

Status: **Read** Status: **Submitted**

Entry #: 102

Date Submitted: 10/22/2021 11:33 AM

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Social and Behavioral Sciences

Department Name

Health and Kinesiology

Department Chair Name

Joe Early

Discipline Name

Health (HE)

Department Chair email

jearly@palomar.edu

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

Lacey Craft - Associate Professor/Head Coach Softball

Leigh Marshall - Professor/Head Coach Women's Basketball

Karl Seiler - Associate Professor/Head Coach Women's Volleyball Indoor & Beach

Joe Early - Department Chair/Head Coach Football

Dan Lynds - Athletic Director

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

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**2) **FTEF LINK****How many permanent or full-time faculty support your discipline (program)?**

7

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

3.20

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

2.80

List the 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

List additional hourly staff that support this discipline and/or department

Variety of student hourly (lifeguards for pool & front desk staff for Wellness Fitness Center) -- During The last academic year, the pool and Wellness Center were shut down due to Covid, so no hourly staff worked.

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 foundation's 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: Fitness and Wellness Coordinators, Health Specialties Teachers, 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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

2016-17 17-18 18-19 19-20 20-21

AA 5 0 2 1 1

AA-T 4 2 11 7 6

Cert 0 0 1 1 1

Total 9 2 14 9 8

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

Stayed the same

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 its creation in 2016/17 is 30 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 9. 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 – this past year there were 26 awards. 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 retake classes if they decide to change emphasis or even go a different route at the 4-year level. Last year, there was much discussion on campus about taking the University Studies Degrees away. Our department faculty spoke in various shared governance meetings to advocate keeping the University Studies Health & Fitness Degree, losing it would hurt our students - we see a value in the degree path for our students and would like to continue to offer it. Over the past year (20-21) we worked extensively to change our current AA degree to replace the University Studies Health & Fitness Degree curriculum said they were going to deactivate. At the beginning of this academic year, they decided to keep it due to its value and number of completions, this is a win for our department & our students that we recommend to this degree pattern. However, we could have spent the past year working towards the modification of our certificate instead. We also did extensive research into improving our certificate – many orange county community colleges offer a “coaching certificate” and we are working towards developing the curriculum to offer a similar certificate. This year (21-22) we will be working with the CTE Dean, develop an advisory committee and establish curriculum to change our certificate to launch a coaching certificate within the next year. We believe this will increase our certificate completions in the future for students looking into coaching positions, wellness and life coaching professions, and other mentor programs in the community. Employment of coaches and scouts is projected to grow 12 percent from 2019-2029 – much faster than the average for all occupations, according to the U.S. Bureau of Labor Statistics. We would like to house the University Studies Health & Fitness Degree in our department & maintain assessments for this degree.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

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. That degree offers a broader range of transfer opportunities to both Kinesiology and Health students. We consider the majority of our health program as the health and fitness requirement for graduation which includes our Health 100 lecture course (95% fill rate & 655 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 process to audit the GE fitness courses was vetted through the GE workgroup (subcommittee of curriculum committee) and we made sure our fitness courses align with all the new outcomes so we can participate in college wide GE assessment in the spring of 2022. The focus on the fitness requirement led us to assess the health lecture again as well which provided further data showing its value as a GE requirement from the student perspective.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

