



# Program Review and Planning

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

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

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

### BASIC PROGRAM INFORMATION

**Academic Year**  
2018-2019

**Are you completing a comprehensive or annual PRP?**  
Annual

**Department Name**  
Health and Kinesiology

**Discipline Name**  
Health (HE)

**Department Chair Name**  
Hugh Gerhardt

**Division Name**  
Social and Behavioral Sciences

**Website address for your discipline**  
<https://www2.palomar.edu/pages/kinesiology/kinesiology-2/>

#### Discipline Mission statement

The mission of the department of Health, Kinesiology and Recreation Management is to facilitate wellness among individuals through the study and application of human movement principles through the management and the participation in health, physical activity, exercise and sport. As a part of a comprehensive, diversified and well balanced educational experience, our health, kinesiology and recreation 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 health, sport, recreation, fitness and exercise while developing healthful living skills, cultural enrichment, lifelong wellness, critical thinking and problem solving skills for future success. The department is committed to serve the community's special needs population by providing a series of exercise courses encouraging improvement to quality of life promoting activities for therapy and mobility

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

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

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

Yes

**List all degrees and certificates offered within this discipline.**

Certificate - Adult Fitness & Health  
AA Degree - Kinesiology  
AA-T Degree - Kinesiology

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

Lacey Craft - Associate Professor Kinesiology & Health / Head Softball Coach  
Bob Vetter - Faculty Emeritus Kinesiology & Health / Asst. Baseball Coach

**Full-time faculty (FTEF)**

8

**Part-time faculty (FTEF)**

22

**Classified & other staff positions that support this discipline**

Melissa Grant - ADA  
AJ McCoy - Pool Supervisor  
Michelle Fifield - WFC Supervisor  
Paul Boley - WFC Assistant

**Additional hourly staff that support this discipline and/or department**

A variety of student hourly (mostly Federal Work Study positions) including pool lifegaurds and WFC front desk staff. Weekly hours vary

## **PROGRAM INFORMATION**

### **PROGRAM OUTCOMES**

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

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

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

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

Our program learning outcomes are detailed towards a degree or certificate as noted in the student learning outcomes. Our health outcomes such as aiding students in becoming physically fit and knowledgeable in concepts of fitness, stress and nutrition tie directly into what students need upon transferring to a four year institution and employment in the field of kinesiology.

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

Each course has specific methods assessing that classes learning outcomes. Grading of exams and evaluation of practical physical skills as well as students progress towards the class objectives are used. A student survey has shown what objectives have been met.

**Summarize the major findings of your program outcomes assessments.**

We found only 2 certificates were completed in the 2017-2018 year. We found the old AA requirements were outdated and included classes that were no longer offered. Since then we have revised the certificates and AA requirements which are more inline with our guided pathways. We feel this will

increase our certificate completions.

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

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

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

## PROGRAM COMPLETIONS

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

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

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

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

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

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

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

For 2017-18 we had 2 AA-T Kinesiology completions. However, the new data tool does not allow us to access the University Studies - Health & Fitness Degree completions - which is specific to our discipline and vital to our students transfer success. We value the University Studies - Health & Fitness Degree option in our discipline for many of our students transfer needs. We create education plans and advisement for kinesiology students into the University Studies degree at a high rate due to the flexibility for students that do not have a specific transfer school in the state of California. The University Studies degree allows students to gain the science background that meets nearly all kinesiology specific prerequisites, it allows them to maintain the flexibility to choose a pathway that will still satisfy their goal at the 4-year level. In the discipline there are multiple sub-disciplines as students reach upper division status (biomechanics, applied exercise science, movement science, pre-physical therapy, athletic training, public health, etc.), the University Studies option benefits students by awarding them AA completion status for transfer, while maintaining options at the 4-year level to determine their area of emphasis. As a department, this is one of the best options for our student demographic and to continue to improve completion rates in our discipline. We believe, with the University Studies data, the degree completion in our discipline would be significantly higher.

