

Status: **Reviewed**

Entry #: 211

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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
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

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

Our mission is to provide an educational experience that positively impacts our students' lives through the study of health, wellness, movement principles, and sport. We believe wellness is an integral part of a comprehensive, diverse educational experience that helps students be future ready. We are committed to facilitating a healthy learning experience by utilizing culturally responsive teaching, engaging students in active and applied learning, and building essential 21st century skills for employment, such as critical thinking, problem solving skills, emotional intelligence, and teamwork

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

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

Are any of your programs TOP coded as 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
Kelly Falcone - Associate Professor/ Professional Development Coordinator
Melissa Grant - Kinesiology ADA

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access.
Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

8

Full-time Faculty (FTEF)

3.55

Part-time faculty (FTEF)

4.25

Classified and other permanent 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

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

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 Health 104 courses are within the Kinesiology AA degree.

How do they align with employer and transfer expectations?

These program outcomes are broad since there are a variety of pathways students can take upon transfer into a Kinesiology or Exercise Science program. With a variety of educational programs and career options the program outcomes in our discipline align with the employer expectations within various careers including, but 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. Courses in our discipline that are included in our program include: Health 100, Health 104, Kinesiology 100, and a variety of activity courses in the AA-T curriculum.

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 for kinesiology application 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.

There are a variety of lab options that satisfy the fitness requirement for graduation. This year we took a hard look at the course options to examine which courses align with the goals of the health principles and our overarching program outcomes. Our department has put a lot of emphasis into defining true learning outcomes for our fitness requirement (not just our kinesiology program) this year, we have facilitated discussion with other disciplines on campus, increased faculty involvement in curriculum committees and GE workgroups which developed better processes that define, align and assess fitness requirement course outcomes. As a department we have spent the year revising learning outcomes and assessment methods for every course that aligns with the health and fitness GE requirement.

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 - 8

AA - 1

AA-T - 7

CAT - 1

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

Decreased

What factors have influenced your completion trends?

The AA-T in Kinesiology has dramatically increased over the 4 past years, the number of completions of the AA-T since it's creation in 2016/17 is 24 awards. The improvement in AA-T completions has been very positive, the impact status of Kinesiology at CSUSM may have helped increase our completions since the AA-T offers priority to students transferring into CSUSM. After observing the positive outcome from the AA-T, our department is motivated to make changes to the AA in Kinesiology to provide more award opportunities for students that are not looking to transfer into the CSU system. The number of AA in Kinesiology awards over the past 4 years is only 8.

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 emphasis in 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). This option allows students to post a degree 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 since we are moving away from offering them at the College. This year our department will work closely with the articulation officer to develop a new AA Degree pathway to maintain this option for our student demographic.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

We do not currently offer a health degree; we do recognize the university studies health and fitness degree as an option for our discipline majors which has provided great opportunities for student completions and transfer. The majority of our health program is the health and fitness requirement for graduation which includes our Health 100 lecture course (95% fill rate & 647 WSCH/FTEF) and a larger variety of activity courses than ever before. We spent a significant part of last year working across different disciplines to define requirement outcomes for the fitness labs. We are proud of our collegial work with faculty across campus in workgroups to establish a new process for evaluating GE requirements on campus. The focus on the fitness requirement lead us to assess the health lecture again as well which provided further data showing its value as a GE requirement from the student perspective.

How have these factors presented challenges for your program(s)?

A significant challenge for our discipline is that there are a variety of emphasis options that branch off from the Kinesiology major which makes the broad University Studies Health & Fitness degree a good option for some of our students. We will be working this year to revise our existing AA Degree in order to maintain a degree option that will still meet the needs of that student population which require a broad foundation to provide a wider range of opportunities for transfer. It was also a challenge to design an online activity course this past year that would enable students to meet the health & fitness requirement for graduation. It took a lot of effort from our faculty to meet with colleagues at other community colleges, discuss best practices and safety concerns and ultimately design and launch our first online activity course to be offered in Fall 2020. We are happy to provide an option that will help meet the unique needs of our DE students.

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.

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.

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 (including different fast track options) 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 (73%) than our male (66%) students. We have also found our retention rates to be slightly higher than the college average (95%). 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. In general, women tend to stay more in tune and communicate better In terms of health related topics then do men. This may have some bearing on why the females complete these courses more successfully.

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

We are continuing to see the same type of trend in relation to age of our students. Our lowest percentage group continues to be the youngest age group. (19 and under at 65%) We are seeing more high school students with dual enrollment which may be problematic in that these younger students are not always ready to handle topics discussed in these courses. Our most successful group being our older students at 84% which is above the college average. Many older students have much more life experience and familiarity with health topics which contributes to their success in the course. Many of these students are coming back to school or making a career change in which they are more driven to complete their requirements.

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

Most of our success rates by Ethnicity are above the colleges average with the exception of Black or African American group(47%).

Our most successful jump was with the Filipino population which is well above the college average (76.6% to 92.7%). There was a interesting note, we had no percentage of American Indian/Alaskan or Pacific Islander. We usually do not have high student enrollment with these specific groups (between 11-19 students per semester). However, with the small numbers, the years we have had these students they have had success rates above the college average.