A significant challenge for our discipline is that there are a variety of emphasis options that branch off from the Kinesiology and Health majors which makes the broad University Studies Health & Fitness degree a good option for some of our students. This year we will be advocating to house the University studies Health & Fitness Degree in our Health & Kinesiology department and develop meaningful assessments for the degree and program. If we are able to house the degree we will deactivate our AA degree. Another challenge with our health program is the desire to create a clearer pathway for UC & transfer students by cutting out the health and fitness GE requirement. However, when you look at the success rates of our health & fitness courses they are exceptional. The health course curriculum is a huge value to students, as proven in our student surveys, as proven over the past year during the global pandemic, as proven in our course success & retention rates. Students report, after completing the course, "This is the first time I've actually used something from school in my real life and it made a positive impact in my life!" another student states, "I thought this was going to be like my high school health class all over again, but it was much more informative & useful. The information about stress management and mental and emotional health coping strategies will be skills I use in my life beyond Palomar." Over the past year, witnessing the pandemic, social isolation, inactivity and many mental health concerns on the rise – it is even more clear that the Palomar District requirement to complete the health and fitness requirement is important to our students. Our faculty are more passionate that ever about the positive impact this course has on our students & it is clear it is not a roadblock to completion or transfer. A concern for our department is that cutting this district requirement out for transfer students will eliminate their opportunity to gain benefits from the health & fitness courses we offer and the district supports for our local AA completions. Obviously, another concern over the past year was the effects of the pandemic & our inability to offer certain lab courses since we cannot teach them online. Our faculty made huge efforts to discuss and collaborate to determine which courses we could convert to online DE. Students still struggled in virtual labs - lack of proper equipment at home, frustration with technology necessary for fitness tracking and documentation, inability to receive live feedback for safety in asynchronous labs and just as frustrating in synchronous zoom settings because of the technology constraints there as well. Instructors were just as frustrated with inability to meet students needs, much greater workload to grade individual video recordings to ensure students were meeting the student outcomes, many more individual student meetings and email due to technology issues with labs, etc. However, in many cases even though there were many negative hurdles teaching online health & fitness courses; students were happy to have the opportunity to have instruction in exercise and fitness during the pandemic since they were quarantined at home, their normal routines were interrupted, their gyms were closed, their access to working out was impeded and we offered at-home health & fitness courses during a time of need. Many students expressed that having a fitness class during the shutdown was the best thing for them, increased their motivation, provided a routine and forced them to get out of bed when there wasn't a lot to motivate them at that time. Many students learned they didn't need a formal gym or facility to impact their health and wellness – they could do it from home and they actually also felt empowered during the pandemic that they were taking charge of their health, when many were so uncertain and fearful. Another blessing was the development of our online cardio conditioning lab the year prior (KINE 105). Fortunately, we had the course developed before the pandemic and were able to offer it for the first time in the Fall of 2020. As a department we had already considered many online fitness measurement and evaluation techniques that could be used in DE which helped us with other heard to convert lab courses during the pandemic as well. However, there still are many courses we were unable to offer online which are part of our AA-T pattern and there are concerns over our completion rates in the next 2 years.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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 chose this course success rate as it mirrors the rate of the college. We have had an increase in success rate from the last annual report from 68.9% to 77.7%. Our retention rate has stayed consistent at 95%. The course offers a multidisciplinary 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. We are happy for the increase in success and will strive to continue this new bar set. The increase in success may be attributed to the heightened awareness of the importance of understanding personal Health and Wellness. Among the important topics covered in the course, a few that were critical to dealing with the Covid virus were: Physical Health, Psychological Health, Emotional Health and Infection and Disease.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

Within the past five years, we have been maintaining an average success rate above the college average at 71%. The past two reports (2018 and 2019) were right at 70% in success. This has not always been the case. This past year we exceeded the stretch goal for students' success at a rate of 77.7%. Our department has been working hard the past couple years in identifying, refining and assessing our course SLOs. We feel that the work in this area has paid off and is a contributing factor to the success of our students. We will continue to monitor through our assessments to see if this is goal is still appropriate or needs to be adjusted further.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning 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.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

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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? If so, how would the new or emerging careers impact your future planning?

Below is a list of career pathways for Kinesiology students with median salaries. In last year's PRP we documented that our department has noticed a surge in numerous coaching type careers and it inspired us to reassess our Kinesiology certificate and create a certificate specific to coaching. We are developing a new Certificate of Achievement for Coaches . This field has a bright outlook and a projected growth much faster than the average (8% higher)

Exercise Physiologists (\$60,221)

Fitness and Wellness Coordinators (\$82,294)

Fitness Trainers and Aerobics Instructors (\$34,521)

Health Educators (\$41,061)

Health Specialties Teachers, Postsecondary (\$96,385)

Recreation and Fitness Studies Teachers, Postsecondary (\$96,385)

Recreation Workers (\$30,874)

Athletic Trainers (\$53,192)

Self-Enrichment Education Teachers (\$46,276)

Coaches and Scouts (\$47,954)

Training and Development Specialist (\$69,953)

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)

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. In Kinesiology, we have a mind-body approach to learning. It is critical that our students know not only the How but the Why of kinesthetic movement. Our curriculum includes active learning through behavior change, reading comprehension through research involving exercise and nutrition projects, and critical thinking for designing individualized and appropriate exercise programs. Specifically for our new Certificate of Achievement, our students will be able to demonstrate how to safely train and prepare athletes and teams for practice and competition so they will use skills like instructing, speaking and monitoring others. They will also demonstrate and teach the skills and techniques to a variety of skill levels associated with their sport incorporating the necessary skills of critical thinking and social perceptiveness. This curriculum will ensure our students are familiar with techniques for motivating athletes and team performance.

