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## Fullerton College Program Review and Planning

## Self-Study for Instructional Programs

## Fall 2021: Physical Education

# Statement of collaboration

The program faculty members 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 comprehensive 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 and Planning Committee.

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# 1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study.)

The Department of Physical Education (DPE), provides a myriad of experiences to all members of its community. We are in the business of serving young people through education and athletics. As many experiences as there are on this amazing campus, few test the competitive spirit of a student, who is also an athlete. By the same test of will, our faculty devotes a significant amount of time investing in both the student, and the student athlete. Our quest is to move beyond the stereotype of “who a coach is” by embracing what some believe - we are only interested in a game. It is true, we are. The Game of Life. We care about the success of our students. All of them. Business majors, Art majors, English majors, Theatre and Dance majors, Pre-Nursing majors, Graphic Art majors, Criminal Justice majors, History majors, Physical Education majors and many more. Several of your students have a hyphenated Athlete at the end…English-Athlete major, Business-Athlete major…you get the point.

There are challenges we will experience as we grow the discipline and need to adapt to compete with the at-home and commercial fitness industry, so those students who are economically challenged will have the ability to access exercise alternatives. We will become a destination major for students to matriculate into the sciences therefore consistently updating our curriculum is imperative. We are the gateway into careers of nutrition, gerontology, sports psychology, physical therapy, as well as teacher and coaches, to name just a few and we will need to offer additional certification programs.

The process of reviewing our program has taken big steps. They are the first of many. As you read through the work we have commenced, completed, and are inspired to continue, please know that we intend to be great in this area too. But we have work to do.

According to the data provided by the OIE, students have shown consistent progress within the DPE over the last five years. Both course completion and course success rates have remained consistent or increased during that period. The course completion rates of 89% and the course success rates of 80% consistently exceed those of the institutional set standards of 83% course completion and 69% course success rates.

In alignment with student achievement and guided pathways, all of the programs within the DPE are mapped; both degrees and certificates.

Courses that serve our students and community including Yoga, Stress Management, and First Aid /CPR, are among the most demanded courses in our program.

Although our enrollment has declined over the last five years, our overall course completion for the DPE is consistently high and students have shown progress within the program. The numbers reflect that progress, with all races in the mid to high 80%. DSS and military students do better than non-DSS/military, and foster youth, LGBTQI, and low-income students are close to their counterparts. African American student numbers are low (68%) when it comes to course success, but the percentage is still higher than the rest of the student population. Lower income and foster youth students experience a 6-7 % decrease in course completion. Less stability, whether familial or socio-economic, is our hypothesis, providing a starting point for services we need to seek, provide or access.

We are committed to continuing pertinent discussions of racism and social injustice in the DPE through actionable steps.

Our faculty presence and advocacy within active communities and committees on campus, including but not limited to: Faculty Senate, Guided Pathways, Curriculum, Program Review, Umoja, Puente, and the Student Equity Achievement Committee, will provide valuable resources and tools to promote success for all of our students.

We can do a better job as a department mapping our plan to eliminate the documented achievement gap by meeting more often as a department to discuss relevant issues such as equity grading, late-work, and reforming classroom policies to help our students succeed.

Partnering with the District, Fullerton College and the DPE, we can create inroads for our students of color by creating avenues and a language for their families. The DPE can call to task policies that are not serving the greater good of our student population.

Seeking professional development opportunities, especially in the area of culturally responsive teaching, will provide a vocabulary that we can understand and utilize for growth. We cannot be afraid to discuss microaggressions or implicit bias as members of the DPE. Our knowledge as faculty members should create a solid foundation for student advocacy. We have work to do.

The pandemic brought out our fears and our resiliency. DPE members who needed to complete certification to teach online met with others who were already doing so. Collaboratively, we forged a path to offer as many virtual activity classes as possible. Live lecture classes moved online. Intercollegiate athletics was suspended, and slowly brought back to campus with the hiccups that you would expect during that time.

With the help of the athletic training staff, we were able to safely facilitate a return to campus in the spring for some sports, and the rest followed with rigorous testing in the summer. It has not been easy, but our department has been steadfast in its resolve to provide our students with the experience of being safe and okay. Like all of us, they needed to know that we could work towards being “normal” again.

The DPE would like to continue to evolve as a division. We are revising our program and certificate’s PSLO’s. We continue to assess our CSLO’s in eLumen every spring. We offer an array of classes of different lengths and varying times.

Our progress on previous SAP’s shows our Athletic Coaching, Pilates and Personal Training Certificates were all re-worked or revised, as was our Fitness AS Degree and the Kinesiology AA Degree for Transfer.

