2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Social and Behavioral Sciences

Department Name

Health and Kinesiology

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Health (HE)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Joe Early

Department Chair email

jearly@palomar.edu

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

Joe Early - Dept. Chair/Head Football Coach
Lacey Craft - Associate Professor/Head Softball Coach
Leigh Marshall - Associate Professor/Head Women's Basketball Coach
Karl Seiler - Associate Professor/Head Women's Volleyball/Beach Coach

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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

Vision- we transform lives for a better future.
Mission- the Kinesiology/Health Dept. respects each of our students' experiences and supports them to achieve academic
success. We encourage our students to embrace the best version of themselves and prepare them to engage with our local and global communities.
Values- we strive to create the learning and cultural experiences that fulfill our mission, our staff is committed to serving our
community, including historically and currently marginalized and racially minoritized populations.
We are guided by the core values of:
Access
We make education possible for everyone.
Diversity, Equity, and Inclusion
We recognize and respect diversity, seek to foster a culture of inclusion and belonging, and strive to address inequities.
Academic Excellence
We provide quality programs and robust course offerings to support students who are pursuing transfer-readiness, general education, career and technical training, aesthetic and cultural enrichment, and lifelong education.
Student Focused
We offer a caring and supportive environment that addresses the holistic and distinct needs of our students.
Community
We are an integral part of our region and strive to foster meaningful relationships within our college and local communities.
Transformation
We inspire learning, improvement, and growth for all.

Link: *Vision, Mission, and Values*

(Click here for information on how to create a mission statement.)

Does your discipline have at least one degree or   Are any of your programs TOP coded as

certificate associated with it?

⊙ Yes ○ No

vocational (CTE/CE)?

○ Yes ⊙ No

List all degrees and certificates offered within this discipline.

AA Degree - Kinesiology
AA-T Degree - Kinesiology
Certificate - Adult Fitness & Health
Certificate of Achievement - Coaching (begins Fall 2023)

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM NFORMATION: 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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

8, but 1 is 80% TERB contract and 1 is Probationary (began Fall 2022)

Enter a number.

Link: *Permanent Faculty and Staff Count*

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

2.40

Link: **FTEF Data**

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

3.15

Link: **FTEF Data**

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Melissa Grant - ADA (1FTE)

Link: *Permanent Faculty and Staff Count*

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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](#). 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? Please explain.

The program learning outcomes are based upon effective communication, disease prevention and lifelong wellness, which we find most appropriate for our Health and Kinesiology 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 and University Studies Health and Fitness Degree. We do not have program learning outcomes that are specific to the science foundation essential for our degree and transfer expectations because we cannot assess those courses. The Health 100, Health 100 lab and Health 104 courses are within the Kinesiology AA-T degree.

How do they align with employer and transfer expectations?

These student learning outcomes are aligned with the employer expectations within various careers which include, but are not limited to:
Fitness and Wellness Coordinators
Fitness Trainers and Aerobics Instructors
Health Specialties Teachers,
Postsecondary Recreation and Fitness Studies Teachers,
Postsecondary Recreation Workers
Coaches and Scouts
Athletic Trainers
Physical Therapists

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 map to our Program and AA-T 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. From those department discussions, over the past 2 years faculty have researched and created a new pathway for our students to replace our old certificate program. We just launched a new coaching certificate this summer 2022 which is moving through curriculum and planned to be offered in fall 2023. Our faculty leads worked hard to develop course outcomes that lead to program outcomes specific to the entry level coaching career pathways we desire our students to achieve. Next comprehensive PRP cycle we should have initial assessments completed for this new certificate program. Next PRP cycle we should also have data included from the University Studies Health and Fitness Degree. We are very happy to house the degree in our department and this coming academic year we will focus on the program outcomes for this degree and establish an assessment timeline for the next 3 years. We expect to have initial program assessment of the University Studies Health and Fitness Degree completed by the next comprehensive PRP.

