



FULLERTON COLLEGE ELEVATING. EXCELLENCE.

Instructional Programs

2017-2018 Self-Study

Three-Year Program Review Template

Physical Education

Physical Education Division

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the Self-Study

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

_____ Printed name of Principal Author	_____ Signature	_____ Title	_____ Date
_____ Printed name of Department Coordinator	_____ Signature	_____ Title	_____ Date
_____ Printed name of Dean	_____ Signature	_____ Title	_____ Date

1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission: The mission of the Physical Education Department is to prepare students for successful transfer to four-year institutions as well as prepare students for careers within the kinesiology, physical education, recreation, fitness, athletic training, and coaching industries. Students will understand the connection between physical activity and one's physical and cognitive well-being.

As a department, we have always been the leaders in fostering a supportive and inclusive environment for our students and student-athletes. A significant amount of the student population is recruited to come to Fullerton College by our faculty. We provide leadership by encouraging and requiring our students to do regular education plans, declare majors, and prepare for transfer and/or certificate programs. The department, by percentage, works hand in hand with the largest population of diverse students. The department expects to prepare these students to successfully function in a changing and diverse society and to enhance the quality of student's life through understanding, delivering, and the promotion of physical activity and wellness.

Vision: The vision of the Physical Education department is to transform the lives of students both physically and mentally. Within our activity and fitness classes, we strive to teach students the importance of lifelong physical fitness. Within our lecture classes, we strive to instill a mindset of the importance of physical education and inspire our students implement and teach the importance to others, within their households and communities.

Core Values:

Community/Partnership: The Physical Education Department offers a variety of classes at several levels, so that people in the community are encouraged to continue their lifelong learning. The Pilates and Massage programs work with businesses in the community for employment opportunities for our students. In addition, the Physical Education Department reaches out to the community through our intercollegiate athletic programs via partnerships, sponsorships, and community service. Our students and faculty volunteer for the Special Olympics, donate time at the Boys and Girls Club and are involved in local organizations (Rotary, Pop Warner, NJB, Little League, AYSO, and USA Diving). Additionally, we encourage local community groups to come on campus through athletic events and recruitment. Our Division is the front door to the College for many local, county, state, national, and international individuals participating in our intercollegiate athletic competitions.

Diversity: The Physical Education Department is one of the most diverse departments on campus. By percentage, our department serves the largest cohort of underrepresented students, especially the African-American population. In the recent hiring process, we hired diverse faculty members that identify with the students we serve. The faculty recruit students from underrepresented groups to the Physical Education department and are committed to working with them while they are attending Fullerton College with matriculation and transfer. We work with all the students in our classes, however a majority of our student-athletes enroll in divisional classes, and receive additional support through our Incite (Academic Support Services) program.

Equity: The Physical Education Department fosters an environment of inclusion by offering a diverse range of co-ed activity classes to serve the needs of all students.

Excellence/Integrity: The faculty in the department are well rounded leaders in offering new curriculum in the area of Physical Education. The new faculty have brought new perspectives in instructional delivery methodology. We have increased our online class's offerings and have become more technologically savvy. The majority of our faculty coach intercollegiate athletic teams and understand the importance of tradition and excellence at Fullerton College. The faculty follow strict guidelines from the CCCAA about decorum and eligibility procedures to make sure the

intercollegiate experience is enjoyed and respected. We have 22 athletic programs and over 450 athletes that compete in intercollegiate athletics. Our programs compete at the highest level in community college athletics and finish in the top half of the NATYCAA Cup, annually, which represents excellence in athletics throughout the state and nationally.

Growth/Innovation: Faculty look at new and innovative ways to be successful in the classroom and on the playing fields by embracing technology to enhance the teaching and learning experience for faculty and students. As a department, the investment in students both personally as well as academically, has manifested into persistently high success and retention rates. The majority of the faculty have been trained in online delivery and as a department, we increased our offering of online and hybrid classes over 100% in the past three years to meet student demand.

Inclusivity: Change of Department practices by encouraging faculty and campus member involvement in the Physical Education program decision making process. We have doubled the amount of Division members who have become part of the College's self-governance process. Over half of our faculty are committed to serving on campus committees. New faculty members have expressed enthusiasm about participating in all division and campus activities.

Respect: Support an environment of mutual respect for all our students in our classes as well as the student athletes in our intercollegiate programs. We honor our own from within for their accomplishments and host annual events honoring our alumni.

Responsibility: Accept the responsibility of the world around us by offering classes that meet the needs of our community for lifelong physical fitness. Faculty have a new vision for the responsibility to improve our certificate and transfer programs for the students. Responsibility to keep our students focused and involved in good decision making. Kinesiology as a major is now in the top 10 of majors among Fullerton College students and we need to develop flexible pathways to assist these students in achieving their goals.

College Goals:

Goal 1: Fullerton College will increase student success.

Physical Education Department believes that we have always done a quality job with student success. The style of classes we teach, the interaction with students, and the vested interest we have for their success has always been one of our strongest qualities. We are meeting the needs of our underprepared students with basic life skill intervention and all academic support programs offered through Incite. The department is one of the best at understanding the needs of the students, as well as their struggles, and are willing to go above and beyond to ensure their success. This is exhibited with the course retention and success rates at one of the higher departments on campus with a success rate consistently around 80%. Through the program review process, we are now evaluating all our degree and certificate programs to better meet the student needs.

Goal 2: Fullerton College will reduce the achievement gap.

With such a high number of students from the underrepresented groups involved in Physical Education Department through classes or intercollegiate athletics, faculty feel that if we can increase the number of degrees and certificates it will directly correlate to reducing the achievement gap. The student athletes that come to Fullerton College are required to be full-time (minimum of 12 units) and pass units per semester with a minimum 2.0 GPA in order to be eligible to participate in intercollegiate athletics. The African-American success rate in the Physical Education Department are far superior compared to the campus; we have a 73.2 percent success rate in our classes compared to the school average which is 51 percent. The retention rate is 91.3 percent compared to 78.8 percent for the campus. Even though most our African-American students are not Physical Education majors, we continue to monitor these students assisting them through the college process encouraging and supporting them to graduate and transfer.

Goal 3: Fullerton College will strengthen connections with the community.

The Physical Education Department has always worked with our alumni in making this a better school. Currently, we have the Hall of Fame induction ceremony dinner, which is held every other year, where we bring back numerous former student-athletes and contributors to our campus. We honored the 1967 National Championship team at our 2017 Homecoming football game. Every year we hold the Colleen Riley Basketball Kickoff event which honors and brings faculty and former student-athletes back to our campus. Annually, faculty conduct campus outreach and bring students onto our campus in an effort to recruit them to be a part of the Fullerton College learning community. Furthermore, we reach out to the community with our faculty and students through partnerships, sponsorship, and community service. Students and faculty volunteer with the Special Olympics and at the Boys and Girls Club. Two programs directly impacting our local community are the “Clean-up Fullerton” and “Pathways to Hope” which help underprivileged families in the community.

