

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	KINESIOLOGY
Department Name:	Kinesiology, Health & Recreation
Division Name:	Social and Behavioral Science

Please list all participants in this Program Review:

Name	Position
Lacey Craft	Department Chair/Head Softball Coach
Bob Vetter	Professor Emeritus/Assistant Baseball Coach
Diane Boldt	Adjunct Faculty
Ronnie Mancao	Associate Professor/Head Tennis Coach
Dan Early	Associate Professor/Assistant Football Coach

Number of Full Time faculty	10	Number of Part Time Faculty	21
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Please list the Classified positions (and their FTE) that support this discipline:

Melissa Grant - ADA (1FTE)
 AJ McCoy - Supervisor, Pool Operations (1 FTE)
 Michelle Fifield - Supervisor, Wellness/Fitness Center (1 FTE)
 Paul Boley - Wellness Center Assistant (1FTE)

What additional hourly staff support this discipline and/or department:

Variety of student hourly (Pool Lifeguards & WFC Front Desk Staff)

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

The mission of the Kinesiology discipline is to facilitate wellness among individuals through the study and application of human movement principles through the management and the participation in health, physical activity, exercise and sport. As part of a comprehensive, diversified and well balanced educational experience, our kinesiology programs provide students opportunities

to enhance their overall health, physical and mental abilities. Students will engage in training and coursework to prepare them for certification, transfer and career opportunities, specializing in fields of fitness and exercise while developing cultural enrichment, lifelong wellness, critical thinking and problem solving skills for future success.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

Kinesiology class enrollments have been reduced to 2,306 in Fall of 2016 with an efficiency for '15-'16 = 536 and '16-'17 = 505. This comes as a result of offering fewer sections by combining like sections. This naturally reduces the total number of students in the discipline. Although enrollment load and WSCH/FTEF declined, our course level fill rates were at 81.46% in Kinesiology for Fall 16. Due to the variety of activity courses that have unique facilities (i.e. golf, swim, tennis) and instructional requirements for lower caps due to safety (i.e. adaptive activities and weight training) our fill rates are very high and WSCH/FTEF has been higher over the last 2 years than it has in the past in our discipline. Decreasing sections has not been easy, but our data has improved due to the cuts. Unfortunately, our programs (sport specific) have suffered greatly due to the reductions. Many of our activity classes support our athletic programs (off-season conditioning), some of which do not carry high number of participation due to the nature of the sport (i.e. golf, tennis, cross-country, volleyball, basketball, etc.). Without off-season skill development and training opportunities offered to all sports equally (not just for the ones with more participants) we are decreasing the competitive opportunities, student-athlete development, safety and transfer opportunities. Equity for our existing athletic programs has been an issue for the department. Although these classes don't increase our discipline efficiency, they are supporting another discipline and promoting recruitment of full-time students to Palomar College as student-athletes (which must enroll in full time academic load every semester to meet eligibility standards). Total FTEF has dropped from 14.48 in 2011 to 8.27 in Fall of 2016. This has created the total FTEF taught by part-time faculty to increase from 62% in 2011 to 70.77% in Fall of 2016. This is at a result of 3 FT Faculty retiring and 1 FT faculty that has stepped out of their teaching load in our department without replacing any of these positions. The challenges faced is the district's inability to replace FT faculty positions when they are lost. End result is an increase in hourly and part-time staffing which creates additional challenges in the attempt to unify and create a more cohesive department and program. This also rings true for our athletic program and has been evident in the high turnover over the last year due to the inability to retain PT head coaches (and kinesiology instructors). We have lost 6 PT head coaches (kinesiology instructors) in the last 12 months, it is impossible to maintain program success (or even have opportunity to improve it) when there is no continuity or consistency in staffing/leadership (which directly decreases recruitment, retention and overall program and student success). Our disciplines work together to support one another, but turnover has put a strain on hiring PT kinesiology instructors, assigning activity classes, and a cohesive department/program.

2. Standards:

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

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is 70%.**
- B. Review your discipline's course success rates over the past five years.**
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success**

Standard for Discipline Course Success Rate:	Kinesiology: Fall 2016 is 76.%%
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Why?

Our Kinesiology discipline overall success rate is at 76.5% with a retention rate of 95.3% in 2016. The success rate has been extremely consistent ranging from a low of 74.1 % to a high of 78.0% over the past five years. One variable influencing student success rate is the time of day a course is offered. Kinesiology afternoon and evening classes have consistently shown a very high student success rate. In 2015 they were at 91.8% and in 2016 success rates were 87.4%. It is assumed they are much higher than the college average of 70% because many students take their academic load in the mornings and take Kinesiology courses in the afternoon/ evening. There are fewer academic courses to compete with so it is advantageous for Kinesiology to schedule courses at that time.