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

Increased

### **What factors have influenced your completion trends?**

In the past 5 years, we have developed the AA-T Kinesiology which is a good option for local transfer students. We recently revised the AA-Kinesiology to improve the option to meet multiple 4-year university standards (in CA). We worked diligently with our articulation officer to create an option that could fit many prerequisites so students have more transfer opportunities. This Fall (2018) we established a roadmap for our AA Degree that should further increase degree completion in our discipline. One of our department goals is to update our website & market our degree pathway and internship opportunities for kinesiology major students. We also are eager to see the completion of the new kinesiology/athletic complex, which is to include a fitness testing lab. This will further enhance our kinesiology curriculum and allow us to offer new courses which will provide students with more hands on practicum experience and discipline specific training which is necessary for career readiness and transfer.

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

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

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

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

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

## **COURSE INFORMATION**

### **COURSE SUCCESS AND RETENTION**

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

76.0%

**Why did you choose this standard?**

In 2017-2018 the success rate was 76% in Health, which is above the college average (72%). In the health Discipline, we are very proud of our retention rate - which was 95% (2017-2018), again above the college average (91%).

**What is your Stretch goal for COURSE success rates?**

80.0%

**How did you decide upon the goal?**

We believe 80% is a realistic goal in our discipline. We expect students to be successful in our health courses since they are all degree/certificate applicable and/or transferable courses so students should have a high motivation for success.

## **COURSE OUTCOMES**

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

We are repeating the improvement we made last in assessment - an online student survey for our HE100

students.

**Summarize the major findings of your course outcomes assessments.**

We are in line with the same outstanding numbers we had in the previous year. Out of 2,555 students we had a 77% success rate with a 95% retention.

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

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## **CAREER AND LABOR MARKET DATA**

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

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

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

There are over 281 occupations listed for Health with 178 marked having a bright outlook for future employment. Thirty were listed as green environmentally correct careers. Careers in Health with a bright future included Health Educators, Home Health Care Aides, Fitness and Wellness Coordinators, Occupational Therapists, Athletic Trainers, Child, Family and School Social Workers, Aerobic Instructors, Recreation and Fitness Studies Teachers, Sports Medicine, Massage Therapist, Teaching K-12 and Special Education and many more. Kinesiology had 12 potential occupations with bright futures. They are Recreation and Fitness Studies Teachers, Exercise Physiologist, Therapist, Health Diagnosing and Treatment Practitioners, Health Specialty Teachers, Physician Assistants, Registered Nurses, Nurse Practitioners, Diagnostic Medical Sonographers, Nurse Midwives.

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

Knowledge needed would be Education and Training, English Language, Customer and Personal Service, Communications and Media, Clerical. Specific Skills include Speaking, Active Listening, Critical Thinking, Writing and Reading Comprehension. Abilities as follows Oral Expression, Speech Clarity, Oral and Written Comprehension, Written Expression.

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

Students in Health and Kinesiology classes are engaged in some or all of these KSA's. In Health classes students are assigned projects which encompasses research, writing, and communication to the instructor and fellow students. Students need to be able to take organized notes, study the text and be able to pass written exams. Students also need to need fulfill assignments and monitor their time to get a passing grade. Kinesiology classes encompasses everything from physical activity to actually teaching the class from group activities. The have to learn the material and then present it via demonstration using their speaking skills and media. Discussion is encouraged as well as working with others in a learning environment.

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

No

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

No

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

Every week the community will contact instructors and department head via email and phone to see if we have any students who want to teach or coach many times in the recreation and health fields. Most instructors are familiar with coaches and instructors from the local K-12 schools. Advanced first Aid has filed trips to local fire department. Students work fundraisers such as the Escondido Grape Day Run, The Softball Coaches Association Certification held here on Campus. Many activities support the community such as baseball clinics, youth basketball leagues and swimming events. Our students are out fundraising the entire San Diego area meeting the community and representing the college.

## Program Goals

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

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

## Goals

### Goal 1

#### Brief Description

Appropriately staff the health/kineisiology/athletics (head baseball coach) disciplines.

#### Is this a new or existing goal?

Existing

#### Goal Status

Ongoing

#### How will you complete this goal?

Through district hiring of a F/T position. Our dscipline is currently down 5 F/T positions, our health discipline has the highest FTES in our division (SBS) and the 6th highest in the college. In order to maintain the success of the above listed disciplines - we need to have a F/T position.

#### Outcome(s) expected (qualitative/quantitative)

It would improve our F/T to P/T ratio in the discipline of health. This would give us the ability to expand our health program and maintain the integrity of the program and grow in each discipline. This would improve the diversity of our staff, course expansion and scheduling options. Without it, the outcome to be expected, would be a downward spiraling of the quality of our disciplines listed above (kinesiology/baseball).

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

It aligns with our mission statement because it would become part of a very comprehensive, diversified, and well-balanced educational experience for students. It would enhance their overall health, sport, fitness and exercise, while developing healthful living skills.

#### Expected Goal Completion Date

5/5/2020

## Goal 2

### Brief Description

Update department website

### Is this a new or existing goal?

Existing

### Goal Status

Ongoing

### How will you complete this goal?

We will have 2 F/T faculty working to update the department website through the summer of 2019 (Seiler & Gerhardt). In Jan. 2019 our new revisions to the AA Degree in Kinesiology were approved. We were able to create a pathway for new AA curriculum and are eager to promote and market the pathway through our department website. We have also had multiple students in our discipline gain valuable internships that we would like to market on our website as well.

### Outcome(s) expected (qualitative/quantitative)

Provide students the in depth resource tools that are necessary to properly guide students with the correct pathway for transfer and career ready opportunities in the disciplines of health & kinesiology.

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

Establishing a pathway for health & kinesiology students aligns with the college goal to create guided pathways.

### Expected Goal Completion Date

11/15/2019

## Goal 3

### Brief Description

Establish partnerships and opportunities for kinesiology/health students pursuing a degree in our discipline and promote them on our website.

### Is this a new or existing goal?

New

### How will you complete this goal?

Offer internship work designed to be linked with specific courses that would provide health & kinesiology major students necessary training and experience with varied health parameters. We will promote these opportunities on our updated department website - which should improve recruitment of kinesiology & health students.

### Outcome(s) expected (qualitative/quantitative)

Students will learn to think critically, use this valuable experience and resources should they enter career fields in kinesiology, fitness and health. We would expect that these internship opportunities should increase the number of students that declare health & kinesiology related degrees.

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

These opportunities directly align with our department mission statement - it provides our students opportunity to apply human movement principles and participation in health, physical activity and sport

performance. This will create more diversity in our program, we are aiming to look for diversity in the internship opportunities due to the comprehensive nature of our discipline.

**Expected Goal Completion Date**

11/15/2020

**Goal 4**

**Brief Description**

Finalize revisions of the AA - Kinesiology.

**Is this a new or existing goal?**

Existing

**Goal Status**

Completed

**How will you complete this goal?**

After much work with our articulation office (Ben Mudgett) and comparison with multiple 4-year universities in order to better align curriculum standards to meet major preparation for kinesiology transfer students, we were able to revise the AA Degree. Approvals from curriculum committee in January 2019 allowed us to also establish a clear degree pathway (roadmap).

**Outcome(s) expected (qualitative/quantitative)**

Our articulation officer agrees that our revised AA Degree is more comprehensive and potentially a better option than the AA-T for kinesiology transfer students (we still offer both options). In turn, we believe we should be able to increase degree completions in our discipline. Establishing the roadmap and updating it on our website should increase accessibility to potential students to have a clear map & in turn degree completion.

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

This goal aligns with the guided pathways.

**Expected Goal Completion Date**

1/31/2019

**STAFFING AND RESOURCE NEEDS**

**Instructions**

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

**Are you requesting additional full-time faculty?**

Yes

**Are you requesting additional Staff, CAST or AA?**

No

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

6 loss to 1 gain

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

<b>2016-2017 % FTEF (on-going reassigned time)</b>	<b>2017-2018 % FTEF (on-going reassigned time)</b>	<b>2018-2019 % FTEF (on-going reassigned time)</b>
605%	605%	605%

**% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)**

<b>2016-2017 % FTEF (temporary reassigned time)</b>	<b>2017-2018 % FTEF (temporary reassigned time)</b>	<b>2018-2019 % FTEF (temporary reassigned time)</b>
0	0	200%

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

## **REQUEST FOR ADDITIONAL FULL-TIME FACULTY**

### **Faculty Request 1**

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

75% kinesiology/health & 25% baseball coach (athletics)

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

F/T faculty replacements help meet our district and department #1 goal. AS included in the program review plan, our goals are to improve students success through the offering of a more comprehensive program of course to better serve the students. Our number 1 goal is to improve the ratio of F/T to adjunct instructors to the college 75/25. Currently, kinesiology & health is approximately 38/62 FT/PT ratio. The inability to replace FT faculty positions results in 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 programs and has been evident in the high turnover the past couple of years, due to the inability to retain part time head coaches (and kinesiology instructors). We have lost 6 part time head coaches (kinesiology instructors) in the last 12 months. It is impossible to maintain program success or even have the opportunity to improve it when there is no continuity or consistency in staffing and leadership.

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

Specifically in the baseball assignment, there is a scarcity of qualified faculty that meet minimum qualifications in a part-time capacity. The baseball assignment requires 350 hours of instruction per academic year, 10 non-traditional scrimmages in the fall semester (without pay), over 40 contests outside of class time in the spring semester, recruitment of over 80 student athletes from local and contiguous area high schools annually (for no pay), counseling and advisement in full-time student status to meet NCAA and CCCAA eligibility requirements (for no-pay), matriculation and transfer of half the team annually (for no pay), and organization of staff, players, schedule, program and all practice and competitions on a daily basis in both fall and spring semesters. It is the second largest program in our department and losing the F/T faculty member that has maintained the position for years will have a negative impact on the success and quality of the program if we cannot replace the position. Since the new baseball facility has been built, the college has gained apportionment from the recruitment of more full time equivalent students single-handedly from this program's success. Many outside partnerships built with our community as well as national recognition have been based on our ability to have a F/T faculty member that is available to organize and oversee this specific program. The commitment to the program needs to be recognized by replacing the F/T position to continue to maintain the success and

quality of the program, which is a direct benefit to the college as a whole.

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

The position has a direct responsibility to protect student welfare (both on and off-campus). Health and safety are crucial for this position - kinesiology and activity classes pose an innate increased risk for safety and liability of the college. It is crucial that we are able to replace the position with a qualified professional expert that can maintain the standard of our program and success for our students.

The head coach of any sport in athletics must comply with institutional participation eligibility requirements for student athletes, conference constitutional guidelines, sports specific supplement guides, state contractual recruiting guidelines, NCAA regulations, and NCAA transfer requirements for student athletes.

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

Based on the data, our department has increased the efficiency and made changes in course offerings in order to boost productivity for the college as a whole. In 2017-18, the WSCH/FTEF in our department was 580 & fill rate was 87% (HE & KINE combined). In the health discipline, the WSCH/FTEF is 663 & fill rates are consistently above 95% - the efficiency of our department is dramatically above the college average (487 & 86%) and is a large contributor of the overall efficiency of the college as a whole. Our discipline meets the needs of many prerequisites in a variety of science and health based majors (kinesiology, nursing, fire science, emergency medical fields, nutrition, public health, etc.), it is imperative that we continue to expand our F/T faculty to include experts with a diverse professional background to ensure we are meeting the career and educational goals from all fields. We have been efficient with our productivity for the college, we have also been efficient in utilizing our F/T positions that serve more than 1 department at the college. The diversity of this position impacts 2 of the 5 divisions on this campus and will strengthen the productivity and efficiency of multiple disciplines and establish continuity. This position is directly responsible for the recruitment, retention and transfer of full time equivalent students. The baseball position consistently demonstrates the highest enrollment to cap and FTES of any program in both disciplines and divisions.