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. One of our primary missions in the health discipline is to empower our students to take ownership of their health and chronic disease prevention. Through the foundations of our health lecture course students gain the valuable knowledge to understand that they have the power to prevent chronic diseases (the number one killer of Americans). In lab courses students apply the skills and practice techniques to reduce risk factors for chronic diseases and actually test their own health risk factors to provide evidence that their lab work is positively affecting their health and wellness. We are finding that a combination of lecture and practical application in a lab setting is facilitating the highest student success in achieving our program outcomes.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

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

- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess.

[Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

We have courses in our Degree and Program that are not in our discipline which are the science-based courses which we do not assess (Chemistry, Anatomy, Physiology). As for the courses within the health discipline, we meet the GE/ILO goals of the college through a variety of assignments and instruction - Specifically:
ILO 1, Communication: A - Written communication & B Oral Communication (HE 100)
ILO 2, Computation: A – Quantitative Literacy (HE 100, HE 100L and fitness requirement courses)
ILO 3, Critical Thinking: A - Critical Thinking (HE 100, HE 100L and fitness requirement courses)
ILO 3, Critical Thinking: C - Teamwork (HE 100 and All KINE courses, except individualized activities - 128, 125, 117)
ILO 4, Community B - Ethical reasoning (HE 100)
ILO 4, Community C – Civic Knowledge (HE 100 and 100L)
Our first Program Outcome, Lifelong Wellness maps to: Critical A (Critical Thinking) and Critical C (Teamwork)
Second Program Outcome, Chronic Disease Prevention map to: Critical A (Critical Thinking), Community C (Civic Knowledge) and GE Foundational Knowledge.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOsducation/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

After the last comprehensive PRP, faculty spent a great amount of time in discussion about course mapping to program outcomes and aligning them to institutional outcomes. During the COVID state of emergency, we had more time to meet and take a deeper look at how our course outcomes led to our program outcomes and aligned with the GE/ILO's. We are committed to assessing our course level outcomes which map to larger institutional outcomes. We just participated in the college-wide assessment of GE ILO Communication A (Written Communication). Many of our courses map to the ILOs and input course level assessment results contributing to the college's outcome assessment.

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: ***Program Completions***

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

2017/18	2018/19	2019/20	2020/21	2021/22	
Kinesiology AA-T		2	11	7	6	9
Kineisology AA		0	2	1	1	0
Adult Fitness & Health Certificate 0		1	1	1	0

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
○ Increased ⊙ Stayed the same ○ Decreased
Choose one

What factors have influenced your completion trends?

Primarily Covid issues and lack of modern facilities. We anticipate these trends changing for the better in the coming years with the building of new facilities through Prop M.

Are the courses in your discipline required for the completion of other degrees/certificates?
⊙ Yes ○ No

Please list them

University Studies – Health & Fitness (HE 100, 104)
University Studies – Education (Kine 102)
General Studies – Social and Behavioral Sciences (HE 100)

Do you have programs with 7 or fewer completions in the last 5 years?
⊙ Yes ○ No

What steps are you taking to address these completions?

AA-T : Program completions dramatically increased in 2018/19 since the AA-T was new & awareness was high when it was first created. Since then, over the past 3 years, completion rates have been consistent with a slight increase in the past year. However, we have been cut in our golf and tennis courses which is one entire section of the degree requirements. There is no longer an off-campus location to offer golf or tennis. Restructuring of the Prop M funding at the last-minute cut designated facilities which are included in the degree requirements (tennis courts, gym, pool, athletic training room and other classrooms) for the transfer degree. Our faculty are very concerned about the future of our program without necessary facilities to meet the state requirements for the transfer degree. Completions may decrease in years to come because we cannot offer golf or tennis and potentially impossible if facilities that were slated for improvements continue to be neglected.