3. Program Update:**Describe your proudest moments or achievements related to student success and outcomes.**

We are proud that we completed the process and designed the Associate Degree for transfer in Kinesiology. CSUSM is impacted in their Kinesiology degree program and we have asked them how we could help offer more classes at Palomar that would help alleviate the impact; however, the only course that transfers for their prerequisite in our discipline is Kine 100. The other three courses they require are Biology, Anatomy and Physiology. We currently offer those as well, but not in our discipline. We also offer HE 104 (which provides students the ability to attain the CPR/AED and Advanced First Aid Certification required for Kinesiology majors) whereas other local community colleges do not. Kinesiology is the 7th leading major in the UC and Cal State University systems. This adds to the impact universities are experiencing and the ability of students to transfer from Palomar in a timely manner. With that in mind, we are proud and excited that we are working with CSUSM on the accelerated extended studies degree program in Kinesiology for our students to transfer into that program. We were selected by their extended studies program to work exclusively with for student transfer opportunities due to the fact that we have developed curriculum, transfer degrees and pathways for our students be recruited by their Kinesiology program for transfer. We are working with them to potentially enter an MOU that guarantees Palomar Kinesiology students admission to their extended studies program. We feel this is could be a great marketing opportunity for our program and offer us the ability to provide students with another option for degree completion (accelerated). Due to the hard work of our faculty to design curriculum, increase major prep offerings, and maintain communication with our local colleges that offer kinesiology programs, we have been recognized as a competitive kinesiology program that provides quality preparation and transfer opportunities to kinesiology majors that want to pursue a 4-year degree.

4. Program Improvement:**What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.**

We are working on providing students a pathway for career opportunities in Kinesiology and related fields and encourage student transfer readiness in the areas of our certificate program, our AA-T degree program and general Kinesiology curriculum. Our department plan is to complete a program review and edit the requirements of our AA Degree in Kinesiology and our certificate program. These changes should provide students seeking a degree in Kinesiology more options in our course offerings and a more direct pathway to earn their degree. We are working with our articulation officer to ensure that our AA pattern offers degree applicable options that prepare students to transfer. We are looking for ways to align our AA pattern with our certificate as well so that students looking to transfer to a 4-year program could achieve both the AA Degree as well as the certificate. We are exploring avenues where students can expand opportunities in internship courses and lab training courses so they may receive mentoring and gain hands on experience in fitness testing procedures, skill and fitness techniques in sport and exercise. This would strengthen our program, increase our transfer rate, certificate preparation and provide students the basic training in the multiple sub-disciplines of Kinesiology such as Biomechanics, Strength and Conditioning, Health, Motor Behavior, Injury and Prevention and Sport and Exercise. We are submitting a request for 2 FT faculty to be approved for hiring. Currently the discipline is down 5 FT instructors. This will improve our FT to PT ratio and allow us to expand curriculum, improve the integrity of the program and grow as a discipline and department. This would provide the potential to provide a more diverse department in staffing, course expansion and curriculum scheduling.

5. Unanticipated Factors:

Have there been any unanticipated factors that have affected the progress of your previous plan?

The inability to replace FT Faculty has affected the progress of our programs. We are currently down 5 full-time faculty in Kinesiology. This does not afford us the opportunity to grow and expand our curriculum and serve a broader population of student with such a shrinking full time staff.

The delay in the relocation of our Kinesiology facilities has also affected our plan to offer a measurement and fitness evaluation lab course that could better prepare our students for Kinesiology the major and/or national certification. Plans for this lab are included in our new kinesiology facility. Until we have space and equipment to offer this course, we can not successfully prepare students to pass a certification exam. As a discipline, we currently feel that emphasizing transfer opportunities and achieving a BA/BS Degree in Kinesiology is more helpful and in line for our industry.

We did not anticipate the elimination of future funding for the replacement of instructional equipment in the Wellness Fitness Center. The past five years there has been an effort to fund the replacement of 20 year old equipment in the center. That accounted for about half of the instructional equipment in the facility. It is critical to continue to bring the facility up to date and to maintain safety by funding needed fitness equipment. We have district courses that require unique major equipment items to be replaced on an annual cycle. Allocation of annual funds to our discipline are always appreciated, but in all honesty, merely serves as a band-aid approach to what is necessary to meet the demands of our program. Concerns regarding safety of students is paramount when participating in skill and fitness courses. When equipment becomes obsolete and in some cases faulty, and the instructional facility (classroom) in use is unsafe and/or unsanitary, it increases the risk of injury creating a tremendous liability for all. We have been working with the instructional office to look for different avenues of funding.