We are making technological progress with the recent addition of a video supported analytics system in the gymnasium.

We have been fortunate to have fellow faculty members who have many years of invested service at Fullerton College and in the surrounding community. Besides teaching thousands of students who have walked the Quad, they have served on committees, lead athletic programs, created curriculum, and have been stewards of the rich history that has represented our college. A few of these esteemed colleagues are retiring soon. Although, we cannot directly replace them, we need to begin the process of filling their shoes. We also have new ideas about incorporating professional experts into our department.

There are so many areas that can be improved within the DPE. Short and long-term plans that benefit the student, as well as the student athlete. One of the most immediate needs is a dedicated space for our student athletes. We are far behind other institutions in providing for the cohort which has the highest graduation and matriculation rate on campus.

We can and will be better.

# 2.0 Mission

**Mission:**

The mission of the DPE is to create flexible pathways for a diverse community of students to transfer to four-year institutions, be prepared for careers in kinesiology and physical education, and to be equipped with the knowledge that the connection between physical activity and one’s physical and cognitive well-being provides.

Our department has consistently led the way by fostering a supportive and inclusive environment for our students and student-athletes. A significant amount of the population is recruited to Fullerton College by our faculty. We provide leadership and guidance by requiring regular education plans, the declaration of majors, and preparation for transfer and/or certificate programs. By percentage, the DPE works hand in hand with the college’s largest population of diverse students. The DPE expects to prepare students to successfully function in a changing and evolving society, and to enhance the quality of each student’s life through the educational experience brought about by physical activity and wellness.

**Vision:**

The vision of the DPE is to transform the lives of students both physically and mentally. Lifelong fitness is the goal of our activity classes, while our lecture courses provide the information and inspiration for our students to immerse themselves in the myriad of experiences that the study of physical activity provides. Our hope is with this foundation, our students will transfer the vital and life-enhancing information to their households and to their communities.

**Core Values:**

Community/Partnership: In an effort to encourage lifelong learning in our local area, the DPE offers a variety of classes at numerous skill levels and times. The Pilates program’s reach into our local businesses provides employment opportunities for our students. Our intercollegiate athletic programs connect via partnerships, sponsorships, clinics for children, and community service. The DPE faculty and students are very involved with numerous service groups, donating their time and expertise to many. The Boys and Girls Club, Special Olympics, Rotary, Pop Warner, NJB, Little League, AYSO, and USA Diving, is a partial list of our department’s community involvement. Our athletic programs also provide meals and clothing for those in need, raise money for breast cancer awareness, facilitate holiday toy drives, and numerous other charitable works. We also encourage local community groups to come on campus through athletic and recruitment events.

We are the “front door” to Fullerton College for many visitors. Our student athletes represent local, state, national and international participants, and our athletic events often provide the first glimpse of what we stand for as a college. Our goal as a department is to always reflect a level of elevated excellence that welcomes all to our institution.

Diversity: The DPE is one of the most diverse departments on campus. Our department serves one of the largest cohorts of underrepresented students at Fullerton College; especially African-American males. Our recent hiring processes reflect our commitment to diversify our faculty, providing adequate representation to the students we serve. The DPE works diligently and effectively to provide programming, resources and guidance for successful matriculation and transfer.

**Equity**:

The DPE fosters an environment of recognition that all students deserve an opportunity to learn without the presence of microaggressions or marginalization in our classrooms, labs, or on the practice field. Our work as a department requires acknowledgement of those limiting behaviors and policies, and the subsequent elimination of such.

**Excellence:**

The DPE’s commitment to advancing course offerings has led to significant gains in online instructional pedagogy. Our department is trained by one of the campus leaders in area of Canvas technology, contributing to new and resourceful ways to implement new strategies to engage and enhance online student learning.

The vast majority of our faculty coach intercollegiate athletic teams and strive to represent the rich tradition of athletic excellence at Fullerton College. Our 22 athletic teams are comprised of 450 athletes. Several of our teams contend at the highest level of community college athletics in the country, annually finishing in the top half of the National Alliance of Two-Year College Athletic Administrators (NATYCAA) Cup, which represents excellence in athletics throughout the country.

**Growth:**

The investment in the academic and personal growth of students has resulted in consistently high success and retention rates. We have continued to increase our selection of online and hybrid classes, doubling our offerings during the last three years to meet student demand as well as Covid-related restrictions.

**Inclusivity:**

Advancement of DPE practices by encouraging faculty and campus member involvement in the DPE program decision-making process. The DPE faculty has also taken steps to integrate into the college’s self-governance process. At present, more than 50% of the current faculty are serving on campus committees, with new faculty members leading the way.