AA: Completions have been little to none consistently throughout the past 5 years. In the past few annual PRP's we stated we were advocating to keep the University Studies Health and Fitness Degree since it is so valuable to Kinesiology majors. We strongly encourage students to complete the University Studies Degree over our AA in Kinesiology because it is more broad and offers students all the pre-requisites for Kinesiology majors, without the unnecessary activity courses (included in the AA-T). The University Studies Degree is also more valuable to students that are undecided about the pathway and school they desire to transfer to. We plan to deactivate the Kinesiology AA Degree now that we can house the University Studies Health and Fitness Degree in our department. We will include University Studies Health and Fitness completion data next year.

Adult Health and Fitness Certificate: Completions have been little to none for the existing certificate over the past 5 years. As stated on previous PRP's, our department faculty have developed and launched a new coaching certificate. The Coaching Certificate is expected to be approved and offered in Fall 2023. We anticipate higher completions of the coaching certificate because we have a targeted student demographic that can apply the formal education through real life experience. We have tied in community partnerships and internship opportunities through work-based learning to enhance the student experience and preparation for entry level coaching careers. Since we have launched the new coaching certificate, we plan to review and make changes to the Adult Health and Fitness Certificate this year. Faculty still believe this could be viable with changes. The climate of our department and disciple have changed, we have cut many courses that were in the certificate and changing the course requirements so students have the ability to take courses that apply.

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.

What is your program standard for the NUMBER of program completions?

7

Enter the number of completions per academic year.

Why did you choose this standard?

Based on average historical completion data.

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.

What is your stretch goal for program completions?

10

How did you decide upon your stretch goal?

It falls within the highest year and would dramatically increase our certificate completions.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the College when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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

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

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by opening the link titled "Program Enrollment Trends" below.

Link: [Program Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)
○ Increased ○ Stayed the same ⊙ Decreased

Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)
○ Increased ○ Stayed the same ⊙ Decreased

Were these trends expected? Please explain.

The college as a whole has dramatically decreased enrollment over the past 2 years due to COVID and our discipline is reflective of that as well. Over the past 2 years we were not able to offer certain courses during the pandemic since they could not meet the learning outcomes through distance education. Our Health 100 lab was one of those that was not taught during the past 2 years we were not on campus. We expected the decline in total enrollment due to the decrease in course offerings due to being primarily online the past 2 years. However, our fill rates and WSCH/FTEF are outstanding! We are well above the college average in both categories. For fill rate the college average over the past 2 years was 79% and 72%, we were at 92% and 88% in the health discipline. Also, WSCH/FTEF for the college average was 461 and 443, in the health disciple we were at 576 and 553. We are offering the right amount of courses to maintain our efficiency, we are hopeful that we will be able to add new courses within the health discipline so we can grow our program due to our efficiency as a whole.

Please use wsch/ftef and fill-rate.

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.

Factors that have contributed to the success of our programs was the COVID pandemic in an unorthodox way. While we lost classes that could not be taught online, and many of our faculty that split contracts were out of work on our athletics side – it provided faculty with some time to really focus on our programs and department. Faculty met and cleaned up curriculum, student learning outcomes, mapping, and also were able to get a new certificate program off the ground. The opportunity to use our time to improve our programs came from dedicated faculty that took advantage of the COVID situation to engage with colleagues in a meaningful way (on campus and from other colleges as well) to improve our programs. Another success was the development of the online lab prior to COVID so we could provide an option to students online to meet the graduation requirement – the course has been a success with the students and enrollment is high.