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 faculty create assignments which align with many of the different KSA's necessary for success in our field .In addition to our curriculum, many the faculty within the department utilize professionals from the community to serve as quest speakers, advisors and internship partners. We are currently working with our athletics department in organizing staffing needs for college athletic events as another way to provide internships in sport management field.

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

Students first acquire an understanding through curriculum and then are able to relate or apply educational material to real life situations. As students gain real world experience they 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?

As our faculty are Instructors/Coaches, we are regularly on high school campuses recruiting student athletes to promote our co-curricular Kinesiology/Athletic programs. Many of our faculty are involved in community youth programs, coaching, mentoring and running various sports camps. Faculty often utilize campus and community professionals with expertise in training modalities to enhance instruction in Kinesiology courses. Over the past few years, we have also developed partnerships with local fitness companies that have hired our students for kinesiology internships. We are continuing to work on highlighting both - our educational program and internship opportunities as a marketing tool. With our new Certificate of Achievement program we will be building an advisory committee formed with members of our community. We will that we are continuing to form connections (Boys and girls club, local high schools, fitness facilities, etc) and are training the future coaches that our community needs to have.

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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

Propose changes to our certificate for health and adult fitness to a coaching certificate.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We have increased faculty involvement in curriculum committee to lead development and launch changes to our existing certificate. After examining other college certificate programs and industry opportunities, we designed a new certificate for coaching careers including athletic coaching, health and wellness coaching and other community leadership opportunities. We planned to submit changes to our existing certificate in fall 2021, but realize we need to deactivate our existing certificate & create a new CTE certificate for coaching. This year we will create an advisory committee, work with the CTE Dean & finalize certificate program to be able to launch in META before Oct/1/2022 curriculum deadline.

Outcome(s) expected (qualitative/quantitative)

We know from experience, and involvement with community organizations, that coaching opportunities are increasing. We expect that more students will be drawn to this coaching certificate because it will provide them competency in coaching curriculum as well as practical application in a variety of community internship opportunities in preparation for immediate employment in coaching careers.

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

Should increase our certificate completions and clarify the pathway toward more immediate career opportunities for kinesiology students.

Expected Goal Completion Date

10/1/2022

Goal 2

Brief Description

Stay abreast of discussion regarding University Studies Health and Fitness Degree & advocate to house the degree in our department (Health & Kinesiology)

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. Over the past year, the articulation office decided to keep the University Studies Health & Fitness Degree (which was our goal last year). This year, faculty in our department will advocate to house the University Studies Degree in our department in shared governance meetings. We believe that discipline specific faculty should be involved in assessment of the degree program and point of contact for students pursuing the degree path so discipline faculty can help advise students in the field, create goals and clarify their path.

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

Expected Goal Completion Date

10/1/2022

Goal 3**Brief Description**

Establish a timeline for new facilities completion so we can coordinate new coursework for Kinesiology Program and Certificate

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Faculty in our department continue involvement in facility planning meetings to push project completion and discipline expertise in facility planning. Facilities have been planned. First phase is in DSA approval (expected to be approved by December 2020 and construction starting January 2022).

Second phase includes more specific classroom space necessary for Kinesiology labs (fitness testing lab, weight room, athletic training lab, etc.). Maintain close communication with project manager (Dennis Astl) and advocate for more support to expedite construction of already designed plans as well as timelines. Push for more support in remedy for existing facilities that are in dire need – Dome, locker rooms, track, wrestling room. Funding for these facilities was cut and there is still a dire need for repairs and upgrades. Clear plans for remedies and timelines are necessary for these classrooms is crucial for our program.

Outcome(s) expected (qualitative/quantitative)

We expect that if we can get the facilities up to date, we will see an immediate jump in the number of students enrolled in our courses and program. We can grow our kinesiology program and offer courses that are necessary for our degree and certificate which will increase our completions.

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

It aligns with Guided Pathways and the Strategic Plan but in order for us to offer course work in Health/Kinesiology, we are dependent on the completion of these new facilities ASAP.

Expected Goal Completion Date

5/23/2024

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

FT Faculty: 75% KINE / 25% ACS (Sport TBD)

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

The inability to recognize the need to replace FT Faculty 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 the Health and KINE disciplines. Full-time contract personnel have the time, availability and commitment to better serve the students 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.