**Innovation:**

The DPE continues to look for new and innovative ways to be successful in the classroom, as well as on the playing field. New technology, including drones and state-of-the-art video equipment have allowed our intercollegiate programs to take unprecedented steps. New and creative ways to teach physical activity online, has allowed for the continuation of classes and programs that were previously only offered in person.

**Integrity:**

It is our responsibility to the young people in our charge to carry ourselves in a way that reflects strength of character and a resolve to do what is right, both in and outside of the classroom - when it is easy, and when it is hard.

**Respect:**

There are two types of respect that the DPE exhibits. The first one, you earn by consistently demonstrating characteristics of a person who has modeled trusted behavior and actions - our goal is to earn that from our students, and from our colleagues. The second type of respect is what we give to honor our own for their accomplishments; our Hall of Fame, our alumni gatherings.

**Responsibility:**

The DPE accepts the responsibility to the discipline of Kinesiology and Physical Education, by meeting the needs of our community with classes that are relevant, meaningful, and health-promoting. Lifelong fitness and the development of the skills necessary to cultivate a healthy lifestyle, are our goals. The DPE has a new vision for improving our certificate and transfer programs, while maintaining our commitment to keep our student athletes focused and involved in good decision-making. Kinesiology is currently one of the top ten majors among Fullerton College students. Developing flexible pathways to further assist them is paramount to their success.

**College Goals:**

**Goal 1: Promote success for every student.**

The DPE believes that the success of our students demonstrates the efficiency and accountability of our department. The style of classes we teach, the interaction with students, the vested interest we have in their success, are some of our strongest qualities. We work diligently to meet the needs of our underprepared students by providing Life Coaches who assist students with their academic and social needs. The DPE takes pride in understanding its’ students, recognizes their struggles, and is willing to take extra time and steps to ensure their success. Our course retention and success rates reflect this investment.

**Goal 2:** **Cultivate a culture of equity**.

A significant number of underrepresented groups make up the student population of the DPE. Whether taking classes or participating in athletics, their presence is profound, and the most relevant and inspiring action we can take as faculty is to promote and facilitate an environment of fairness and impartiality. One where we meet students where they are, and provide the tools for them to achieve success.

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

The DPE is only as strong as the community that it belongs to, serves and represents. Besides outreach to bring students within our community to our campus through athletics and recruitment, the DPE is involved at the grassroots level with several programs that benefit the city. Two programs directly impacting our local community are the Clean-up Fullerton and Pathways to Hope organizations, both which serve underprivileged families in the city.

The DPE will continue its phenomenal outreach efforts in order to facilitate the legacy of “Once a Hornet, Always a Hornet”, by bringing loyal and revered Fullerton College alumni back to campus. The DPE has provided numerous occasions for community involvement with several welcoming events. Our partnership with local businesses and internships provides a direct pipeline for our students to integrate seamlessly. Hosting local youth sports events and honoring speaking engagements within the community all contribute to an ever-expanding connection.

**Goal 4: Commit to accountability and continuous quality improvement.**

The DPE faculty is committed to the advancement and integration of new technology, staying current with generational views, beliefs and values, and seeking new methodologies. Professional development will remain at the forefront of faculty discovery and dissemination, making our department stronger, progressive and more effective.

# 3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

# 3.1 Enrollment demographics

1. Over the course of five years, the DPE’s enrollment has significantly declined. In 2016, the department served a student population of 9,303. At present, the DPE serves 7,453 students, creating a 19.9% student enrollment decline.
2. Given the data provided by the OIE, of the 7,453 of the self-identified students, males represent 49.5%, females 46.7%, and 3.8%, identify as other/different identity. Only 18% are Physical Education majors.
3. Given the data provided, the following Physical Education courses have the highest demand and are listed in order.

* PE 102 Yoga: Serves 4,129 students, 182 sections offered. 16% of the population takes course in the evening
* PE 243 Stress Management: Serves 3,879 students, 93 sections offered. The course is offered online and evenings
* PE 162 Conditioning for Athletes: Serves 3,787, 191 sections. 9% of the population takes the course in the evening.
* PE 193 Weight Training: Serves 2,760 students, 115 sections offered. 14% of the population takes the course in the evening.
* PE 235 First Aid CPR: Serves 2,335 students, 102 sections offered. 1% of population takes online.