COURSE LEARNING OUTCOMES

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

This year our department invested a lot of time focusing on Kinesiology activity courses and the Health 100 Lab that satisfy the GE fitness requirement. Faculty from our department facilitated discussion with colleagues in other disciplines to establish program outcomes for the GE fitness requirement which ties to our Health 100 lecture course. This was very valuable in connecting pathways from course level outcomes that lead to program outcomes. We redefined many assessment methods. This coming year we are focusing on mapping course and program outcomes to GEILO's with assessments contributing to institutional outcomes.

Summarize the major findings of your course outcomes assessments.

We assessed our Health 100 course in the Spring 2020 semester (which is our largest course offering in the department). We had greater participation in the assessment than any other semester we assessed the course. Major findings from our Health 100 assessment prove that taking the course directly improved students health and wellness in every dimension by the end of the course. Students also overwhelmingly reported that they made healthy changes to their life as a result of taking the Health 100 course. We planned to assess our other health course, Health 100L, this coming Fall 2020 but due to COVID cannot offer the course. So we will push the assessment into Fall 2022 if we are back on campus at that time.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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?

Below is a list of career pathways for Health students with median salaries. Our department has noticed a surge in numerous coaching type careers that inspired us to reassess our Kinesiology certificate and create a certificate specific to coaching. Although the certificate is within Kinesiology, the certificate could be an additional achievement for a student within the Health pathway.

Health Educators (\$41,061)
Health Specialties Teachers, Postsecondary (\$96,385)
Health Care Social Worker (\$62,478)
Health Home Aides (\$27,219)
Occupational Health and Safety Technicians (\$52,390)
Occupational Health and Safety Specialist (\$83,162)
Community Health workers (\$41,254)
Industrial Health and Safety Engineers (\$106,622)
Registered Nurses (\$104,048)
Dietitians and Nutritionist (\$74,523)
Mental Health and Substance Abuse Social Workers (\$48,900)
Fitness and Wellness Coordinators (\$82,294)
Athletic Trainers (\$53,192)
Self-Enrichment Education Teachers (\$46,276)

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?

Yes

What have you done to integrate work-based learning?

Our department has designed various assignments within our curriculum that address the KSA's within our field of study.

We utilize guest speakers from our community such as, Vista community clinic, Health Services, Behavioral services, Planned parenthood to integrate our curriculum with real life experience.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Exposure to health related community resources. Health advocacy.

Students gain an understanding through curriculum and exposure to health related community resources. As community experts are brought in, students are then able to relate or apply educational material to real life situations and experience. Further, when students gain real world experience, they naturally gain confidence to know they will be able to handle work force challenges.

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

Maintain relationships with various nonprofit health services.

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?

Existing

Goal Status

Ongoing

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

5/21/2021

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?

Existing

Goal Status

Completed

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 gained approval. The first course offering to be scheduled for Fall 2020.

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?

Existing

Goal Status

Ongoing

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. Faculty in our department will work closely with the articulation officer to design a new degree option to meet our students needs.

Outcome(s) expected (qualitative/quantitative)

We expect that in working with our articulation officer we will be able to create a pathway to meet the needs of our students demographic. By offering a more broad degree, we are facilitating more transfer opportunities for students.

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 similar pathway for this degree and map will help us reach the goal of our department.

Expected Goal Completion Date

10/15/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC Subcommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

Yes

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

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 FT 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 FT 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 (CCCAA), State contractual recruiting guidelines, NCAA regulations, NCAA transfer requirements for student athletes and Class B drivers license. All coaches must pass the CCCAA 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.

Utilizing your PRP data, 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

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

Loss (6), Gain (1)

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report**Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?**

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see **IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES**.

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

kseiler@palomar.edu

Review

Chair Review

Chair Comments

Chair Name

Karl E Seiler

Chair Sign Date

10/30/2020

Dean Review

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

1. Good progress on getting HE courses outcomes aligned with institutional learning outcomes.
2. Good work on finishing the curriculum development of the new online fitness course in order to increase accessibility for online students and satellite campuses to satisfy the district fitness requirement.
3. Kine/HE are maintaining a higher success rate than the college goal overall at 71%, and retention rates are slightly higher than the college average (95%).

Areas of Concern, if any:

The program completions decreased over last year, and the program completions have been fluctuating over the last 5 years.

Recommendations for improvement:

1. Encourage faculty to continue aligning their courses activities with the integrated SLOs within Canvas.
2. I would recommend to the Department Chair and health faculty members to start preparing for the incoming NUTR/HE 165 & EME 100/HE 104 de-cross-listings.

Dean Name

Najib Manea covering for Dean Ly

Dean Sign Date

11/29/2020

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

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

solid, creative transition to online course offerings in the wake of COVID; integration of WBL into curriculum

Areas of Concern, if any:

concerns expressed about lack of program outcomes due to courses in other areas; to what do you attribute the improvement of Filipino population in your area?; lack of measurable outcomes for some goals

Recommendations for improvement:

1. Seek out science areas for discussion on their SLOs in an attempt to help you with program outcome evaluation.
2. Work with Ben Mudgett re: future of University Studies and its impact on KINE AAT.
3. Reach out to tutoring to discuss specific reading and writing expectations for HE 100
4. Connect with outreach in Student Services to discuss further opportunities
5. Develop measurable outcome for goal #2, e.g.

Vice President Name

Shayla Sivert

Vice President Sign Date

12/31/2020