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

An obvious challenge for us the past 2 years was COVID – many of our classes were not able to be offered online which had a dramatic impact on enrollment and our ability to offer courses students needed. Challenges for our program will always continue to be that we are a science-based discipline and many of the courses within our major/program are not in our department so we can't actively assess them. A major concern is our facilities and lack of current equipment to offer a competitive program. Unfortunately, due to cutting of Prop M funding that was ear-marked for our discipline – we are left with neglected and/or out-of-date facilities that are inadequate for growth in our programs. Our golf and tennis programs in athletics were cut and that impacted our health and kinesiology course offerings as well – those are both courses that are options for students in the fitness requirement for graduation that were lost. Golf and Tennis are both classes that are a requirement in a section of our Kinesiology AA-T program – not having tennis courts through Prop M deficiencies has left us without an option to offer those classes. We are concerned that we will not be able to offer access to students that need those courses to obtain the AA-T. We've also discussed in numerous PRP's the need for the testing lab (to be completed by Prop M funding as well) the delay and risk of losing money to fund the lab has the potential to delay our program from growing and providing necessary tools to students in our program for industry standards and preparation for careers. Our HE 104 class aligns with a national certification for CPR and AED, but our classroom spaces on campus are not adequate for the practical skills testing and application. The funding for the proper laboratory classroom was cut from our portion of the Prop M budget in our discipline to go elsewhere on campus. Many of our facilities have been rated in despair and we are constantly on the verge of condemning (or in some cases already have condemned) classrooms necessary for completion. Many times, resolution takes too much time and we are losing students to other colleges that have already improved their facilities, technology and equipment necessary for student success in our discipline. This is a huge challenge for our faculty and staff. We have worked to create partnerships with CSUSM and community businesses to continue providing quality experiences to our students despite our college not being able to provide necessary foundations for our students' success.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%.To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

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 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.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?
⊙ Increased ○ Stayed the same ○ Decreased

Was this expected? Please explain.

We have exceeded the college Success Rate goal and have seen this number consistent over the past 5 years at an average of 74%. The program standard for our Discipline we have set is 70%. During the past two years coming out of the Covid Pandemic, we are trending upward with our Success Rate at 77%. The pandemic brought out the importance of Health and Wellness which may be an explanation of this increase as students became more motivated resulting in student success in our courses. We are narrowing in on our stretch goal with the hard work of our faculty determined to foster student success. Our department has worked hard at creating, aligning and assessing SLOs which have made an impact on successful student pathways.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

In 2017, 18, 19 we were averaging 72% which is why we are striving for a higher goal at 75%. During the Pandemic in 2020 and 2021, we only offered online Health courses and believe that could have resulted in the higher success rates over the last 2 years. Returning to a more traditional schedule, we set the stretch goal 75% which is still above the college standard.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?
○ Increased ⊙ Stayed the same ○ Decreased

Was this expected? Please explain.

We have maintained a consistent retention rate for the past 5 years with a slight increase in last year's data. Over the past 5 years, our retention rates have remained high at 96%. They have been consistent the past four years at that percentage. We noticed that offering different formats of health 100 (i.e 4-week, 6-week & 8-week patterns) have an impact on retention. Our 8-week and 4-week offerings had 100% retention. Due to the condensed time-frame, students are more likely to complete the class and more engaged because the format demands more consistent participation. Most of the faculty in our discipline are coaches who understand the importance of not just recruiting students to our programs, but retaining them and helping them on their path to transfer.

Are there differences in success or retention rates in the following groups? (choose all that apply)
☑ When or where (time of day, term, location)   ☑ Gender

☑ Age   ☑ Ethnicity

☐ Special Pop. (Veteran, foster youth, etc.)

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?

Health courses offered in fast-track or short term formats had significantly higher success rates. 4-week classes were in the 87% and 84% success rates, 8-week courses produced 80% and 76% success rates, whereas full semester length classes only had 75% success rates comparatively. While all courses produced higher success rates than the college average, it was interesting to see that fast-track courses had higher student success. It is believed that students that have to participate in coursework more frequently and consistently over a shorter period of time, are more successful.
Also noted in the data, courses offered at San Marcos and Distance Ed both produced the same success rates (76%) whereas Fallbrook was considerably low at a mere 50% success.

Time of day, term, location

Gender: Why do you think gender differences exist? How can you close the gap?

No gaps exist, they are consistent (76.5%) and all above the college average.

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

All age groups are above the college average, the lowest of the groups is the 19 and under group (71%). One of the factors may be a lack of life experiences as it relates to the many inter-related topics of health.

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

It was noticeable that all ethnic groups were above the college average in health, except Black or African American (52%). This is an area for improvement, faculty will examine DEI initiatives that can actively focus on this ethnicity group – which fall in direct line with the new SEP 2.0. The most significant difference in success rates compared to the college was Hispanic, in health it is 73% while the college overall is 65%. We also had a higher success rate in the Unknown/Unassigned category (85%) compared to the college (76%).

Are there differences in success/retention between on-campus and online courses?
⊙ Yes ○ No ○ N/A

Please share any best practice methods you use for online courses.

Best practices in our health courses include discussion board topics that are open-ended so that students can connect and interpret the course curriculum into their own life experience. Through more interesting discussions students connect with their peers and engage in coursework more actively and without fear of judgement than in-person students. All of our online health courses are scheduled asynchronously, so students have more flexibility than being locked into a meeting pattern face-to-face. Instructors allow more freedom with timelines, within the parameters of course structure which also promotes success in asynchronous online courses compared to face-to-face.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

Our department has observed from our most recent SLO assessment that we have been meeting the current course outcomes successfully with high percentage rates. During COVID we examined all course outcomes due to having to convert to DE in emergency. This benefitted our course outcomes and assessment methods because we spent time discussing course level outcomes as well as how they align with program and institutional learning outcomes.

Course level SLOs can be accessed through Nuventive Improve

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

Our goal for students taking courses within our discipline, is that they will be able to understand the importance of health and wellness and how it impacts their lives. We want our students to be able to create their own health and fitness program that assesses the 5 components of fitness (cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition) to promote appropriate fitness throughout their lives. We recently changed all course outcomes for the Health 100 lab to align with the GE requirement for graduation. Since the change we haven't been able to assess all outcomes due to COVID (we did not offer the course online). The Health 100 lab is the activity course where students have the ability to apply all components of fitness in one class – compared to other kinesiology courses which focus primarily on one component in greater detail. We expect to see the best success outcomes in Health 100 lab courses compared to our other activity courses that satisfy the graduation requirement as well. We recently adopted the HE 104 course (de-cross listed from EME) and we are interested in what the assessments will show since we were not involved in the assessments previously. Students taking the course moving forward will only be taking it for the health programs instead of for the EME program (which cut it from their program requirement). We are curious to see if the student demographic continues to meet the same outcome standard. We have already assessed the course for the first time and we will continue to assess regularly to monitor and make necessary adjustments. In assessing Health 100 lecture, we gathered qualitative data for the first time and it revealed a strong student voice. Here are some of the themes from student data: "gained valuable life skills from the course", "learned how to appreciate myself and others", "stress management skills and coping mechanisms are things I actually use every day", "knowledge I can use in my everyday life, in and out of campus." The feedback proved that students value the topics within the curriculum as an important aspect in their general education.

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

Faculty report in their reflection of results that a barrier for student success in some courses is the lack of updated facilities and out-of-date equipment. For example, it is necessary to have access to new equipment and technology for fitness testing in our health 100 lab to improve the learning outcomes. The health and safety of our students is paramount, we need to ensure we have a safe environment for instruction.

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.
○ Yes ⊙ No

If you answered no, please explain.

We just took over the HE 104 assessments and we were unable to offer HE 100L during the pandemic (and we changed the outcomes for the course). We are scheduled to assess Health 100 lecture in the Spring 2023.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of

units accumulated by CCC students earning degrees.

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

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

Time of day- our department includes both kinesiology and health lecture and lab classes. The meeting patterns are critical because these classes are in direct competition with Math, English and other classes deemed 'academic', which to some, ours are not. It's one of the main reasons why we offer so many different options; FUL semester, 4W1, 4W2, Intersession, FT1 & FT2 as well as GEN session and on-line class options.
These options will continue to be a staple for our department and has proven to meet most of the needs of any student.

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

Coordinating with EME Department in offering Advanced 1st responder classes as a pre-req for certificate and University Studies Degree/Certificate.

Does your discipline offer cross-listed courses?
○ Yes ⊙ No

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

At the State level there is great concern that Health requirement will no longer be a part of Area E for graduation.

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

No

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

No

Are there areas you would like to expand?

Yes. Adaptive class options, Measurement & Evaluation class(es), Theory of Coaching classes, Athletic Training classes

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

program.

The mission of our discipline is emphasizing lifelong wellness, a major goal of our program is for students to understand and apply strategies to prevent and reduce the risk of chronic diseases.

We've created and implemented more diverse course offerings for the activity labs in a variety of modes (online, face-to-face, adaptive options, intersession, open labs that students can access at variety of times during the day) to increase access and foster opportunities for our diverse student demographic to complete the fitness requirement for graduation. We have discussed and maintained new degree options that allow students more completion and transfer opportunities (University Studies Health and Fitness Degree). We also evolved our certificate programs to include work-based learning with community partnerships we have fostered in our discipline. We would like to see our students gain employment opportunities as a result of the connections they will make in our program through internship courses, our faculty bringing in guest speakers, and the breadth of our program.

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your program maps and program information in the College Catalog.

Is the content in the program mapper accurate?
○ Yes ⊙ No

What needs to be corrected in the mapper?

Update with new Coaching Certificate, Child Development mapping, EME mapping

Is the content in the catalog accurate?
○ Yes ⊙ No

What needs to be corrected in the catalog?

Certificate of Achievement- Coaching should added (new)

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?
⊙ Yes ○ No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

Department is aware that embedding diversity related issues need to be in each class syllabus, discussions of what our Mission Statement and Visions Goals are, and understanding that health issues have become more pronounced since the Covid issues and students need guidance and understanding.

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 O*net Link below) 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 have developed a new Certificate of Achievement for Coaches and it is going through the curriculum process and should be available Fall 2023 . We have also developed two new courses that will go into this certificate of achievement, Theory of Coaching and an Internship course. This field has a bright outlook and a projected growth much faster than the average (15% or 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 ($47,680)
Training and Development Specialist ($69,953)

Link: https://www.onetonline.org/

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 in formation 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 ides 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 and holistic 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-word 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 ○ No

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 and have now developed an actual Internship course where students will be able to shadow a coach in a gym setting, athletic setting, boys and girls club recreational setting, and get actual experience in the 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. Experts from the field help and give perspective to students that they are able to then apply to the classroom and work setting. Our new internship course, Kine 298, will also help students practice these acquired skills 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.

With our new Certificate of Achievement program we have built an advisory committee formed from members of our community. This Advisory Council is actively participating and excited about offering internship opportunities for our students. This includes the Boys and Girls Club of San Marcos, San Marcos High, Mission Hills High, North County Fitness and Performance, Deep Rooted Athletics, Carlsbad High School along with local travel athletic teams for baseball, softball, and basketball. 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. 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.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e.Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

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

Goal Status
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We have developed a clear rationale for the health and fitness requirement through data at other colleges (cutting units from health and fitness course requirements has not shown a correlation in increased completions at other colleges where this has happened). Also, showing our course success and retention rates in the health & fitness courses proves that this requirement is not a barrier to student success and completion. Lastly, we've collected qualitative data from students to prove the value of the health curriculum and lab application. This is an ongoing goal because it is important to continue to keep the conversation going about GE requirements and also to continue to improve our health and fitness courses.

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 requirement.

Goal Status
⊙ Completed ○ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We completed this goal, by completing the curriculum process before COVID pandemic – so we had an online fitness course ready to go with or without the emergency. It has been a great success, student demand for the online lab is high and it is good to serve a demographic of students that are unable to come to campus. Our ability to meet the needs of more students in our district has increased access and completion of degrees since this is a district requirement.

Goal 3

Brief Description

Stay abreast of discussion regarding University Studies Health and Fitness Degree

Goal Status
⊙ Completed ○ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Outcome was that we were able to gain the University Studies Health and Fitness Degree in our department. This is great for our students and we are eager to have discipline expertise in the assessment and program analysis now that we can maintain and discuss the program outcomes in our department. We expect to see more completions than we've had in the past.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

We've created and implemented more diverse course offerings for the activity labs in a variety of modes (online, face-to-face, adaptive options, intersession, open labs that students can access at variety of times during the day) to increase access and foster opportunities for our diverse student demographic to complete the fitness requirement for graduation.

Click here to access the Strategic Plan 2022.

Describe any changes to your goals or three-year plan as a result of this annual update.

We have fought to create new programs within our department and clean up existing curriculum. Our next steps will be to promote those new programs, recruit students to them, continue improving the new programs to include more relevant coursework and valuable internship opportunities. New goals include getting the new exercise testing lab going upon completion of the new facility (expected in Jan. 2024) to improve our certificate program and examine other impacts it can have. Also, for faculty to deactivate the old AA-Kinesiology now that we have adopted the University Studies Degree and reassess the existing Adult Health and Fitness certificate (launch changes).

In the previous sections of this PRP, 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.

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

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Establish program outcomes, assessment methods and assessment timeline for the University Studies Health & Fitness Degree so we can assess the program by the next comprehensive PRP.

How will you complete this goal? Include Strategies and Timeline for Implementation.

We will discuss timelines this spring 2022 and implement the assessments & timelines in Nuventive.

Outcome(s) expected (qualitative/quantitative)

We expect to see positive data for meeting the program outcomes since this degree will be housed and maintained by discipline experts now. We are striving to achieve at least 70% or higher student success within the program outcomes in the first full assessment cycle.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

This is a very important pathway to maintain for our kinesiology and health students since it is a broad pathway that has potential to increase number of completions and transfer opportunities. We believe we will see much higher completions of this degree than our Kinesiology AA-T program since it is so rigid with all the unnecessary activity courses for students that are not specifically striving for an emphasis in physical education.

Expected Goal Completion Date

10/6/2025

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?

○ Yes ⦿ No

Are you requesting AA, CAST for Classified Staff?
○ Yes ⦿ No

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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
⦿ Yes ○ No

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

In the 60000account, we would like to see an increase in funds for the purpose of a new copier/printer(ours out of warranty). New computers for administrative offices (approx. $10,000.00).

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
⊙ Yes ○ No

Technology Request

Technology Request 1

What are you requesting?

New Konica printer/copier and 2 new computers

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

Kinesiology/Health department, faculty, chair, and ADA

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

ours is old and outdated. Needs constant repairs and maintenance work and warranty is expired.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

The entire Kinesiology/Health department work force.

c. What are the expected outcomes or impacts of implementation?

More efficiency and production of work duties.

d. Timeline of implementation

ASAP

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

$10,000.00

Do you already have a budget for this request?

No

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

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

☐ 1:1	☐ 1:2	☐ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☐ 2:2	☑ 2:3

☐ 2:4	☑ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☑ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College STRATEGIC PLAN 2022

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

1

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

Will you accept partial funding?
○ Yes ⊙ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
⊙ Yes ○ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

Facilities Requests

Facility Request 1

What are you requesting?

Locker rooms for Health lab students in the Pool Building

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Lab students do not have a safe and secure place to change into workout gear nor a place to house valuables while attending lab and working out. Hygiene is also a part of healthy living and the shower facilities are 50+ years old and disgusting.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Health and Kinesiology students.

c. What are the expected outcomes or impacts of implementation?

Establishing a healthy and safe school environment.

d. Timeline of implementation

ASAP

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

Deferred Maintenance Funds

Do you already have a budget for this request?

No

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

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

☑ 1:1   ☐ 1:2   ☑ 1:3   ☐ 1:4

☐ 1:5   ☐ 2:1   ☐ 2:2   ☐ 2:3

☑ 2:4   ☐ 3:1   ☐ 3:2   ☐ 3:3

☐ 3:4   ☐ 3:5   ☐ 4:1   ☐ 4:2

☐ 4:3   ☐ 5:1   ☐ 5:2

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

1

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

Will you accept partial funding?
○ Yes ⊙ No

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?
○ Yes ⊙ No

☑ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

jearly@palomar.edu