All of the above courses have been offered every Fall, Spring and Summer semester for the last 5 years. These courses show higher enrollment due to the fact PE 243, PE 235, and PE 102 are required by for transfer degrees and our certificate programs. While, as an Athletic Department we recruit many student-athletes to come to this college, and PE 193 & 162 are courses our athletes enroll in.

1. The courses offered within the Physical Education Department prepare students with entry level courses for the Physical Education/Kinesiology major. With only 18% of the enrollment population identifying as Physical Education/Kinesiology majors, we need to take a deeper look at what we can do as a whole to attract future students to the discipline.
2. Given the data provided, enrollment varies minimally between Fall and Spring semesters. In the Fall, 174 sections are offered with a total average enrollment of 3,809. In the Spring, 176 sections are offered with the total average enrollment of 3,601. The average summer enrollment is 1,305 students with 56 sections offered

# Student Achievement and Equity (and student demographic profile)

1. Over the past five years, completion and success has been relatively stagnant. From 2016/17 to 2018/19, the numbers were relatively the same. Since 2018/19, there has been an approximate 2% drop, most likely attributed to the COVID19 pandemic and school being closed.

* Completions in 2016/17- 88.9% and in 2020/21- 88.7%
* Success in 2016/17- 82.7% and in 2020/21- 80.8%
* Compared to other programs on campus P.E course completion was 7% higher in 2016/17, and now is 8% higher. There were bigger disparities in course success as P.E was 15% higher in 2016/17, and now in 2020/21 it has fallen to 12%
* Completions in P.E in 2016/17- 89.7%, and in 2020/21-88.7%
* Completions in all other programs in 2016/17-82.9% and in 2020/21-80.7%
* Success in P.E in 2016/17-82.7% and in 2020/21-80.8%
* Success in other programs in 2016/17- 67.2% and in 2020/21-68.4%

Program Awards by Year (Total Awards)

Experienced a slightly downward trend, declining from 42 in 2016/17, to 38 in 2017/18. The recovery to 47 in 2020/21 during the COVID19 pandemic was a positive result. Further research must be done to examine why there was an increase during the pandemic. Students earning an award by year for “Unique Students”, were nearly the same

Program Awards by Type (Degrees)

Also increased during the pandemic improving from 25 in 2018/19 to 37 in 2020/21.

Program Awards by Type (State Approved Certifications)

Have declined from 18 in 2016/17, all the way down to 6, in 2019/20, and recovered to 10 during the pandemic in 2020/21.

Program Awards for Certification:

60+ units increased from 23 to 34 from 2018/19 to 2020/21.

AA/AS: Numbers have increase slightly from 1 – 3, but are consistently low. Students are gravitating toward the AA-T. We examined other college’s offerings, and have developed a Physical Education and Wellness emphasis AA degree.

AA-T: Numbers have increased from 23 in 2018/19 to 34 in 2020/2021

Certifications <30 Units:

Numbers have declined from 18 in 2016/17 to 6 in 2019/20. Then recovered to 10, from 2019/20 to 2020/21.

Certifications: 30 – 59 Units:

Numbers have remained low over the past 5 years.

1. Course Completion Equity Analysis.

Course completion for Physical Education is consistently high, with all races and ethnicities in the mid to high 80%, to the low 90%. DSS and military students do 1-2% better than non-DSS/non-military. While foster youth, LGBTQI, and low-income student numbers are close to the same as their counterparts. One possible way to explain these results are the numerous activity classes offered and/or taken, versus academic classes. More data is necessary in order to compare Physical Education academic versus activity classes.

Additionally, African American students show lower numbers (68%) when it comes to course success, but that percentage is still higher than the rest of campus. Both lower income and foster youth students experience a 6-7% decrease in numbers related to course completion. Our hypothesis is that students with less stability, whether socio-economic or in matters of family support, generally struggle more.

1. Equitable Grading

It would benefit our department to meet more often to discuss equity grading, attendance, late-work, and reforming classroom policies to better help our students succeed. The numbers don’t necessarily show a need for it, but any help to improve our department’s efforts to enhance the experience of our students is paramount. Our dean is in favor of such communication and this can best be achieved with consistent department-wide meetings.

1. Equity Action Plan

As an extension of the access and equity efforts that the district has taken over the past several years, we must remain most committed to addressing racism and social injustice in our schools through actionable steps. These actions build upon the tenets of our Equity Commitment and Beliefs:

Equity Commitment

* We will raise the achievement of all students while eliminating the predictability of academic achievement based upon class, race, gender, or disability.
* We will implement culturally responsive teaching and leadership practices that reflect the contributions and perspectives of all people.
* We will identify and address barriers that perpetuate opportunity and achievement gaps.
* We will foster inclusive relationships across all communities.