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.

(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	<p>2012-2013: 8,997 2013-2014: 11,186 2014-2015: 9,785 2015-2016: 9,471 2016-2017: 10,095</p> <p>The Physical Education Department's enrollment has been consistent over the past 5 years. We believe that there were some increases over the past 3 years due to the department starting to offer more online and hybrid style courses. Also, with the ability to offer more classes has given students the flexibility to take Physical Education classes at times that are convenient</p>
Total FTES	<p>2012-2013: 1,079 2013-2014: 1,195 2014-2015: 1,111 2015-2016: 1,130 2016-2017: 1,189</p> <p>Over the past couple of academic years, through efficient and effective scheduling, the Physical Education department has met or exceeded the FTES projections set by the Vice President of Instruction.</p>
Sections	<p>2012-2013: 297 2013-2014: 417 2014-2015: 408 2015-2016: 423 2016-2017: 487</p> <p>The number of sections are indicative of enrollment trends.</p>
FTEF	<p>2012-2013: 54.1 2013-2014: 69.6 2014-2015: 71.5 2015-2016: 75.7 2016-2017: 85.8</p> <p>Due to the hiring of 7 full-time faculty, the FTEF has increased over the past three academic years.</p>
Fill Rate	<p>2012-2013: 105.5% 2013-2014: 90.1% 2014-2015: 87.4% 2015-2016: 85.4% 2016-2017: 78.2%</p> <p>The largest reason for the drop in the fill rate over the past 5 years goes back to the state guideline on repeatability. Also, the department has stopped offering its work out labs PE 152 and PE 159. These classes helped enrollment but weren't very inefficient. Furthermore, the addition of numerous sections year-over-year (the past three years) has had an impact on fill rates.</p>

WSCH/FTEF	2012-2013: 599.1 2013-2014: 517.5 2014-2015: 465.5 2015-2016: 448 2016-2017: 420.5
Retention	2012-2013: 88.9% 2013-2014: 86.8% 2014-2015: 86.9% 2015-2016: 87.7% 2016-2017: 89.4% The retention rate has remained consistent over the past 5 years. The Physical Education Department has always had one of the highest retention rates on campus.
Success	2012-2013: 80.9% 2013-2014: 76.2% 2014-2015: 78.3% 2015-2016: 80.8% 2016-2017: 82.0% The success rate has gone up 2% each year over the past 4 years. The Physical Education Department has always had one of the highest success rates on campus. We attribute this to the instructors and the relationships they build with the student body.

2.2 Peer Institution Comparison (Datamart 2017)

Complete the table below.

College/Program:	Fullerton	Cypress	Orange Coast	Santa Ana	Mt San Antonio
Retention:	90.09	89.27	85.92	89.41	87.63
Success:	83.38	84.49	79.52	81.67	76.96
Degrees Awarded:	1 (27)	6	3	1	349
Certificates Awarded:	7	3	9	4	26
Transfers:					

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

When comparing our program to peer institutions, the CCCCO's data mart only lists the Physical Education-Fitness AS degree. The comparable schools have their AA degrees listed. In our KPI report, we have 27 transfer degrees awarded. The data shows we are similar to the other colleges in our surrounding area except for Mt. San Antonio College. The department has reached out and talked with their Physical Education Department on their success in degrees awarded. In consultation with Mt. San Antonio College, we feel we can restructure our Physical Education AA degree to increase our success and help our students in completing more degrees in Physical Education.

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
Males	2012-2013: 89.7% 2013-2014: 87.2% 2014-2015: 87.6% 2015-2016: 88% 2016-2017: 90.6%	2012-2013: 81.6% 2013-2014: 76.1% 2014-2015: 78.4% 2015-2016: 81.1% 2016-2017: 83.2%
Females	2012-2013: 87.6% 2013-2014: 86.2% 2014-2015: 86.1% 2015-2016: 87.4% 2016-2017: 88.2%	2012-2013: 79.9% 2013-2014: 76.2% 2014-2015: 78.1% 2015-2016: 80.5% 2016-2017: 80.9%
Asian-American	2012-2013: 89.7% 2013-2014: 88.4% 2014-2015: 88.3% 2015-2016: 90.5% 2016-2017: 89.2%	2012-2013: 85.6% 2013-2014: 81.5% 2014-2015: 81.9% 2015-2016: 84.8% 2016-2017: 83.4%
African-American	2012-2013: 89.8% 2013-2014: 87.3% 2014-2015: 88.5% 2015-2016: 88.1% 2016-2017: 91.5%	2012-2013: 78.4% 2013-2014: 77.1% 2014-2015: 75.5% 2015-2016: 74.9% 2016-2017: 73.3%
Filipino	2012-2013: 91.1% 2013-2014: 86.1% 2014-2015: 88.3% 2015-2016: 85.6% 2016-2017: 88.8%	2012-2013: 85.6% 2013-2014: 77.9% 2014-2015: 84.3% 2015-2016: 80.4% 2016-2017: 81.9%
Hispanic	2012-2013: 89.7% 2013-2014: 87% 2014-2015: 86% 2015-2016: 87.5% 2016-2017: 89%	2012-2013: 79.7% 2013-2014: 76.2% 2014-2015: 77.3% 2015-2016: 80.7% 2016-2017: 82.2%

Native American	2012-2013: 94.1% 2013-2014: 90.7% 2014-2015: 96.7% 2015-2016: 79.2% 2016-2017: 83.3%	2012-2013: 78.4% 2013-2014: 81.4% 2014-2015: 86.7% 2015-2016: 79.2% 2016-2017: 83.3%
Other Non-White	2012-2013: 89.1% 2013-2014: 85.9% 2014-2015: 87.6% 2015-2016: 89.6% 2016-2017: 90.4%	2012-2013: 83.2% 2013-2014: 76% 2014-2015: 82.2% 2015-2016: 83% 2016-2017: 85.6%
Pacific Islander	2012-2013: 83.8% 2013-2014: 85.2% 2014-2015: 90.8% 2015-2016: 85.2% 2016-2017: 89.7%	2012-2013: 75% 2013-2014: 79.5% 2014-2015: 81.5% 2015-2016: 79.6% 2016-2017: 82.4%
White	2012-2013: 89.7% 2013-2014: 87.8% 2014-2015: 88.5% 2015-2016: 87.2% 2016-2017: 88.9%	2012-2013: 82.7% 2013-2014: 79.9% 2014-2015: 81.4% 2015-2016: 81% 2016-2017: 83.7%
Unknown	2012-2013: 85.2% 2013-2014: 77% 2014-2015: 81% 2015-2016: 88.4% 2016-2017: 91.4%	2012-2013: 77.4% 2013-2014: 49% 2014-2015: 62.7% 2015-2016: 84.5% 2016-2017: 85.7%

In reviewing the figures representing retention and success of various ethnic groups and gender differences, we find that we have stayed fairly consistent with all identified groups and gender. The department takes pride in the statistics and was pretty much expected. A large majority of our students are monitored and required to put extra time in the INCITE program which helps with our success and retention rates.

2.4 Program Effectiveness

Since, your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

The most significant change is the addition of seven new faculty members which have brought a positive change in how we operate as faculty and new perspectives on the needs of students. The department, for the first time, has reassigned time for a faculty member as the Department Coordinator to create structure for the department to meet their faculty obligations. In our last program review, we didn't focus directly on our Degree and Certificate programs most of the focus was on the athletic programs. This Program Review has really become a baseline for our degree and certificate programs. In reviewing our Degrees and Certificates, we have decided to remove our Aquatics Specialist certificate due to lack of interest and a class that we are not offering currently that was a major part of that certificate. We also realized that we need to re-evaluate some of our current certificates and degrees to make them more effective for the students to receive a degree or certificate.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

A major concern that will determine the effectiveness of the program will be the near future enrollment trends. With enrollment trending down, this may have a negative impact on the number of sections offered to students. Lower enrollment affects fill rates, lower fill rates have a negative impact on program effectiveness.

2.6 Provide any other data that is relevant to your self-study.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

Degree Programs

The strengths of the degree programs (KIN ADT, PE AA, PE-Fitness AS) is the diversity of courses taught within the programs. Within the Kinesiology Associate Degree for Transfer, the classes vary from Anatomy and Physiology to Statistics as well as the approved Physical Education/Kinesiology C-ID courses. In addition to the lecture classes, students must also complete lab/hands-on classes in various areas (e.g. Team Sports, Individual Sports, Combative and Aquatics). Within those lab/hands-on classes the instructors or considered experts in those fields, thus enhancing the quality of teaching learning in their respective environments.

Certificate Programs

The strengths of the certificate programs are the quality and variety of classes offered. We have qualified individuals amongst our faculty that have not only great reputations in their perspective sports, but with community organizations. Most students who have completed our programs and have applied for employment opportunities, and are gainfully employed especially in the Pilates industry. One of the local Pilates Studios was recently named "Best of Anaheim", and **EVERY** instructor who teaches at that studio has completed our Pilates Teacher training program. Many of the courses required in the Personal Trainer Certificate align with the Physical Education A.A. degree requirements. The students can complete both the transfer degree and the certificate program concurrently. Within our faculty we have some of the best coaches in the state, therefore as it pertains to the Athletic Coaching certificate, we feel that there will be a natural draw to these classes for students who are interested in the field of coaching.

In the past three years the Physical Education Department has hired new faculty members who have a dedicated interest and strong motivation in improving our degree and certificate programs. In the past year, we did elect a department coordinator that will help facilitate the organization of the faculty in the department and create a structure were we are evaluating our degrees and certificates. The Physical Education department as a whole maintains a high fill rate for the courses and has a very high success and retention rate.

3.2. What are the weaknesses of your program?

Degree Programs

First, and foremost, many of the classes within the Kinesiology Associate Degree for Transfer are not taught by instructors within the Physical Education Department. This means that within our Program Self-evaluation, we do not control, administer and evaluate the course Student Learning Outcomes being assessed. Those are being done in the Natural Sciences division. Another limitation of this program is that students are not allowed to repeat a lab class they have successfully completed. For example, once a student has completed a specific aquatics class, they cannot move onto an intermediate or advanced class; nor can they repeat the class they just completed. There is not path for skill development. Lastly, the name Kinesiology is misleading. We offer two (2) different types of Kinesiology classes, yet the department name is Physical Education. The numbers in between 2015 and 2016 there were nearly 900 declared major students in this program; however, in 2017, there were only 23 degrees awarded

over this period. There is a major issue with this funneling of students. Since we did not have a department coordinator, there hasn't been any type of structure to evaluate our programs.

Certificate Programs

Within our certificate programs, there is a perceived lack of awareness and advertisement. For example, the Pilates program has subpar instructional facilities and unable to meet standards to produce the professionalism required by the industry. In the Personal Trainer and Athletic Coaching Certificate, there hasn't been a lead faculty member to oversee either program. The students do not have anyone in the department they can go to that can give them advice on the completion process and follow through. Also, in these two programs there hasn't been a connection made with local companies for job placement or internships.

3.3 What opportunities exist for your program?

Degree Programs

Based on the current curriculum, there is an excellent opportunity to work with the Natural Sciences division on creating a system where students have a better idea of what classes to take during what semesters. We have also taken a look at the Physical Education AA Degree and see if we can revise it to meet the needs of our students that don't need the Kinesiology Associate Degree for Transfer and see how we can offer more classes in the curriculum that the Physical Education Department controls. In our peer institution review, we noticed that the other colleges were similar to us in awarding Physical Education AA degrees except for one school that is awarding over 300 AA degrees a year. When we considered it, we discovered that they have their Kinesiology Associate Degree for Transfer and they have their Physical Education AA degree which is controlled by the Physical Education Department not relying on other divisions on campus for the successes of their students. Our location in North Orange County provides us with excellent opportunity to bring in guest speakers to various classes to enhance our teaching and learning efforts. There is an opportunity to improve our website. It is outdated and has information that may be incorrect for incoming students. A name change to Kinesiology, from Physical Education, would help reshape the image of the Physical Education and Athletics Department. Lastly, we plan on reevaluating all our programs and see which ones are relevant to our students and if there are new certificates that are being offered that would improve our program.

Certificate Programs

The opportunities for our program include reaching out to high school ROP programs, building a professional website to help promote the program, housing the program in a decent facility; one that the program could hold workshops presented by professional experts. Aligning our Personal Fitness Trainer Certificate with a national governing body provides opportunities for our students such as the NSCA, ACSM, or NASM which will bring credibility and increased interest in our program. Students will be able to utilize the certificate to work anywhere in the United States. Potential increase of employment rates and placement, as we live in a community with a high interest physical fitness, due to a recent increase of people investing in desiring to reduce the risks related to cardiovascular disease, cancer, and diabetes. Within our Athletic Coaching Certificate, work with affiliations and offering Licensing or Credentialing opportunities through Fullerton College with local organizations such as Pop Warner, Cal South, AYSO, Little League, etc.

3.4 What challenges exist for your program?

Degree Programs

Updating our technology in our labs. Making our labs and equipment more aesthetically appealing to our student population. Understanding the needs of students when it comes to scheduling courses. Improve high school outreach to students who are not athletic in nature for classes that can be of benefit to them. Lack of lecture classrooms, specific to the Physical Education/Kinesiology programs; most lecture classes are taught wherever there is space on-campus. With the lack of classrooms, there creates and sense of minimal continuity in the department, or that the degree is not valued enough to have its own space or adequate facilities.

Many of the instructors within the Physical Education Department are also head or assistant coaches in an intercollegiate athletics team. While this may seem beneficial at first, over time the individual instructor's pedagogical development can be impeded because of having the responsibilities associated with two full-time jobs. More importantly, these dual responsibilities often limit their availability to attend professional development opportunities or participate on campus committees or participate in campus activities. Change the mindset of some of the veteran faculty that there needs to be a change in the way our academic program needs to be run.

Certificate Programs

- Re-establishing protocols for these programs
- Placing a Faculty Mentor to oversee the certification process and placement of its holders
- Establishing advertisement and campus awareness for the programs and their benefits and that the opportunities for employment in the industries.
- Budgeting for the necessary equipment needs to establish a proper program and go through coaching procedures, drills, etc.
- Meeting the needs of the underprepared students who may struggle in the science-based courses such as Anatomy and Physiology.
- Providing a cohesive plan of action as to what sequence the courses should be taken to best prepare the students to qualify for the certificate.
- Outside opportunities (internships) to practice and gain experience in personal training.
- Course offerings online, in the evenings, and on weekends to appeal to our students who work and have families.

4.0 Student Learning Outcomes (SLO) Assessment

Physical Education AS Degree

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Design their own exercise program	NA	NA	NA	NA
2.	Identify athletic injuries and demonstrate the physical remedy for each	NA	NA	NA	NA
3.	Demonstrate a working knowledge of how the body's metabolism is affected by muscle, cardio respiratory, and functional exercise on the body	NA	NA	NA	NA

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
Exercise Program Design	Define four body areas of fitness and incorporate them into a workout program	NA	NA	NA
Athletic injuries and physical remedies	Performance success on four basic areas of injury (bleeding control, spiral wraps and ties or upper and lower extremities, CPR)	NA	NA	NA
Knowledge of the effects that muscle, cardio respiratory, and functional exercise has on the metabolism	Pre and post assessment to determine the metabolic difference on the body	NA	NA	NA

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress. Because of the low numbers of students earning the degree, we do not show progress and do not show legitimate data supporting either progress or lack of progress.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement? Because of the low numbers of students earning the degree, we do not show progress and do not show legitimate data supporting either progress or lack of progress.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

Because of the low numbers of students earning the degree, we do not show progress and do not show legitimate data supporting either progress or lack of progress.

4.6 What challenges remain to make your program level SLOs more effective?

We (PE Faculty) need to designate a faculty to head the program, track SLOs. This will lead to consistency and more effective understanding of the SLOs and how they are better assessed at the program level.

Physical Education AA Degree

4.1.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	At the completion of The Physical Education Associate in Arts Degree the student will be able to identify concepts and theories of sport exercise psychology that can be applied, in coaching and teaching.	At the time of this PSLO review there has been no assessments or reflections	NA	NA	NA
2.	At the completion of courses leading to Physical Education Associate in Arts Degree the student will be able to identify and apply four related fields of Physical Education: Fitness/Wellness, Teaching/Coaching, Sport Careers, Sport/Exercise.	At the time of this PSLO review there has been no assessments or reflections	NA	NA	NA
3.	At the completion of courses leading to Physical Education Associate in Arts Degree the student will be able to identify athletic injuries and demonstrate a physical remedy for each.	At the time of this PSLO review there has been no assessments or reflections	NA	NA	NA

4.2.1 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. At the completion completion of courses leading to Physical Education Associate in Arts Degree the student will be able to identify and apply four related fields of Physical Education: Fitness/Wellness, Teaching/Coaching, Sport Careers, Sport/Exercise.	At the time of this PSLO review there has been no assessments or reflections	NA	NA
2. At the completion of courses leading to Physical Education Associate in Arts Degree the student will be able to identify athletic injuries and demonstrate a physical remedy for each.	At the time of this PSLO review there has been no assessments or reflections	NA	NA

4.3.1 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

At the time of this PSLO review there has been no assessments or reflections

4.4.1 How has assessment of program level SLOs led to improvements in student learning and achievement?

At the time of this PSLO review there has been no assessments or reflections

4.5.1 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

At the time of this PSLO review there has been no assessments or reflections

4.6.1 What challenges remain to make your program level SLOAs more effective?

Faculty need to come together, have discussion, and meaningful dialogue to assess PSLOs & SLOs in an effort to make necessary changes to our curriculum.

Kinesiology Associate Degree for Transfer

4.1.2 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	The student will be able to transfer to CSU campuses that offer a bachelor's degree in Kinesiology. The degree will provide the knowledge and experience necessary to continue their education towards a bachelor degree.	April 12, 2012	NA	NA	NA
2.	Courses leading to the Associate in Science Degree in Kinesiology for Transfer, the student will be able to understand the relation of the kinesiology and physiology of the anatomy as it relates to movement.	April 12, 2012	NA	NA	NA

4.2.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. The student will be able to transfer to CSU campuses that offer a Bachelor’s degree in Kinesiology. The degree will provide the knowledge and experience necessary to continue their education towards a bachelor degree.	The student will identify Components required of careers in health science professions which include physical training, physical therapy, fitness instruction, coaching and athletics. This degree requires students to complete 60 CSU transferable units including completion of CSUGE or IGETC and 21-24 units in the major with a cumulative GPA of 2.0 Or better. Title 5 requires that students earn a grade “C” or better in all major coursework.	2.0 GPA or better with a completion of 21-24 units in the major. Must be able to complete 60 CSU transferable units including CSU GE and 21-24 units of major.	Not found
2. Courses leading to the Associate in Science Degree in Kinesiology for transfer, the student will be able to understand the relation of the kinesiology and physiology of the anatomy as it relates to movement.	The student will be able to identify and appraise of sport exercise by listing the practical implications of the musculoskeletal system and body function under conditions of exercise stress. This degree requires students to complete 60 CSU transferable units including completion of CSU GE or IGETC and 21-24 units in the major with a cumulative GPA of 2.0 or better. Title 5 requires that students earn a grade “C” or better in all major coursework.	Pass Anatomy and Physiology with a 2.0. 2.0 GPA or better with a completion of 21-24 units in the major. Must be able to complete 60 CSU transferable units including CSU GE and 21-24 units of major.	Not found

4.3.2 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

- 100% have an ongoing assessment.
- The assessment is if the students are obtaining a Kinesiology AA-Transfer degree and earning a 2.0 GPA in their Kinesiology-AA Transfer courses to eventually transfer to a CSU.
- There is a lack of information regarding how to measure progress.

4.4.2 How has assessment of program level SLOs led to improvements in student learning and achievement? N/A

4.5.2 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

- From 2013 to 2017 there has been an increase of students who have obtained a Kinesiology AA Transfer degree
- The degree program started with 3 and now has 23 students for 2017.

4.6.2 What challenges remain to make your program level SLOs more effective?

- The students should be required to take an intro to Kinesiology, Sports and Society, Sports Management and any other course that touches each area of PE and Kinesiology. This will give a basis of what the major is about and all the areas of interest
- Understanding which students are transferring before obtaining an AA Degree and why....
- To make the program level SLOs more effective, regular collation of data must be obtained

Personal Trainer Certificate

4.1.3 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Have the information, training, and practical skills to qualify for work as a Personal Trainer.	N/A	N/A	N/A	N/A
2.	Design appropriate exercise programming as measured by ability to following guidelines and recommendation for scientific exercise programming during internship.	N/A	N/A	N/A	N/A

4.2.3 Assessment: Complete the expandable table below.

<i>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</i>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
Have the information, training, and practical skills to qualify for work as a Personal Trainer.	Written Examination Practical Application Observation of students leading an exercise session with students	N/A	N/A
Design appropriate exercise programming as measured by ability to following guidelines and recommendation for scientific exercise programming during internship.	Written Examination Example of written individual exercise program Observation of students administering fitness tests for the five components of fitness.	N/A	N/A

4.3.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

Our program level SLOs currently do not have ongoing assessment. The physical education department only assessed the program as a whole, and not for this individual certificate. There were no specific goals for the Personal Fitness Trainer Certificate in and of itself. The courses for this certificate were predominantly taught by one instructor. He has recently retired and unfortunately the task of assessing the SLOs/PLOs has gone unheeded. We are currently working to assess our outcomes and revamp the certificate. We will assess class level SLOs to determine if the PLOs are appropriate. Predictions are that the program level SLOs will be rewritten.

4.4.3 How has assessment of program level SLOs led to improvements in student learning and achievement?

N/A

4.5.3 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

N/A

4.6.3 What challenges remain to make your program level SLOs more effective?

As stated above in section 4.3, we are currently working to revamp the entire Personal Trainer Certificate. Three courses have been added to the certificate, including a business course (BUS 100/101) and a new course in personal training course in which the curriculum is recognized by the NSCA and the ACSM. Our PE 154 course in Fitness Testing and Exercise Prescription has been increased from two to three units. And two courses that were proving to be ineffectual to the certificate were deleted.

We will work diligently to assess the course level SLOs for these classes so that we can provide effective PLOs for the certificate.

Pilates Certificate

4.1.4 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Leading to the Pilates Certificate the student will be able to identify Pilates and Movement Principles, major musculature and core muscles.	Spring 2017	Spring 2017	Fall 2017	1
2.	Leading to the Pilates Certificate the student will be able to identify safe practices that relate to Pilates exercises.	Spring 2017	Spring 2017	Fall 2017	1
3.	Leading to the Pilates Certificate students will be able to conduct interviews and make assessments with clients.	Spring 2017	Spring 2017	Fall 2017	1

4.2.4 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
Leading to the Pilates Certificate the student will be able to identify Pilates and Movement Principles, major musculature and core muscles.	Written exam Scores above 70%=C	Majority of students scored above 75%.	Exam questions reviewed for effectiveness.
Leading to the Pilates Certificate the student will be able to identify safe practices that relate to Pilates exercises.	Written exams- 70%=C Practical exams = Exceeds expectations/meets expectations/Does not meet expectations	Majority of students scored above 75%. Majority of students met expectations.	Practical exams reviewed and approved by advisory board.
Leading to the Pilates Certificate students will be able to conduct interviews and make assessments with clients.	Written exams- 70%=C Practical exams = Exceed expectations/meets expectation/Does not meet expectations	Majority of students scored above 75%. Majority of students met expectations.	Practical exams reviewed and approved by advisory board.

4.3.4 What percentage of your program level SLOs have ongoing assessment?

Comment on progress/lack of progress. 100% of the Pilates program’s SLOs are assessed continually through the course SLOAs.

4.4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

By assessing the Pilates program’s SLOs, the program continues to grow and evolve.

4.5.4 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

The Pilates program was very well designed, and is maintained through assessment by both the Faculty and the Advisory Board. By doing this, the program catches any flaws or improvements needed and deals with them in an appropriate manner.

4.6.4 What challenges remain to make your program level SLOAs more effective?

The Pilates classes are held in a facility that is falling apart, and is inappropriate for any professional to be teaching in. There is filth on the floor that remains day in and day out, the ceiling leaks, there are ants and a variety of other insects that visit us on a regular basis; we recently we discovered rodent feces in the room, and the only time the room gets a thorough cleaning is when faculty and students perform it. We would like to have Professional Experts present, hold workshops for continuing education, and special Pilates Open Houses, but due to the facility we are forced to teach in, we do not.

Athletic Coaching Certificate

4.1.5 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Leading to an Athletic Coach Certificate, the student will be able to formulate a season plan to the level of the participants.	NA	NA	NA	0
2.	Leading to an Athletic Coach Certificate, the student will be able to implement a personal philosophy conducive of the development of the participants.	NA	NA	NA	0

4.2.5 Assessment: Complete the expandable table below.

<i>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</i>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
Leading to an Athletic Coach Certificate, the student will be able to formulate a season plan to the level of the participants.	Final Interview to conclude the completion of the certificate	NA	NA
Leading to an Athletic Coach Certificate, the student will be able to implement a personal philosophy conducive of the development of the participants.	Final interview to conclude the completion of the certificate	NA	NA

4.3.5 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

We have not assessed the program SLOs to the date. As a department we are now committed to the follow through of these SLOs and their progress. However, all of the required courses for the certificate have been assessed individually.

4.4.5 How has assessment of program level SLOs led to improvements in student learning and achievement?

As we have not assessed these as a program, at this time there's no data to give a clear answer, which has probably attributed to some of the recent decline of enrollment in the programs. Nevertheless, through this review process we have been able to re-organize and re-commit to the shortcomings of this process.

4.5.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

It the matter that we have not assessed these, it probably has contributed to a decline in the transferring rate and award numbers.

4.6.5 What challenges remain to make your program level SLOAs more effective?

We currently need to update several SLOAs for our programs, modernize some of our initiatives and strategies to increase student completion. We also need to follow through the process of properly assessing these over time.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review.

- 5.1.1 Name Change to Kinesiology; part of a statewide move for uniformity
- 5.1.2 Completion of SLO-A cycle
- 5.1.3 Operating budgets for the intercollegiate sports are in critical need of augmentation in order to remain competitive with local community college programs
- 5.1.4 Return of the massage program to the FC campus
- 5.1.5 Field House Facility for the continued growth of our academic and athletic classes and outreach with the local community.
- 5.1.6 Create 11 or 12 month contracts depending on sport for Faculty with coaching assignment
- 5.1.7 Update technology in classroom and athletic programs
- 5.1.8 Update Facilities
 - Add sand volleyball court
 - Add softball batting cages, storage, and press box
 - Create Pool locker and meeting room
 - Laser level Baseball field
- 5.1.9 Hire Full-Time Faculty (Replacements & Retirees)

5.2 Describe the level of success and/or progress achieved in the goals listed above. Need a copy of the last program review.

- 5.2.1 In progress
- 5.2.2 Completed
- 5.2.3 In Progress (The College has committed to financial resources to fund assistant coaches' pay which started in fall 2017)
- 5.2.4 Completed
- 5.2.5 Incomplete
- 5.2.6 Incomplete
- 5.2.7 In Progress
- 5.2.8 Various Stages of Progress
 - Add sand volleyball court (Incomplete)
 - Add softball batting cages, storage, and press box (Batting cages and storage completed)
 - Create Pool locker and meeting room (Incomplete)
 - Laser level Baseball field (Complete)
- 5.2.9 Complete

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

- 5.3.1 Currently approved by curriculum, waiting for approval from the next stage
- 5.3.2 All of the SLOAs "closed the loop" faculty was able to evaluate assessment and objectives effectively.
- 5.3.3 There hasn't been an increase for operating purposes, however the Athletic Department was given \$60,000 for disbursement among all teams for assistant coaches, starting fall 2017.
- 5.3.4 Success was measured by the return of the program, the number of students enrolled, and working with the Athletic Training Program at Fullerton College, the accessibility of the massage program to students and the community.
- 5.3.5 The field house classrooms are strictly used by the Humanities division. Physical Education classes are still scattered throughout the campus and athletic classes students have to dress walk 5-10 min across campus to meet in a classroom and comeback to the field to practice wasting valuable time for the faculty and students
- 5.3.6 Working through our United Faculty Representative

- 5.3.7 We were able to update the technology the Athletics programs and as a result the Football Program has seen early results with regards to their specific statistics (which is a byproduct of the teaching and learning process)
- 5.3.8 Facilities
- Add sand volleyball court (Incomplete)
 - Add softball batting cages (completed), storage (completed), and press box (Incomplete)
 - Create Pool locker and meeting room (Incomplete)
 - Laser level Baseball field (Complete) The laser level of the field has benefiting in a better play by the team and has prevented injuries that were previously occurring
- 5.3.9 The new faculty have really made a major impact on the quality of instruction and the ability to relate with students.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

- 5.4.1 Although still in progress, changing the name of the program to Kinesiology will help align our classes with four year universities.
- 5.4.2 By assessing the department's SLO-A's, areas needing uniformity were addressed.
- 5.4.3 Assistant coaches' pay will allow the athletic programs to remain competitive with other community colleges that have made the commitment to support their athletic programs.
- 5.4.4 The return the Massage program to the FC campus therefore the program has continued to grow and support our classes and athletic programs.
- 5.4.5 N/A
- 5.4.6 N/A
- 5.4.7 It is too early to speak to the examples at this time
- 5.4.8 Facilities
- Add sand volleyball court (N/A)
 - Add softball batting cages, storage, and press box - The number of student-athletes in softball has increased and success rates on transfer have increased
 - Create Pool locker and meeting room (N/A)
 - Laser level Baseball field - The laser level of the field has benefiting in a better play by the team and has prevented injuries that were previously occurring
- 5.4.9 The addition of the new faculty which is involved with updating courses and rewriting curriculum.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

As it relates to 5.1.3, resources for assistant coaches' pay were just released, no relevant data is available at this time.

As it relates to 5.1.9 hiring of Full time Faculty has allowed us to grow as a Physical Education Department as well as keeping our athletic program vibrant and successful

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

The continued success of the Physical Education and Athletic programs at Fullerton College is in large part due to the current dedicated Full and Part-Time Faculty. We are asking faculty to do two fulltime jobs and faculty responsibilities has taken a back seat in the department. We understand that the programs have not been properly evaluated, but the programs are in need of laboratory equipment if funds haven't been allocated this negatively affects the ability of all the certificate and degree programs to be successful.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

Physical Education

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Describe Strategic Action Plan: (formerly called short-term goal)	Develop consistency with which faculty heads the program and tracks the SLOAs.	
List College goal/objective the plan meets:	College Goal # 1,2 Objective #: Consistency in Faculty will lead to a better understanding of the changes that need to take place.	
Describe the SAP: (Include persons responsible and timeframe.)	Use faculty resources (strengths) to better the product for degree and certificate programs All Faculty Refer to: 3.1, 3.2	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase the number of active participants in the program, as well as, the number of participants completing the program	
What specific aspects of this SAP can be accomplished without additional financial resources?	A specific PE faculty spearheading the degree program and tracking it's SLOAs and PLOAs.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 2		
Describe Strategic Action Plan: (formerly called short-term goal)	Revise the PE AA Degree to make it a more relevant option and increase student success and completion.	
List College goal/objective the plan meets:	College Goal #: 1 Fullerton College will promote student success and degree completion of the PE AA Degree. Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees. Objective 4. Increase the number of transfers. Objective 5: Increase the persistence rate of students.	
Describe the SAP: (Include persons responsible and timeframe.)	In collaboration with Sean Sheil (curriculum chair) and faculty that teach the courses in the PE AA Degree. All Faculty Refer to: 3.3	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase the number of completers	
What specific aspects of this SAP can be accomplished without additional financial resources?	The revision of the curriculum.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 3		
Describe Strategic Action Plan: (formerly called short-term goal)	Develop a plan to work with the Natural Sciences Division to cross-teach the students within the Anatomy and Physiology classes to better evaluate the Program Level Student Learning Outcomes.	
List College goal/objective the plan meets:	College Goal #:1,2 Objective #: All in sections 1,2	
Describe the SAP: (Include persons responsible and timeframe.)	<p>Develop a timeline for meetings and conversations on how to incorporate the lab/hands-on classes within the PE Department and those lecture/lab classes of Physiology and Anatomy.</p> <p>Conversations of this nature could begin immediately.</p> <p>Most likely, this would have to begin at the Dean level, and then trickle down to the full-time faculty for actual development and implementation.</p> <p>Refer to: 3.3</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Measuring this outcome would be done by counting the number of meetings that occurred between the two departments and then the number of times they collaborated on specific projects.	
What specific aspects of this SAP can be accomplished without additional financial resources?	All aspects can be done without additional funds.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 4

Describe Strategic Action Plan: (formerly called short-term goal)	Increase available technology (video and audio capabilities) to locations not often associated with teaching and learning (e.g. weight room, gym, track/football field, etc.)
List College goal/objective the plan meets:	College Goal #:1 Objective #:1,2,3,4,6
Describe the SAP: (Include persons responsible and timeframe.)	The only additional funds would be to support technology in spaces that are not currently equipped (e.g. weight room) for specific technology hardware and software for movement analyzation. All Faculty Refer to: 3.4
What <i>Measurable Outcome</i> is anticipated for this SAP?	Measuring this goal would be dependent on the skills being performed in individual classes. However, the idea that a student performing a task in the weight room would enhance their technique by watching video of themselves performing the task and receiving instant feedback could be measured by the increase in weight lifted or the increase in skill efficiency (also measureable through analyzation). This is currently being measured in the student level SLO.
What specific aspects of this SAP can be accomplished without additional financial resources?	None. We are currently providing feedback to students as an instructor, however, however our teaching impact would be enhanced greatly with the use of technology.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment	\$10,000	Instructional Equipment, General Fund
Supplies		
Computer Hardware	\$2,000	Instructional Equipment, General Fund
Computer Software		
Training		
Other		
Total Requested Amount	\$12,000	

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 5		
Describe Strategic Action Plan: (formerly called short-term goal)	Increase the student success rate for students in the Personal Training Certificate Program.	
List College goal/objective the plan meets:	College Goal #: Fullerton College will promote student success. Objective #: Increase the number of degrees and certificates.	
Describe the SAP: (Include persons responsible and timeframe.)	We want to increase the number of students who qualify for the Personal Training Certificate. In the past five years, only fifteen students have received the certificate. We hope to have 15-18 students receive the Certificate in this three year cycle. Refer to: 3.3 Instructors directly involved in the Personal Trainer Certificate: Sean Sheil, Tim Byrnes, Greg Aviles, and Phil Austin.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase the number of students that receive the Personal Trainer Certificate.	
What specific aspects of this SAP can be accomplished without additional financial resources?	This SAP can be accomplished without additional financial resources.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 6

Describe Strategic Action Plan: (formerly called short-term goal)	Provide current technological equipment for fitness testing purposes and practical applications required of a personal fitness trainer.	
List College goal/objective the plan meets:	College Goal #: Fullerton College will promote student success. Objective #: Increase course retention and success.	
Describe the SAP: (Include persons responsible and timeframe.)	<p>Equipment needs revolve around the components of fitness.</p> <ul style="list-style-type: none"> • A metabolic cart with EKG and treadmill for fitness testing of cardiorespiratory endurance. This includes VO2 max measurement and cardiovascular disease risk measurement. • A step test box and metronome • Blood pressure cuffs and stethoscopes • For body composition: Skinfold calipers for subcutaneous body fat testing. Tape measures for girth circumference measures. • For muscular strength and muscular endurance: Grip strength dynamometer • For flexibility: Sit and reach trunk flexibility box <p>We would like to be able to utilize all the equipment, except for the metabolic cart within one year. A metabolic cart would be a gold standard level of equipment for our program. Achieving this goal in three years would be ideal.</p> <p>Refer to: 3.4</p> <p>Instructors in the program: Sean Sheil, Tim Byrnes, Garrett Campbell, Greg Aviles.</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Having this equipment would increase the retention and success rates of our students. Being able to have practical applications of this equipment helps our students as it directly relates to real-life situations in this field. This equipment provides a learn-by-doing environment.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Field testing for some of the components of fitness can be done without additional resources. For cardiorespiratory endurance, students can perform the Cooper 12 minute run, or 1.5 mile run. For muscular strength and endurance, students can do a maximal bench press test, sit-up test, leg press test, and push-up test.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment	\$55,000	Instructional Equipment, General Fund
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$55,000	

STRATEGIC ACTION PLAN # 7

Describe Strategic Action Plan: (formerly called short-term goal)	Provide a Personal Trainer Fitness course that is approved and certified by the National Strength and Conditioning Association (NSCA) or the American College of Sports Medicine (ACSM).
List College goal/objective the plan meets:	College Goal #: Fullerton College will strengthen connections within the community. Objective #: Strengthen partnerships with local business and industry.
Describe the SAP: (Include persons responsible and timeframe.)	The NSCA and the ACSM are national governing bodies in the area of Kinesiology. They provide several certifications in the area of clinical exercise testing, strength and conditioning, and personal training. Having the stamp of approval of a national organization increases our credibility within our certificate. Refer to: 3.3 Persons responsible: Sean Sheil
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased employment opportunities for our students in the community as they will have a nationally recognized certification.
What specific aspects of this SAP can be accomplished without additional financial resources?	Utilization of the textbook specific to the NSCA or ACSM would be the only cost incurred.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 8

Describe Strategic Action Plan: (formerly called short-term goal)	Publicize the Pilates Certificate to the surrounding community.
List College goal/objective the plan meets:	College Goal #: Goal 3: Fullerton College will strengthen connections with the community. Objective #: 3
Describe the SAP: (Include persons responsible and timeframe.)	SAP include a professional film tech creating a promotional video to distribute, webmaster to design a website, and podcasts to share on the internet. These could be accomplished in a short period of time, maintained yearly by professionals who specialize in the area. Alex Plum-Widner Refer to: 3.2
What <i>Measurable Outcome</i> is anticipated for this SAP?	Community made aware that we offer this program; Prospective students surfing the web looking for Pilates Training programs may see our program and choose Fullerton College over a more expensive option.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$2,000.00	General Fund, Strong Workforce
Facilities	\$1,000.00	General Fund, Strong Workforce
Equipment		
Supplies		
Computer Hardware		
Computer Software	\$1,000.00	Instructional Equipment, Strong Workforce
Training		
Other		
Total Requested Amount	\$4,000.00	