The retirement of three 75% Instructors / 25% Coach contracts over the last two years has left the athletic department in a position where it is difficult to define what exact Coaching position the department needs. The defining of the exact coaching position is dependent upon on how many of the three recently retired FT Faculty are replaced and what the strategy and time frame is for their replacement. There are currently only 5 out of 16 sport programs that are being led by FT Faculty, so the need to backfill these positions for Athletics is great. The retired positions were in Football, Cross Country, and Swimming. Cross Country no longer exists at Palomar but the HE/KINE Department still needs to replace the FT faculty. The Head Swimming and Assistant Football positions are currently being filled by Adjunct Faculty that have met "Coaching" Minimum Quals, but not Kinesiology. This means that these coaches can only have contact with the student athletes via the one ACS class that is conducted "In-Season." PT Faculty Coaches without Kinesiology degrees are not permitted to instruct any of the KINE CARA (Countable Athletic Related Activity) Classes that are typically offered in the "Off-Season" to physically and technically prepare their students for competition. This obviously puts these teams at a tremendous competitive disadvantage. But more importantly, it makes it much harder to attract student athletes to Palomar College when other institutions offer collegiate year-around training and Palomar can only offer a high school-like experience of seasonal competition. Inevitably this leads to lower roster sizes and less efficient courses. There are three potential solutions to this situation....

1. Backfill lost FT Faculty positions and prioritize the programs that are absolutely essential to have a FT Faculty 25% Contract Coach
2. Only hire PT Faculty Coaches that meet KINE minimum qualifications (Problem: It is very rare to find KINE degreed coaches that will work for slightly over 20K per year)
3. Cross list CARA Classes so that either Coaching or KINE minimum qualifications will permit the PT coaches (without KINE degrees) to instruct the CARA Classes

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.

In Fall 2019, the combined WSCH per FTEF for KINE and HE is an impressive 596, making it one of the most efficient departments at the institution. Combine this with the original FTES population of 350+ recruited student athletes, a documented 80% of which would not be at Palomar if their sport was not offered, and you have a powerful instrument for improvement, efficiency, and revenue generation at Palomar. Recent decisions to remove HE100 from several completion patterns at the institution seems to fail to recognize the good work that is being done. The argument that the removal of HE 100 is an attempt to remove a barrier for completion does not stand up when looking at the 90%+ success rates that students have traditionally benefitted from in HE100. If access to the HE 100 class is an issue, it seems that adding more sections, not removing the district requirement, would be a more beneficial solution to the students and the institution. Also, removing the health requirement coming out of a global pandemic seems very counter intuitive given the subject matter that the course covers.

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

1FT Health&KINE Instructor/Coach is receiving 60% assigned time as Department Chair. 1FT instructor will be on sabbatical starting in Spring 2022. This past 18 months, we have had 3 FT Health/Kinesiology/Athletic faculty retire. Just 6 years ago the department employed 12 Full Time Health/Kinesiology Instructors/Coaches. Currently we employ 7 FT Faculty (+1 will be added for Fall 2022). We have lost 6 Full contracts and only hired 1 (+1 pending) Fulltime contract faculty in our discipline in the last 10 years. Reducing the number of FT instructors who are contractually able to teach Health/KINE to a total of 7 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 is vital to the integrity of the program as it is nearly impossible to find part time faculty who are qualified and/or available.

Faculty Request 2**Title of Full-Time Faculty position you are requesting**

FT Faculty: 75% KINE / 25% ACS (Sport TBD)

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

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Are you requesting new Classified, CAST or AA positions?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA**Staff, CAST, AA request 1****Title of position**

Athletic Equipment Manager

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability

The primary role of the equipment manager is to ensure that all students that utilize the athletic and kinesiology facilities have the proper athletic equipment and venues (classrooms) to participate safely. The manager must order, inventory, and maintain all safety equipment including helmets, pads, gloves, shields, etc. The equipment manager is also in charge of all home game "set-ups" and "break-downs." They must ensure that all playing surfaces and venues meet the strict CCCAA and NCAA guidelines for the health and safety of the student athletes. The athletic equipment manager also orders, maintains, and launders all uniforms and practice attire for 350 student athletes. In addition, the equipment manager orders, manages and stores the equipment needed to safely run the KINE activity classes that require equipment. Fields (classrooms), courts (classrooms), exercise areas (classrooms), and other area utilized by KINE are all prepared by the equipment manager and staff. Without the proper manager and staff, the health and safety of the participating students is greatly compromised.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

This position could potentially benefit from reorganization. The current Athletic Equipment Assistant has been functioning as the point person / leader in the equipment room until a new full time manager can be hired. A prolonged time without hiring a manager could potentially give cause for reclassification of the current employee. The use of technology is key to this position. An efficient inventory management system driven by modern athletic equipment management software will be vital to keeping STH workers to a minimum. The recent restructure of the Wellness Fitness Center may provide an opportunity to pool STH workers that can work in both the equipment center and the equipment room once the WFC come back online.

Is there funding that can help support the position outside of general funds?

Yes

What funding would support this position?

Due to the diverse nature of our student athlete population, in addition to the HE/Kinesiology students, perhaps some equity funding could be considered for this position.

Describe how this position helps implement or support your three-year PRP plan.

This is a vital position that most, if not all community college athletic programs and Kinesiology departments staff with FT professional positions. For the last thirty years Palomar has utilized two FT employees in the equipment room. The current equipment specialist is not going to be able to sustain the minimum level of service that is needed to ensure student safety and minimize the liability risk to the institution. This is an important position that needs to be addressed.

Strategic Plan 2022 Objective

1:3

3:4

If the position is not approved, what is your plan?

To put it mildly, it's a strain. Day to day operations will be managed by the current athletic equipment specialist and a staff of STH and Student employees. Since none of these employees have ordering experience, the Athletic Director and Athletic Training Staff will have to do all of the ordering of equipment and uniforms to make sure the student athletes are properly outfitted. This will be an additional task assigned to critical members of the Athletic support staff that are already stretched thin with their current responsibilities.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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?

Yes

Technology Request**Technology Request 1**

What are you requesting?

Instructional Technology for labs

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

Kinesiology (CARA) classes are offered during off-season/in-seasons of sport. The fields, courts, and gyms are the classrooms just like a math lab or science lab. Technology is rapidly advancing, academic classes get new computers and updated software but we have not.

Currently the following sports programs have video analysis capabilities and year over year recurring costs:

1. Football: \$6,500
 2. W Basketball: \$2,000
 3. M Basketball: \$2,000
 4. W & Bch Volleyball: \$3,500
 5. Baseball: \$5,500 (Annually) + Onetime Hardware Investment (\$4,500 Prop M for Hardware)
 6. Softball: \$5,500 (Annually) + Onetime Hardware Investment (\$4,500 Prop M for Hardware)
- ** All the above mentioned sports (except BSB & SFB) have CCCAA mandated video exchange that requires subscriptions to cloud based video services**

Additional Needs:

1. M Soccer
2. W Soccer
3. W Water Polo
4. M Water Polo
5. Wrestling
6. M Volleyball
7. M/W Swimming
8. Track and Field

The above listed teams currently have no CCCAA mandated film exchange. Thus, the athletic department has not supplied video hardware or other support for this vital teaching equipment. An investment of \$10,000 would supply these sports with the hardware (Cameras, Batteries, Poles, etc) needed for video analysis and help to establish equity of resource within the department. The athletic department is open to any and all funding sources including HEERF if it is deemed appropriate.

Estimated Amount of Request.

\$10,000.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

\$30,000.00

Do you already have a budget for this request, or will you need additional funds?

No

What PRP plan goal/objective does this request align with?

Goal 3

What Strategic Plan 2022 Goal/Objective does this request align with?

3:3

3:4

3:5

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

1

Do you think that your request for technology will require changes to a facility?

No

Technology Request 2

What are you requesting?

Five 2 Way Radios connected to the current Palomar system

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

The Health/Kinesiology Department is requesting to join the 2 way radio communication network that is already established at Palomar. Our department needs to be able to get a hold of the Police and Facilities Departments as well as our own employees that may be holding class across campus at one of our several venues. The following employees would benefit from the enhanced communication.

1. Dept. Chair
2. ADA
3. Equipment Manager
4. ATC #1
5. ATC #2

There should be no initial cost involved, the facilities team is down several positions, so radios should be readily available.

Not sure what the recurring cost is.

Estimated Amount of Request.

\$0.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

\$0.00

Do you already have a budget for this request, or will you need additional funds?

No

What PRP plan goal/objective does this request align with?

Goal 3 but also just a department need

What Strategic Plan 2022 Goal/Objective does this request align with?