Beliefs

* We believe that all voices have value.
* We believe that mutual relationships build safe and engaging communities.
* We believe that each person has agency and power.
* We believe that opportunities to learn, lead, and collaborate unleash potential.
* We believe that life demands critical thinking and problem solving.
* We believe that challenge is foundational to growth.
* We believe that personalizing learning creates engagement and ownership.
* We believe that reflection on data creates a drive for improvement.

This Equity Action Plan consists of short- and long-term goals and accepts that this work is ongoing and never finished.

Community Outreach and Involvement:

The District/College/Department (DCD), needs to continue to actively pursue opportunities to get into our communities of color and other minoritized groups and to engage them further into the school community. As part of this effort, The DCD should expand efforts to translate important documents into the primary languages spoken in the homes of our students.

Support for Students Beyond the School:

Fullerton College staff and student leaders have begun and will continue to provide support to minority parents and students in the community.  This support includes such things as non-school-hour tutoring, technology training, and enrichment activities offered at locations that make these opportunities convenient for these families.

Financial Support for Qualifying Families:

In addition to the Federal Free or Reduced-Price Lunch program for qualifying students, the DCD works with private donors and county/state programs to help families with financial hardship.

Policy Review:

As part of their annual review of NOCCCD Policies and Procedures, the DPE will undertake a review of policies for evidence of inequities and participate in and provide feedback to assist the process.

Equity Commitment and Beliefs:

The DPE will hold its equity commitment and related beliefs at the center of decisions that impact students and families.  This commitment, related resources, and this equity plan will be posted on the DPE website.

Curriculum:

All students deserve to see positive representations of themselves and others in what they read, see, and hear.  Staff will continue to examine instructional materials to ensure authors, speakers, leaders of diverse cultures are included in the curriculum.

Professional Development

Training specific to culturally responsive teaching practices will be ongoing and related practices will be used by all staff. This training will include, but not limited to topics of community interaction, racial/ethnic diversity and equity, implicit bias, power of voice, microaggressions, and privilege.

Diversity Calendar

* Schools will celebrate diversity through messaging, programming, presentations, and visual displays.

Schools will recognize and celebrate ethnic/racial/cultural diversity (e.g. Black History Month, Indigenous People’s Day, Global Diversity Awareness Month, etc.)

Visual Statements

* Visual recognition of minority leaders, voices for change, and messages of acceptance will be prominently displayed in each school
* Respect and appreciation of human differences will be emphasized and celebrated

# 3.3 Student Achievement and Pathways

1. According to the data provided by the OIE, students have consistently shown progress within the physical education program over the last five years.  Both course completion and course success rates have remained consistent or increased during that five-year period.
2. The current Kinesiology Associate Degree for Transfer is in line with the approved Transfer Model Curriculum.
3. With representation from Counseling, The DPE continues to update curriculum mapping to better serve our students.  All programs within the department are mapped, both degrees and certificates. Although, students have experienced difficulties completing the mapping created for the certificate programs over the last two to three years due to COVID-19.  Data shows that there were limited certificates awarded compared to 5 years ago, most likely due to the limited in-person certificate classes that were offered prior to the Spring of 2020 semester, to the present. When Fullerton College returns to campus full-time, we believe we will see a positive trend in certificate completion rates as well as increased numbers of degrees awarded.
4. The data shows that the ADT has really become the Degree of choice for enrollment, completion and success. This is mainly because it is the degree that transfers to CSU and UC. The original AA Degree is starting to become obsolete. We have put forward a new AA in Physical Education and Wellness degree that we believe will be popular with students that are looking to transfer to private and out of state schools. The certificate programs have shown a decrease in enrollment and completion.  We believe our certificate programs needed to changed and updated which has been completed since the last program review and we are looking forward to better results when we get back to in person school. Covid-19 has also played a factor limiting both student and instructor in-person interaction. The result has severely impacted the student’s opportunity to complete these certificates.

# 3.4 Faculty

1. Given the data presented by our most recent OIE, the last 4 years the FTF work load has stayed consistent 63% to 64% of our section have been taught by FTF. Over the past 4 years the PTF workload has stayed consistent with 35%-37% of our sections taught PTF
2. The Fullerton College water polo/swim program is the third largest intercollegiate athletic program in regards to the number of students. With three programs covering two semesters of competition it’s imperative to have someone in charge of the aquatics program. Currently we have 2 full time people working in these areas and with their retirement it would devastate the program not to have at least one of these positions replaced. With the majority of the student-athletes in the Aquatics program being associated with an underrepresented group (Hispanic), it is of the utmost importance to have full-time faculty to mentor academically, socially, and for personal development this student population, as well as all students associated with the baseball program. In 2016, 26 students (52%) were associated with an underrepresented student population. In 2017, 20 students (50%) were associated with an underrepresented student population. In 2018, 22 students (56%) were associated with an underrepresented student population. This replacement request will assist in meeting all four of the college goals. In addition, the Affordable Care Act limits the number of hours worked by adjunct faculty. It continues to be extremely difficult to identify and secure adjunct faculty/walk-on head coaches that meet the minimum qualifications for the Physical Education and Coaching disciplines. Adjunct faculty serving has a head coach are severely impacted by the Affordable Care Act. These individuals are expected to coach, teach, provide academic support, fund raise, recruit, and not exceed 67%. Consequently, the ability to assist with Guided Pathways, closing the achievement gap with this group of at-risk students, maintain partnerships with the high schools for recruitment/outreach purposes, and spend the necessary time fundraising for the program will be extremely difficult and detrimental the program.

Intercollegiate athletic programs have been providing and assisting with **“guided pathways”** for student-athletes for decades. The recruiting process provides the faculty/coach the opportunity to develop a relationship and strong bond in which the needs of each student-athlete are identified and an educational and athletic plan are proposed. Once the student-athlete determines that Fullerton College is the institution that will meet his/her needs, the faculty/coach guides them through the matriculation process, finalize their educational plan, and is fully engaged with the students to provide the comprehensive support to complete their academic program.

The FC PE offers a Kinesiology ADT which assists in meeting the lower division requirements for a Bachelor’s Degree at any of 23 CSU campuses. In an effort to maintain the quality of transfer preparation, it is imperative to have full-time faculty as primary instructors. The replacement of this position will mitigate this issue.

The FC PE department is actively and continuously recruiting students to enroll in not only intercollegiate athletic classes/programs, but for all division classes. The Kinesiology ADT has provided an opportunity for growth within the division with more students identifying the degree as their educational goal. To continue to meet this demand, maintaining full-time faculty members will allow the division to offer more sections of the required and restricted elective courses.

Replacing retired faculty will provide students continued access through the office hours and provide for divisional representation on campus committees. Furthermore, full-time faculty members are more apt to be involved in the community activities and events. Another important aspect of replacing full-time faculty members is for these individuals to provide the necessary academic and social guidance for this at-risk student population.

# 3.5 Covid-19

At the beginning of the Pandemic (March, 2020), all on campus, in-person classes were modified to teach online or via Zoom in order to maintain enrollment and meet students’ educational needs and contribute to the well-being and safety of our campus. Faculty who were not certified, or were in the process of being certified to teach online, quickly took steps to acquire the Online Teaching Certificate in order to maintain the integrity and enrollment of each course. Prior to the pandemic, the DPE had been offering more online and hybrid courses to meet the ever-changing needs of our students. This process went into successful overdrive to accommodate as many activity courses as possible, while adding to our portfolio of classes based on the theory of physical activity. As a result, we were able to add interactive curriculum, create more supplemental content, and introduce a new level of technology into our courses. We added phone Apps to classes to track exercising routes and routines of students. We created more technical applications to the curriculum and learned to create feedback for our students through Canvas Studio and other sources.

Overall, our department has done an incredible job of not only navigating the pandemic, maintaining student enrollment with multiple lab courses, developing new methodologies in adapting to activity classes online by way of apps, video and Zoom and still being able to meet the CSLOs.

# 3.6 What has not been asked?

As a department, have and will always maintain a high level of understanding and interaction with our students. A vast majority, if not all of our faculty, are coaches. As coaches, we are accustomed to learning and adapting to our students' particular strengths, weaknesses, and challenges in order to make the necessary adjustments to our teaching methods and content. All the data can support but will never define the effectiveness of our faculty interaction with students and how we continuously adapt to support their success.

We will still need funding to support our growth as a science and to adapt and compete with the at-home and commercial fitness industry. We will need to add more technology to our courses (supplemental web services, GPS trackers, Heart rate monitors, home workout apps, body evaluation devices, etc.) as well as continue to update our equipment and facilities to attract student interest and provide a professional working environment for students to meet their needs (CSLOs).

Although growth for the entire DPE is the long-term goal, there are issues of inequity that require immediate attention. Certain facility issues within our athletic program do not allow us to compete in select competitive events. For example, in our track and field program, throwing events make up 25 percent of the total events offered for competition. At present, we do not have a place to practice or compete for hammer or the javelin. Students in the intercollegiate track program that are throwers either don’t compete in these events, or are unprepared to be successful because of a lack of facilities. This inequity effects our ability to recruit throwers and handicaps the track and field program as a whole. Team points have been lost over the years because of a lack of a fair playing field, and the results are a lesser experience for the young women and men who participate. Augmenting these additions would allow our students to excel in an environment that prepares them for transfer, as well as attract more enrollment from competing organizations, fitness centers, and other colleges that have better resources.

As this relates to 3.4, the DPE feels we need to continue to push for full-time faculty to be the lead instructor for our intercollegiate athletic programs and classes. When this isn’t possible due to the size of the program (too big or too small), we need to investigate the best and most cost-effective way of obtaining support for our intercollegiate athletic classes and programs. Our larger programs need to explore hiring professional experts (sports specific instructors) to supplement the number of students that one full-time employee is responsible for. It would allow for students to have higher of quality sport specific instruction and assist in the recruitment and matriculation student-athletes. The smaller programs need to have the ability to hire a sport specific instructor that can work more than 26 hours a week. These instructors are usually working here as a side job, it is important to have an instructor who is fully vested in the recruitment and matriculation of their students and program. An additional issue is the difference in students per fulltime faculty in the different intercollegiate classes. Some courses exceed 30 students, while others have less than 10. This alone creates and equity issue for the students and faculty involved in the intercollegiate athletics courses.

# 4.0 Outcomes

# 4.1 Program Student Learning Outcomes (PSLOs)

The Physical Education Division is currently revising each program and certificate’s PSLOs. Based on a rubric developed to insure each PSLO is based on a synthesis of multiple skills developed over the course of the whole program, demands skills high on Bloom’s taxonomy, reflects one or more NACE (Career readiness competencies) competencies, connects to the ISLOs and includes effective tools to assess the PSLO, we anticipate having a wealth of data for the future. Process is taking place in Fall of 2021 and Spring 2022.

# 4.2 PSLO Assessment

PSLOs will be assessed through a variety of ways including collaborative projects, exams, practical’s, essays and exit surveys, to name a few.

# 4.3 CSLO Assessment

Our division assesses CSLOs every spring in eLumen. Based on our reflections of the assessments, DPE members request funding for course improvement. These funds may be used for equipment, presentations, work stations, trainings, continuing education for faculty, and more. Based on the reflections from the CSLO’s, instructors may find alternate methods of teaching styles to improve student learning. Adding visual aids from a variety of websites, YouTube, and webinars have helped to open new learning opportunities, especially since the pandemic. Attending filed trips to observe off campus organizations, give students an experience unlike the one they are having on-campus.

Several of the classrooms on-campus do not have learning stations; this creates a problem for instructors who wish to offer a variety of visual and audio aids for the classes. Presentations by professional experts is invaluable; listening to presenters discuss potential opportunities and employment may provide inspiration and insight for students.

# 4.4 SLO Equity Analysis

1. Based on Appendix A, the data reflect a fairly even percentage of course completion amongst different ethnicities, most in the upper 80% range, with 4 in the 90% range. This group includes American Indian/Alaska Native, Asian, Black/African American, Filipino, Latinx, Native Hawaiian and White. For course success, the Black/African American students came in below average, with an approximately 15% lower rate than other ethnicities. We are not completely sure why this happens. Perhaps these students do not take advantage of tutoring on campus, perhaps the student’s ability to study is diminished due to working hours, or perhaps the students and faculty are not connecting somehow. And maybe, there is some implicit racial bias present. Based on course completion percentages, these students are completing the courses, just not receiving a grade considered successful. The reason may also be excessive absences, being tardy, missed assignments, missed exams, or poor performance on high-stakes assignments
2. It can be assumed that the drop-in numbers for completions of degrees and certificates completed is a direct result of the pandemic; the certificate programs all require in-person class experiences, which were not possible from spring 2019 until fall 2021. Improvement in the area of the SLOAs & PSLOs connecting to the revised ISLOs may help the numbers rise in DPE degrees and certificates. The DPE AA degree is currently under complete revision, based on current student needs for transfer and usage at the four-year institutions. Providing training for equity and diversity that is specific to the courses offered in the DPE could prove beneficial; actual suggestions for revision of course content, syllabi and methods of instruction to achieve these goals of equity and diversity could be invaluable. Community outreach through videos, in-person presentations, hosting sites at health fairs, and distributing fliers in areas and cities with diverse populations may be beneficial in increasing the numbers with regards to class, race, color, or disability. Providing facilities and equipment that are equal to other community colleges in southern California may attract students, should they be making a choice about which college to attend. Compared to the majority of the Fullerton College campus, with the exception of the field house and pool, the DPE is aesthetically challenged.