STRATEGIC ACTION PLAN # 9

Describe Strategic Action Plan: (formerly called short-term goal)	Develop a replacement plan to purchase new equipment and replace old or damaged equipment
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2,3,4,6
Describe the SAP: (Include persons responsible and timeframe.)	Develop a plan for providing the program its own equipment as well as a plan for replacement of equipment. Submit for annual instructional equipment requests as part of the funding cycle. Refer to: 3.4
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase student achievement and success.
What specific aspects of this SAP can be accomplished without additional financial resources?	We have no means at meeting this plan without funding as there is currently no equipment for this program.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment	\$10,000	Strong Workforce, Instructional Equipment
Supplies	\$1,000	Lottery Funds, Strong Workforce
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$11,000	

STRATEGIC ACTION PLAN # 11

Describe Strategic Action Plan: (formerly called short-term goal)	11-12 month contracts for Faculty that Coach intercollegiate sports teams.
List College goal/objective the plan meets:	College Goal #: 1,2,3 Objective #: All
Describe the SAP: (Include persons responsible and timeframe.)	Pay faculty for doing there required job. Current faculty that Coach have two full time jobs and are not compensated appropriately. All Faculty that coach. Refer to: 3.4
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase in program enrollment. Increase in student success and transfer especially with the African American students. Stronger connections in the community through fundraising and partnerships.
What specific aspects of this SAP can be accomplished without additional financial resources?	Aspects of this are getting done but at a far less rate if the faculty would be compensated appropriately. Faculty that Teach/Coach need to be here 11 or 12 months to be affective at there job.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$160,000	District
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$160,000	

7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

Degree Programs

- Evaluate, revise, and restructure our Physical Education AA degree and Physical Education Fitness AS degree.
- Create clear and precise pathways for our students to obtain degrees.
- Increase the number of degrees by 20% a year.
- Increase student success for our underprepared students. This includes a course, WELL 265, Movement Anatomy, that will aid the students in passing ANAT 231 General Human Anatomy. Include more practical application (hands-on) work in our courses as opposed to only lecture theory. This includes an increased lab course content in PE 154, Exercise Testing and Prescription, PE 254 Personal Training, and WELL 265 Movement Anatomy.
- Establish a process that identifies students that have earned at least 30 units towards the Kinesiology ADT in an effort to increase the number of students to achieve their Kinesiology ADT by allowing them an opportunity for an experienced-based learning environment, while enrolled in our program.

Certificate Programs

- Consider Family of Courses in the Certificate Programs
- Revise curriculum for the coaching and personal trainer certificate.
- Create clear and precise pathways for our students to obtain certificates
- Look into other popular trending certifications in the field of Kinesiology and Physical Education
- Develop relationships with local industry that can provide internship opportunities for our students to gain work experience in the field.
- Provide an opportunity for our students to attend conferences provided by the ACSM and NSCA.
- Establish faculty mentor(s) to oversee the program and its initiatives.
- Build partnerships with local youth, adult, and competitive organizations for internships and job placement for our certificate holders.

Overall it's important to continue improvement in the Physical Education facilities. To teach at a high level it is imperative to have state of the art classrooms, labs and sports facilities to house our classes as well as state of the art equipment for faculty to improve their teaching.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

Since 2013, there has been a dramatic rise in the number of students identified as Kinesiology majors. In 2013, there were just 203, 678 in 2014 and 941 in 2015. The number has stabilized between 900-1000 for the next few years. However, there have only been a total of 77 Kinesiology AA transfer Degrees awarded in that same time. Why is this? Are these students who are just coming to FC from the 4-year institutions to take a class or two? Are they finding the curriculum too difficult to finish? Are the requirements to complete the degree unrealistic for a 2-year program?

Through this self-study we are starting to understand what we can control and how to improve it what we can't control. We have determined that we are not in full control of the Kinesiology ADT program. To complete this degree, students must take between 21 and 24 units; however, a student can complete this degree by only completing six Physical Education units. The most would count towards degree completion would be nine. There are some opportunities for cross-discipline collaboration. The program Level Student Learning Outcome says, "Demonstrate an understanding between the relationship of the kinesiology and physiology of the anatomy as it relates to movement." This leaves the ability for instructors of both Physical Education and Physiology to possibly collaborate on the determining the level of teaching and learning that has occurred between the lecture and activity classes. By reevaluating our Physical Education AA degree and Physical Education Fitness AS degree, we can have more control over class's students take and how to sequence them so students can obtain an AA or Fitness AS degree in Physical Education and transfer to four year institutions, similar to our peer community colleges.

The department realizes that the Coaching and Personal Trainer Certificate Programs have been neglected in the past several years. Retirement of the primary instructors and a lack of due diligence by faculty has hurt the programs. PLOs and SLOs have not been properly assessed and evaluated. These certificates are undergoing a major revision that includes the addition of new courses, including a new course specific to personal training, and an increase in course content for a course in Exercise Prescription and Testing. New SLO's have been written for courses, and the PLO's for the program certificate are in the process of being rewritten. New full-time faculty are bringing a fresh approach and perspective to the program in the hopes of revitalizing an areas of kinesiology that is very important to the overall physical education program.

We realize as a department that we are behind in the program review process. As faculty we feel like we are just starting to get organized and realize the importance of program review and our faculty responsibilities. It's not due to the fact that we don't care, the department just in the past year finally got release time for a Department Coordinator. The other issue as stated in this program review is that 15 of our 17 faculty are teaching and coaching. The challenge is still asking faculty to do two jobs and to work 11 & 12 months but only being compensated for 10 months. Through this process we know that we will do what it takes to help our students reach their goals while meeting the goals of the college as well.

Since 2013, there has been a dramatic rise in the number of students identified as Kinesiology majors. In 2013, there were just 203, 678 in 2014 and 941 in 2015. The number has stabilized between 900-1000 for the next few years. However, there have only been a total of 77 Kinesiology AA Transfer Degrees awarded in that same time. Why is this? Are these students who are just coming to FC from the 4-year institutions to take a class or two? Are they finding the curriculum too difficult to finish? Are the requirements to complete the degree unrealistic for a 2-year program?

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the internet, please provide a sample of the publication with your program review self-study.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Physical Education Webpage	May 2014	No	http://pe.fullcoll.edu/
Program Brochures	N/A	No	

**Division Deans' or appropriate Immediate Management Supervisor (IMS)
Response Page**

<i>I concur with</i>

<i>I concur with the findings contained in</i>
--

<i>I do not concur with the findings</i>
--



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.