6. SLOACs:**Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>**

We have numerous course and program SLO's (over 90 courses in Kinesiology alone) that we have established a 3-year cycle of assessment that we are following. This year our department collectively reviewed all active course SLO's since they will be added to COR's this year. We also added an additional course SLO to at least 35 of our kinesiology courses that only had 1 SLO. As a collaborative effort, our department has utilized results to improve our courses as well as our program. Many of our kinesiology courses serve different populations and have diverse curriculum so a lot of the results do not over arch into one kinesiology program, many courses evaluate diverse fitness outcomes in activity courses. Many of our assessment methods are quantitative and measuring physical improvements (pre-test and post-test). Kine 125 is considering utilizing a running test via the 12 min. Cooper Test as opposed to the 3 min. step test. The assessment method is more applicable in "functional fitness training modes" when measuring a longer distance for aerobic purposes rather than 3 min. step test for recovery HR results. The largest improvement in our Kinesiology SLOAC's this year was examining our activity courses that are leveled (beginning, intermediate, advanced). These courses have incorporated various skill sets and tiering to allow for various levels of learning (beginning, intermediate, advanced) and assessment of those skill sets. We have found that this measures intentional progressive skill mastery and application in skill specific and sport specific training courses very clearly. The SLO results in these courses that are tiered have encouraged faculty discussion about teaching strategies in skill specific areas to improve student learning. These assessments have been valuable to our athletic programs as well in that, it provides faculty the ability to develop their team and student athletes within a progression for skill and sport specific training throughout the academic year in scheduling and student-athlete off-season training. The progressive leveling of our off-season conditioning courses has been invaluable to individual and team development for the success of our athletic programs. In regard to Kine 128 (our largest open activity lab), we were utilizing a 4-progress report system as a means by which to gauge student progress throughout the semester. Through assessment results, we gathered that it was not a very valuable tool to gauge progress since the 4 check-in points were not contingent on student success in the course overall. As an adjustment, we now have implemented a "recommended progress" tool on their individual workout card that encourages students to increase their participation and pace. We will assess results to see if the increase in "recommended progress" will result in greater student success as we assess the course again. Kine 102 (PE in Elementary Schools) has recognized the usefulness of a rubric and has implemented this tool to allow for fair and accurate grading through course assessment results. Additionally, Kine 140 (tennis) incorporated student-to-student feedback as an effective means by which to assess learning and application. These are some areas we have had positive feedback and discussion to improve our courses and programs this year. As mentioned, we have increased the SLO's for our kinesiology courses which we anticipate will provide us with more data that will continue to provide means to evolve our courses and programs to be able to increase student success. We value assessment in our discipline as it directly correlates to measurement of fitness and health progress and improvement.

ANNUAL PROGRAM REVIEW AND PLANNING

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Improve the department's FT/PT instructor ratio		X	
Provide students a pathway for career opportunities in Kinesiology		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Revision of our AA in Kinesiology and certificate program is in progress.
Strategies for implementation	We have met with our articulation office and plan to submit changes to the curriculum committee for final approval this fall.
Timeline for implementation	Ongoing to have in place for Fall 2018
Outcome(s) expected (qualitative/quantitative)	Outcomes would increase our transfer rate, certificate preparation and provide students the basic training in the multiple sub discipline's of Kinesiology such as Biomechanics, Strength and Conditioning, Health, Motor Behavior, Injury and Prevention and Sport and Exercise.
Goal #2	
Program or discipline goal	Hire 2 FT Instructors to replace retirees over the last decade. Currently the discipline is down 5 FT Instructors.
Strategies for implementation	Re submit Position Rationale Form for the replacement of 2 FT Instructors justifying the need.
Timeline for implementation	Submit Spring 2018 with the goal to hire for Fall 2019.
Outcome(s) expected (qualitative/quantitative)	Improve our FT/PT ratio in Kinesiology. Ability to expand curriculum, improve the integrity of the program and grow as a discipline and department. Potential to provide a more diverse department in staffing, professional expertise, course offerings and scheduling.
Goal #3	
Program or discipline goal	Provide students a pathway for career opportunities in Kinesiology and related fields and encourage student transfer readiness.
Strategies for implementation	Plan would be to offer necessary courses applicable to achieving the AA-T degree, fitness certification, lab training courses for the athletic training Kine 176 class and internship courses so students are mentored and provided an opportunity to gain hands on experience in fitness testing procedures, skill and fitness techniques in Sport and Exercise.

ANNUAL PROGRAM REVIEW AND PLANNING

Timeline for implementation	Annually - dependant on progress of new facility and equipment
Outcome(s) expected (qualitative/quantitative)	Provide students the opportunity to be career ready by achieving an AA-T degree to articulate to CSUSM Kinesiology program. Also provide students the opportunity to pass a national certification and/or complete a Fitness Management Certificate Program.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completion and providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Lacey Craft
Date	November 6, 2017

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean

Reviewer(s)	Justin Smiley
Date	11/21/2017

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

Good work updating SLOs and assessment methods. CSUSM partnership.

2. Areas of Concern, if any:

FT/PT ratio.

3. Recommendations for improvement:

none

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by Vice President

Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/25/18

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

1. Program analysis and is an excellent use of data- the discipline is complex and connects t other areas- the analysis is also frank and well-done.
2. Success and retention also reported well and something to be proud of. A testament to dedicated faculty and students.
3. Program update also- well done- looking FWD to seeing more connections with the ADT etc. a lot of opportunity for us I think.
4. SLO discussion is excellent and really comprehensive- adding some results would make it one step stronger but the context and discussion is great and readable for us non-discipline experts (very appreciated!)

ANNUAL PROGRAM REVIEW AND PLANNING

5. Goals make good sense as well

2. Areas of Concern, if any:

3. Recommendations for improvement: