T offers priority to students transferring into CSUSM.

We just revised our AA-Kinesiology Degree, we worked hard with our Articulation Officer to try to include the best possible options to fulfill pre-requisites to as many CSU programs as possible. Many schools want different Chemistry options depending on the emphasis and the total amount of science courses (with labs) make the AA Degree very challenging to complete in 4 semesters. However, for Kinesiology majors, the courses included in the revised AA are better options (more science foundations) than the AA-T (which includes more activity courses) for preparation and success at the 4-year level.

Many kinesiology students pursue a University Studies Degree in Health and Fitness since the curriculum is also science based which aligns with kinesiology major prep for transfer students as well with less activity courses. The University Studies Degree in Health and Fitness completions have increased. Our discipline recommends this University Studies Degree often to students that are not sure what school they are going to apply to because it provides students more options in the science courses (it is less specific). So students can still get a degree posted without having to re-take classes if they decide to change emphasis or even go a different route at the 4-year level. Discussion on campus about taking the University Studies Degrees away would hurt our students - we see a value in the degree path for our students and would like to continue to offer it, or create a new version of it if we are moving away from offering them at the College.

Are the courses in your discipline required for the completion of other degrees/certificates?

Yes

Please list them

University Studies - Health & Fitness (HE 100, 104, 165)

University Studies - Education (KINE 102)

University Studies - Social Sciences (HE 165)

General Studies - Science & Mathematics (HE 165)

General Studies - Social & Behavioral Sciences (HE 100)

Fire Academy - Certificate of Achievement (HE 104)

Family and Consumer Sciences - Certificate of Achievement (HE 165)

EMT Basic - Certificate of Proficiency (HE 104)

Do you have programs with 7 or fewer completions in the last 5 years?

Yes

What steps are you taking to address these completions?

Advertising, increasing communication with counseling, and continued work with our Articulation Officer. We are currently working on updating our website so that students will be better informed. We are in the process of introducing to the website a mapping tool for the students to utilize for enrolling in appropriate courses as they pertain to their pathway. We have reached out to CSUSM Extended Learning outreach team trying to create a partnership for students wishing to continue their degree after finishing at Palomar. Over the past 2 years, we have also developed partnerships with local fitness companies that have hired our students for kinesiology internships. We are working on highlighting both - our educational program and internship opportunities as a marketing tool.

What is your program standard for program completion?

70.0%

Why did you choose this standard?

This year we had the highest completion rate in the past 5 years. Unfortunately, we do not have access to data that identifies students that express a desire to complete our program in order to calculate a percentage of program completions. Our goal would be for 70% of the students seeking program completion to be able meet this standard.

What is your Stretch goal for program completion?

20.0%

How did you decide upon your stretch goal?

Our stretch goal is to increase completions by 20% annually. We are striving for a higher completion percentage because of the student centered funding formula. We also have established maps for our Degrees and are hopeful that these maps will provide a clear pathway to specific degree completions. We believe the mapper tool will also increase students awareness of our degree options. When the tool is available on our department website, we expect it will encourage students to utilize our department as a resource in guiding them to find the specific pathway to reach their kinesiology goals and facilitate transfer opportunities.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

The Health discipline WSCH/FTEF is consistently well above the college average and continuing to grow (634 in '18-'19). In 2016-2017 our Health WSCH/FTEF was the highest in our Social and Behavioral Sciences division and the 6th highest in the college overall (684). Since then, we have opened the NEC & SEC and have been requested to offer more sections off campus to help grow the enrollments at those campuses that have not been as efficient which has slightly lowered our efficiency and fill rates. As a whole, over the past 5 years, Health has averaged 648 efficiency which our faculty are very proud of. All '19 our fill rates are outstanding. With 1556 students enrolled in our Health classes, it is the Highest enrollment our department has had within the past 5 years. The efficiency of the Health requirement is well above the efficiency of the college as a whole in regards to WSCH/FTEF at an average of 648. This is of course a great benefit to not only the college but district as well.

What factors have influenced your efficiency trends?

Looking at health enrollments we see a steady increase. 2018-2019 showed the highest enrollment in the past 5 years (1,556). As we continue to grow into the north and south centers we hope to continue to see the enrollment increase and efficiency at those campuses improve as well. Besides just offering course sections at satellite campuses, we intentionally offer a variety of meeting patterns as well (4-week, 8-week & intersession) which provides greater opportunities for students to enroll in our courses. Our faculty continue to look for opportunities to add students in order to maximize caps (and sometimes even add students beyond the cap) to meet students needs which increases our efficiency.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this

issue? Does this level of efficiency meet the needs of the program and the district?

Health classes have consistently provided the college with high fill rates. We did take a dip in the 2018-19 academic year from 95% to 90%, we believe this was due to the new north & south ed centers lower enrollments. We expect those centers to grow and contribute to our overall efficiency again. In Fall 2019, our fill rates were up dramatically with 1,133 students enrolled in all health discipline courses: Health 100 (110%), Health 100L (90%), Health 104/EME 100 (95%) and Health 165 (95%). This directly contributes to the fiscal health of the college/district and exceeds efficiency goals of the college.

We did have to cut a summer session HE 165/EME 100 course this past year because it had below the 85% fill rate so it was not offered to be rolled over the following year (although it had 96% success rate).

The efficiency of the Health requirement is well above the efficiency of the college as a whole in regards to WSCH/FTEF at an average of 648. This is of course a great benefit to not only the college but district as well.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

Health 100 is a broad Health course that remains a district requirement. We do not have prerequisites for the course, however, writing and critical thinking is involved in the course which makes it more challenging for students that are still pursuing college level math and writing achievement. The course offers a multi-disciplinary look at all aspects of health. The HE 104 course offers students an opportunity to achieve Advanced First Aid, CPR and AED certification upon completion. Due to the strict requirements and standards of the nation certification(American Heart Association), students must achieve at least an 80% proficiency in knowledge, skills and training.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?

Decreased

Was this expected?

The success rate has been high for the past four years at approximately 76% and decreased a bit to 71%

which is still above the Institutional Standard of 70%. It was unexpected as our courses are very popular. However, the college success rate as a whole was also down and health courses were still higher than the institutional level at 69%.

What is your Stretch goal for COURSE success rates?

75.0%

How did you decide upon the goal?

We are maintaining a higher success rate than the college goal overall at 71%, & we are going to strive to increase it. We are also excited about the new kinesiology facilities and the potential it can bring to our success rates. Having new faculty and equipment to provide a better teaching environment and will help motivate students success. We have had a high success rates in recent years, and 75% seems like a reasonable goal.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Over the past 5 years, our retention rates have remained high at 96%. They have been consistent the past four years at that percentage. We are curious to see if the new formats we are offering for health 100 (i.e 4-week, 6-week & 8-week patterns) have an impact on retention. As a campus we are exploring the accelerated course offerings, we have adapted some of our sections to this model and will examine the impacts on student success and retention. It is expected that our retention rates will maintain a very high percentage because our faculty and support staff are passionate about our discipline and student success. Most of the faculty in our discipline are coaches who understand the importance of not just recruiting students to our programs, but retaining them and helping them on their path to transfer.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Ethnicity

Age

Gender

When or where (time of day, term, location)

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

In Health, we provide diverse course offerings to meet student demand. There are a wide variety of meeting patterns and modes of instruction to fit any student schedule. Surprisingly, some of our satellite campuses have the highest retention and success rates. We also noticed that our online courses are very successful. We are currently expanding our online options to meet student demand and will see if there are effects on success and retention.

Gender: Why do you think gender differences exist? What do you need to help close the gap?

Success rates as it relates to gender directly mirrors that of the college, women are slightly higher in success rates than our male students. A strategy that our instructors are exploring is to facilitate more outside resources and guest speakers that can integrate and speak to male health-related topics that can aim to close this gap.

Age: Why do you think age differences exist? What do you need to help close the gap?

Success rates of our Health students are above the colleges institutional standard in all but one group (77% for both 25 to 49 and 50 and over age groups, the 20 to 24 is slightly lower at 72%). The lowest group was the youngest age group (19 and under). This group has been consistently the lowest over the past four years with an average of 72% success. One of the factors may be a lack of life experiences as it

relates to the many inter-related topics of health.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

The three groups that have the lowest success rate are American Indian/Alaskan Native, Black or African American and Pacific Islander. These success rates are consistent with the colleges rates within the same groups.

Are there differences in success/retention between on-campus and online courses?

Yes

Do you have any best practice methods you use for online courses to share with the community?

We have had good success and retention rates in our online offerings of Health, it is just slightly above our on-campus offerings. The curriculum that our health course covers is very diverse, it reaches many topics that students have a direct connection with. In our face-to-face courses, students can assimilate knowledge derived from instructor driven lectures, social interaction and discussion in class. In online courses, our instructors are intentionally creating assignments and research opportunities that give students the ability to individualize the content and interpretation of information. We believe that tailoring the course content to student's individually could be a factor that increases their success rates.

Please explain.

With the improvements in technology campus wide, students seem to gravitate toward the online courses in general. We feel it is important to provide that as an option but recognize the necessity of face to face sections to diversify our offerings. Many of our instructors have had outstanding success in their online offerings. We anticipate, through our department meetings, more discussion about how we structure our online classes with assignments to continue to offer sections that students excel at.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

At department meetings, we reflect on SLOs (and other departmental duties) and assign changes as need be. Our department chairperson coordinates the SLO data collection and input with other faculty utilizing a three-year timetable. Previous meetings have included "sunsetting" previous SLO's and adding others that we felt were more appropriate. Additionally, our faculty has recently made an earnest effort to create a standardized way to assess the course assessments.

How have you improved course-level assessment methods since the last PRP?

We have recognized that our SLO's from the previous PRP had a wide variety of assessments. We are in the process of establishing clearer course objectives, SLO's and assessment methods. We are having departmental discussions to target common assignments in an attempt to obtain course data to make sure our students are meeting, not only the course objectives, but are aligning with the program and institutional learning outcomes.

Summarize the major findings of your course outcomes assessments.

We are communicating well as a department to make necessary changes and adjustments in our course SLO's as well as assessments. Again, we have been following a three-year plan timetable for assessments and are ready to assess our program at the end of Spring 2020 semester.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?

Our goal for students taking courses within our discipline, is that they will be able to understand the importance of health and wellness and how it impacts their lives. We want our students to be able to create their own behavior change project addressing the dimensions of wellness as well as create a nutrition

project addressing the prevention of chronic disease. We anticipate that developing a more standardized assessment method will allow for a clearer picture and show if we are actually meeting this outcome. Finally, we are planning to assess at the end of Spring 2020 semester.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

One approach for improvements would be to find better ways to collect the data, displayed it for the public to see, and again standardize the assessments. Again, we are planning to assess at the end of Spring 2020 semester.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

The health course outcomes are foundations that allow students to build into the over-arching kinesiology program outcomes. A major program outcome is for our students to understand and apply proper strategies to prevent and reduce the risk of chronic disease. In order for them to demonstrate this knowledge they achieve outcomes at multiple course levels. An example, is learning about risk factors for a variety of chronic diseases in health lectures, then applying exercise strategies in practical lab courses which directly prevent and reduce personal risk factors. Without the combination of course outcomes students will not have the ability to achieve more comprehensive program goals.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

We have been scheduling classes strategically so that students may enroll in our classes in a progressive manner, e.g., KINE 128ABCD and HE100Lab in coordination with a HE100 course. We are updating our website and plan to include further information for students so that they may map out their classes and schedule accordingly. Unfortunately, many of the courses required for our degree, included in our map, are not discipline specific (they are science-driven courses) so we cannot control scheduling of these courses. We have made efforts to map pathways in a progressive and intentional way for students to navigate both science, health, and kinesiology courses for program completion. We aim to provide a variety of pathways that can be achieved through traditional student models (4 or 6 semesters) and accelerated models (to include intersession and potential fast-track opportunities).

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

We continue to schedule classes in ways to meet our students needs. We offer classes throughout the

day, at various campus locations, and distance education courses as well. We have expanded our online offerings in HE100 and are eager to launch our online activity class--KINE105. We have further diversified our offerings to include 4-week, 6-week, and 8-week classes to provide even more options for students. We try to offer classes that do not conflict or compete with each other to maximize fill rates and efficiency (course max caps/room caps).

How do you work with other departments that require your course(s) for program completion?

Recognizing that students must take other classes to fulfill requirements, we offer our HE100 classes at various days, times, and locations so that students may be available to fill their schedules with other required classes that have rigid time/days availability. Additionally, our KINE128 class offers extreme flexibility for students' schedules and makes it easier for them to schedule classes with other departments. Working with other departments to enable students success is a priority, we have had many successful collaborations that have resulted in positive impacts on student completions (i.e. DRC, Fire, Police, etc.).

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

We have begun the process of updating Course and Program outcomes to align better with the Institution Outcomes. We are also working on identifying specific assignments instructors can implement for a single course offering to measure consistent outcomes. We are working on aligning fitness requirement outcomes to establish a structure for the fitness lab as it relates to the health lecture. We have recognized the importance of becoming more clear with our process of Student Learning Outcomes and assessment practices.

Are there courses that should be added or removed from your program - please explain?

We are in the process of adding a new online lab that would fulfill the Health 100 Lab district requirement. We were encouraged to develop an online option that would satisfy the fitness requirement to increase accessibility for online and satellite campus students. The course is going through the curriculum process currently and we expect to begin offering it in fall 2020.

How is the potential need for program/course deactivation addressed by the department?

Course deactivation in our department is handled when courses are no longer offered through consecutive semesters.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

We are in the process of implementing course offerings at the Vista Detention Center in the discipline of Health.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

We do our best to offer classes to meet our students needs online as well as face-to-face. We try to schedule viable course offerings for students in differing situations. We are now offering online classes as four-week courses which will increase opportunities for students, the potential to reach a new demographic of students, and help increase access as well as success rates for completion.

Describe other data and/or information that you have considered as part of the evaluation of your program

Fill rates, efficiency, success, and retention rates have become a very important part of scheduling so we follow the data carefully. Kinesiology curriculum at 4-year institutions vary depending on major emphasis. We work with our articulation officer closely to analyze prerequisite requirements (that are ever changing) in order to streamline our pathway for kinesiology majors to closely fit as many 4-year institutions as possible in order to maximize transfer opportunities.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Exercise Physiologists
Fitness and Wellness Coordinators
Fitness Trainers and Aerobics Instructors
Health Educators
Health Specialties Teachers, Postsecondary
Recreation and Fitness Studies Teachers, Postsecondary
Recreation Workers
Athletic Trainers

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Many of the careers listed above have common Knowledge, Skills and Abilities (KSA's) associated with them.

Knowledge: Psychology - Knowledge of human behavior and performance; individual differences in ability, personality, and interest;

learning and motivation

Education and Training - Knowledge of principles and methods for curriculum and training design, teaching, and

instructions for individuals and groups and the measurement of training effects.

English Language - Knowledge of structure and content of the English language including the meaning and spelling of

words, rules of composition and grammar.

Customer Service and Personal Service - Knowledge of principles and processes for providing customer and personal

services.

Skills: Active listening - Giving full attention to what other people are saying to understand the points being made.

Active Learning - Understanding the implications of new information for both current and future problem-solving and decision making.

Instructing - Teaching others how to do something.

Monitoring - Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective actions.

Social Perceptiveness - Being aware of others' reactions and understanding why they react as they do.

Speaking - Talking to others to convey information effectively.

Reading Comprehension - Understanding written sentences and paragraphs in work related documents.

Writing - Communicating effectively in writing as appropriate for the needs of the audience.

Abilities: Deductive Reasoning - The ability to apply general rules to specific problems to produce answers that make sense.

Inductive Reasoning - The ability to combine pieces of information to form general rules or conclusions(including finding a relationship among seemingly unrelated events).

Near Vision - Ability to see details at close range(within a few feet of the observer).

Oral Comprehension - The ability to listen to and understand information and ideas presented through spoken words and sentences.

Oral Expression - The ability to communicate information and ideas in speaking so others will understand.

Originality - The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to problem solve a problem.

Speech Clarity - The ability to speak clearly so others can understand you.

Written Comprehension - The ability to read and understand information and ideas presented in writing.

Written Expression - The ability to communicate information and ideas in writing so that others will understand.

How does your program help students build these KSA's?

Our SLO's, course objectives, and curriculum focus strongly on the skills of active learning and listening, as well as reading comprehension and critical thinking. Our curriculum includes active learning through behavior change, reading comprehension through research involving exercise and nutrition projects, and critical thinking for designing an individualized and appropriate exercise program.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description

Establish a clear rationale outlining the importance of the Health and Fitness requirement as a District/Institutional requirement.

Is this a new or existing goal?

New

How will you complete this goal?

Participating in a new work group to discuss and create standards for the Health and Fitness requirement. Our faculty have worked together to revise course outcomes for all courses included in the Fitness requirement that define outcomes which standardize criteria and justify its importance as an institutional requirement. Having our faculty expertise leading discussions in the GE work group and Curriculum committee is one of our highest priorities in continuing to create more specific framework for diversifying opportunities for students to meet this requirement.

Outcome(s) expected (qualitative/quantitative)

Through collaborative efforts working with other disciplines on campus we expect to formalize the standards of the health and fitness requirement which provides a clearer understanding of it's importance. We expect that defining the standards and assessment methods will lead to a more organized process as the requirement evolves to include more disciplines.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal directly reflects our department mission statement. We expect to continue to advocate for the importance of this institutional requirement.

Expected Goal Completion Date

5/15/2020

Goal 2

Brief Description

Develop curriculum for a new online fitness course in order to increase accessibility for online students and satellite campuses to satisfy the district fitness requirement.

Is this a new or existing goal?

New

How will you complete this goal?

Our faculty spoke to colleagues at other campuses to gain insight on course design and best practices for implementing online fitness curriculum. As this is our first online fitness course, we want to ensure that it aligns with our academic integrity of all other face-to-face lab courses and students can successfully achieve the same outcomes. Through our research, we have adapted what we believe is the most effective pedagogy to facilitate an online fitness course that maintains the same standards. We presented to IPC and curriculum committee and have launched the course through META and are awaiting approval.

Outcome(s) expected (qualitative/quantitative)

We expect that this course will increase opportunities for students to complete the fitness requirement. We also believe that the fitness technology included in the course content will increase student learning outcomes and their ability to measure fitness parameters.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The online format is providing students with another option for completion of the district requirement which aligns with the college strategic plan. This course encourages students to identify non traditional modalities of exercise that they may have a more personal interest and enjoyment in, leading to continuation of lifelong fitness - the basis of our department mission statement.

Expected Goal Completion Date

5/15/2020

Goal 3**Brief Description**

Stay abreast of discussion regarding University Studies Health and Fitness Degree

Is this a new or existing goal?

New

How will you complete this goal?

Faculty in our department continue to advise health and kinesiology related majors to pursue the University Studies Degree in specific situations. The Degree option is important for certain students pursuing transfer opportunities (specifically private institutions, athletes that require a degree in order to transfer for eligibility, and students that haven't chosen a specific emphasis for the major). Discussion on campus to eliminate these university studies degrees will have a negative impact on degree completion, specifically in our discipline. Many Universities require different chemistry courses for the kinesiology program, the University Studies Degree is broad enough that it does not require specific science completions (Chem) that may limit their opportunities or force them to re-take courses if they choose a new emphasis or change majors. We value the University Studies Health and Fitness Degree as an option for our students who have not determined a specific school they are transferring to, or major, or emphasis because it keeps more doors open for transfer.

Outcome(s) expected (qualitative/quantitative)

We expect that our participation in discussion related to any changes in the University Studies Degrees will represent the viewpoint of our discipline needs for our students completion and transfer opportunities.

How does this goal align with your department mission statement, the college strategic plan, and/or Guided Pathways?

This goal will improve completions and transfer success in our discipline which we would like to include in our data. The ability to maintain a University Studies pathway for this degree and map will help us reach the goal of our department.

Expected Goal Completion Date

8/14/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

Yes

Are you requesting additional Staff, CAST or AA?

No

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

75% Health/Kinesiology Instructor / 25% Head Baseball Coach

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

The inability to recognize the need of full-time faculty without replacement will negatively impact the department's objective and goal to maintain continuity and stability. Our F/T faculty needs to grow in order to keep up with the growth of our Health discipline. Full-time contract personnel have the time, availability and commitment to better serve the student in the appropriate courses as they pertain to their pathway. A F/T faculty position will have the time and obligation to be instrumental in stabilizing existing courses and programs, as well as, implementing new courses and programs. This would add another faculty member who would be committed to achieving departmental, discipline goals and allow our department to become more involved campus wide, a goal that we recognize and are committed to improve upon. This position specifically (baseball coach) has proven the ability to recruit and retain full time equivalent students that support our department success, program success as well as overall campus programs. In order to maintain this success and standard, a F/T faculty position is crucial.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

Health/Kinesiology/Athletics is a network of related areas but distinctly specialized sub-disciplines. In order to provide the necessary elements to a college level athletic program, potential candidates must have a broad background in the areas listed in the last qualitative section. High school, club level coaches generally do not have the experience nor the required credentials to meet the standards and requirements for a college level coach. Collegiate athletic coaches are responsible for outreach in the

form of recruiting, performance motivation both in the areas of academic progress to meet state governing-body eligibility and eventual NCAA transfer requirements, as well as intercollegiate-level strength, conditioning and sport-specific skills development. Particularly in the discipline of Kinesiology, there is a tremendous scarcity of qualified adjunct faculty available for specific courses and times. The department offers courses with distinct differences that require expertise in specific areas. Each course in Kinesiology is actually considered a sub discipline in itself and each requires specific knowledge, experience and skills respective to the course. Although there are quality instructors in this field, it is extremely difficult to find instructors in the Health discipline and Kinesiology areas for only a few hours/week. If a department or specific athletic program has to depend on adjunct personnel in order for it to function properly, there is a higher risk of class cancellations due to the inconsistency of a set schedule for an adjunct instructor and the inability to meet all of the demands and responsibilities of the coach that an athletic program requires. This can cause last second changes, problems, i.e. classes without an instructor the day before the semester begins. Due to insufficient time to locate a qualified replacement, classes have had to be cancelled. A one or two section assignment may not necessarily be a priority with an adjunct employee.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

There are a number of regulatory, health and safety and compliance components that factor into this position. The head coach of any sport in Athletics has the responsibility of complying with institutional participation eligibility requirements for student athletes, conference constitutional guidelines, sports specific supplement guides, California Community College Athletic Association (CCCCAA), State contractual recruiting guidelines, NCAA regulations, NCAA transfer requirements for student athletes and Class B drivers license. All coaches must pass the CCCCCAA Compliance Exam prior to the start of each academic year. Due to the nature of the courses and the facilities within the Health/Kinesiology curriculum and Athletic assignment, there always runs a risk of personal injury to students and instructors. Therefore, sufficient experienced background and knowledge at a high level specific to each course is required. Athletics have a high potential for injury and liability. The instructor must be prudent in making decisions during Health/Fitness/Skill courses and team practices and competitions. All courses in our disciplines inherit the potential risk of injury and safety to the student. The instructor must be personally responsible for accurate reporting of accidents and injuries through the initiation of institutional forms requiring signature and verification. They are also responsible for the supervision of student athletes while traveling to and from events and during overnight stays without receiving any compensation. Good judgment is critical to insure the safety of student athletes and reducing liability for the district.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

The Health discipline productivity and efficiency far exceeds the college average. Data indicates the disciplines fill rate in 2018-19 at 90% compared to the college average of 86%. Fall of 2019 fill rates rose to Health 100 at 110%, Health 100L 90%, Health 104/EME 100 95% and Health 165 at 95%. The Health discipline WSCH/FTEF in 2018-19 was 634 compared to the college average of 493. In the discipline of Athletics, the baseball related courses offered through Kinesiology for Fall 2019, Kine 170A, supported the second highest enrollment of any section in the department totaling 76 students. It had an overall success rate of 100% and also an overall retention rate of 100%. Its 125A course, with an enrollment of 44, also showed an overall success rate of 92% and an overall retention rate of 97%. The students enrolled in these courses are prospective student athletes for the baseball program and are all full time students with a minimum 12 unit semester load. This quantitative data justifies and warrants a Full-Time Health Instructor/Head Baseball Coach faculty position.

Is your department affected by faculty on reassigned time. If so, please discuss.

Yes, it has had a significant impact on the department. Over the past four years we have had 2 FT instructors retire, 1FT Health Instructor/Coach approved for a 2 year leave of absence (who will not be

returning), 1FT Health instructor is receiving 80% Prof. Development Coordinator and 20% College Theme Coordinator, and just in the last year, 1FT Health Instructor/Coach was assigned a 100% contract as Athletic Director, and 1FT Health Instructor/Coach is receiving 60% assigned time as Department Chair. Just 5 years ago the department employed 12 Full Time Health/Kinesiology Instructors/Coaches. Reducing the number of FT instructors who are contractually able to teach Health to a total of 6 has had a serious impact on the department. Couple that with a Health discipline that continues to grow and expand through offering new sections into the North and South centers and increasing our on-line offerings. With this expansion, the need for a FT contract Health/Kinesiology Instructor/Head Baseball Coach is vital to the integrity of the program as it is nearly impossible to find part time faculty who are qualified and/or available.

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?
No

Are there processes that need to be examined to ensure we are being the most efficient with funding?
No

Are there ongoing needs in your department budget that you currently do not have the resources for?
No

Do you have non-general fund sources of funding?
No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?
No

Review

Chair Review

Chair Comments

Chair Name
Karl Seiler

Chair Sign Date
10/30/2019

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Good progress that HE course outcomes will be better aligned with institutional learning outcomes. Goals

are aligned with student success and completion if there are additional options for students to complete the fitness requirement for students that are unable to come to the main campus.

Areas of Concern, if any:

I updated FTEF numbers using IRP

Data.<https://sharepoint2.palomar.edu/sites/IRPA/Wiki%20Page%20Library/PRP%20Basic%20Information.aspx>

SLO's were not measured and no data was shared.

Recommendations for improvement:

I recommend that HE works with the SLO Coordinators to revise SLO's and to get ideas for conducting assessments.

Dean Name

Pearl Ly

Dean Sign Date

11/13/2019

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Careful consideration of SLOs and the need to refine the methods of assessment. Attention to articulation is significant and the partnership with CSUSM is obviously a benefit to the program. Willingness to engage in campus-wide programs such as mapping, guided pathways and ILO assessment. We appreciate that you express reasonable concern about the discussion of removing the University Studies degree.

Areas of Concern, if any:

Continue work on the SLO/ILO assessment methods.

Recommendations for improvement:

None

IPC Reviewer(s)

Barbara Neault Kelber

IPC Review Date

11/21/2019

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Great work on outcomes. Really good to see increased outcomes and progress here.

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name

Jack S. Kahn Ph.D.

Vice President Sign Date

2/2/2020