3:5

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

2

Do you think that your request for technology will require changes to a facility?

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your dean no later than 11/19/2021.*
 - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
 - *The results of the review will be sent to the dean and chair with feedback.*
 - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
 - *Requests for one-time funding will move forward for prioritization.*
 - *Requests that use funding from your department budget may move forward for purchase.*

Part 4: Facilities Requests

Facilities Requests

Facility Request 1

What are you requesting?

Renovation of the Dome to Include Waterproofing, Ceiling Insulation and Finish, Teams Rooms, and Shared Meeting Room

What discipline PRP plan goal/objective does this request align with?

The renovation of the Dome is in response to a deviation from the Facilities Master Plan Update 2019. The original FMP included a new competition gym and team rooms for the athletic teams but for general students as well. Due to a lack of funding in the final two phases of Prop M, a subsequent reprioritization of projects did not include a competition gym or the associated team rooms. There are several student safety issues that will be addressed by renovating the existing dome.

What Strategic Plan 2022 Goal/Objective does this request align with?

1:1

1:3

3:4

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

A renovated Dome will service the intercollegiate men's and women's basketball teams, men's and women's volleyball teams, wrestling team, and cheerleading teams, as well as all of their associated ACS and KINE classes. The DOME IS A CLASSROOM. How long would the institution allow a Biology Lab to have standing water on the floor every time it rained?

The renovation project would include fixing and waterproofing the roof, insulating and finishing the ceiling, new lighting, adding teams rooms, and making cosmetic upgrades to all interior and exterior features of the facility. In our opinion, this should be a priority. Yet, every year we deal with the same problem.

Is there an associated cost with this request?

Yes

Will you fund the request through your budget or other sources?

Deferred Maintenance / Prop M

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance)?

By waterproofing and adding proper insulation, the cost of heating and cooling should be significantly reduced.

Facility Request 2

What are you requesting?

Temporary Weight Room in O-2

What discipline PRP plan goal/objective does this request align with?

Goal 1: Develop an Athletic Certificate of Achievement Program

What Strategic Plan 2022 Goal/Objective does this request align with?

1:1

1:3

3:4

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

Early in the Spring of 2020 the weight room housed in the CT building was shut down due to excessive standing water, fungi on the floors and walls, and overall poor condition. At this time, a plan was established to move the weight room to the O-2 Classroom that Dance no longer had a need for (Dance and Performing Arts moved to their new facility.) While some progress has been made, such as new lighting and ceiling fans (not requested by KINE/HE/ACS,) cubbies for the students, and training equipment procured (HEERF,) the bulk of the move has not been completed. After twenty months, no flooring has been laid and not one piece of equipment has been installed into the facility.

Is there an associated cost with this request?

Yes

Will you fund the request through your budget or other sources?

Deferred Maintenance / Prop M

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance)?

Cannot lift safely when it rains or with extreme heat because our weight room currently is housed on the tennis courts.

Facility Request 3

What are you requesting?

Locker Rooms for KINE/HE/ACS Students

What discipline PRP plan goal/objective does this request align with?

Goal 1: Develop an Athletic Certificate of Achievement Program

What Strategic Plan 2022 Goal/Objective does this request align with?

1:1

1:3

3:4

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

Locker facilities for KINE/HE/ACS students are housed in the M and O buildings. Both Men's and Women's locker rooms are very outdated and not up to the standards that Palomar keeps in other areas of the institution. The Men's locker room is in the M building, which in the most recent FMP is recommended for demolition. The Women's locker room is in the O-Building. The O-Building is not even shown in the maps of the FMP. It was supposed to be replaced by a new KINE/HE/ACS building that was to be funded with Prop-M funds. A reprioritization of projects left out the KINE/HE/ACS building, prompting a re-think on the locker facilities. A plan was established to renovate the pool locker room and use them to service the student population until a more permanent solution could be found. Prop-M funds were set aside for this project as part of the renovation of the pool. Unfortunately, cost escalation due to inflation dictated that only the pool could be completed and that the lockers would have to be addressed with a new source of funding. Fortunately, the State granted a large amount of deferred maintenance funds to Palomar for the completion of much needed projects, like the locker rooms.

Is there an associated cost with this request?

Yes

Will you fund the request through your budget or other sources?

Deferred Maintenance

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance)?

Minimal. There are existing facilities, (shower, toilet, sinks,) the room just needs to be renovated and new lockers installed.

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

Yes

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

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

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