# 5.0 Other Areas of Program Effectiveness

# 5.1 Your Department and General Education

1. In Fall 2017, 722 students majored in Kinesiology—AAT (2.9%) and in Fall 2019, 529 students majored in Kinesiology (2.3%). It is a top 10 major at Fullerton College. The GE courses that most students take are PE243: Stress Management, WELL242: Stress Management, PE250: Sports & Society and WELL230: The Mind-Body Connection. Within the CSU pattern, you can find PE within Areas D & E. In the IGETC. And within the FC pattern, PE & WELL are areas D2 & E
2. We help all students at FC earn the PE credit for all AA degrees on campus. We also provide the AAs in Kinesiology and Physical Education. Within the CSU pattern, you can find PE within Areas D & E. In the IGETC. And within the FC pattern, PE & WELL are areas D2 & E.
3. Classes in Physical Education are offered to allow traditional and non-traditional students to enroll in the course. These include online, hybrid, day and evening courses. These can include both lecture and laboratory courses. Additionally, courses offered online are offered in 16, 12 & 8-week formats for expedited learning and allow students the flexibility in their class scheduling. Courses such as PE 243: Stress Management, WELL242: Stress Management, PE250: Sports & Society & WELL230: The Mind-Body Connection, are all offered online and in an accelerated method (8- or 12-week sessions). Within the CSU pattern, you can find PE within Areas D & E. In the IGETC. And within the FC pattern, PE & WELL are areas D2 & E.
4. General Education, lecture courses taught face-to-face are generally available 8am – 4pm, Monday through Friday and again at 6pm-10pm, Monday through Thursday. Laboratory courses taught face-to face are generally available 7am-9pm, Monday through Thursday, and 7am-4pm on Fridays. A few select classes are offered as weekend courses. Most all lecture courses that are available face-to-face are also offered in an online format for greater student selection. Courses such as PE 243: Stress Management, WELL242: Stress Management, PE250: Sports & Society & WELL230: The Mind-Body Connection, are all offered online and in an accelerated method (8- or 12-week sessions). Since Covid-19 and the suspension of on-campus courses, the number of laboratory courses has increased. Walking for Fitness has proven to be one of the most sought-after laboratory courses

# 5.2 Outside Influences on Your Department

1. Covid-19 and related safety protocols have impacted our programs of study. Specific courses cannot be taught online and have been postponed until such a time where all safety measures can be implemented. Other courses have shifted completely online, but with a cost to the retention and completion rate. Specifically impacted is Intercollegiate Athletics. Weekly testing for students, faculty and staff had to be implemented. Our on-campus policies to keep students safe has affected budgets because of the constant testing

When repeatability was removed from Title 5 in 2012, the enrollment in PE activity classes was robust.  The faculty decided not to develop families with the existing curriculum when the Title 5 changed occurred.  However, over time, feedback from students was that they wanted the ability to continue skill development with specific activity courses.  For example, a student successfully completes PE 115 F Golf and expresses an interest in continuing his/her skill development is not able to unless they Audit the course.  Another impact is that there are not enough course numbers to create sequences in courses.  In addition, the FC Curriculum Committee has continually denied PE faculty efforts to develop beginning, intermediate, and advance sequence of courses using ABC designations.  However, during the fall 2021 semester, the FC Curriculum Committee granted an exception to the PE Department where ABC designations can be used to develop a sequence of courses for PE activity classes in an effort to meet student need and grow enrollment.

1. Make sure you are including all degree and certificate programs, including the College’s GE program.
2. A number of classes are in the Natural Sciences Division and include Anatomy and Physiology, Chemistry, Biology. These are requirements for the Kinesiology ADT Degree and Physical Education AA Degree.
3. If AB 705 applies to your program then how are you meeting its mandates?

Not applicable

# 5.3 Your Program’s Active and Applied Learning and High-Impact Practices

1. The efforts of the faculty to make learning actively and applied. Students can, and often do, work alongside instructors in the intercollegiate courses. This gives students the real-world experience in working in a high paced, intercollegiate setting that they might aspire to work in some day. For instance, a student interested in ‘strength and conditioning could assist the coaches as they do their off-season conditioning within an Independent Study course with the instructor/coach.
2. During COVID-19, while offering Intercollegiate Athletics, the student-athletes have not had a dedicated place on campus in which to do their online classwork. Computer Labs were not allowed to be used because of safety.  Additionally, the institutional barriers placed on specific instructors because those who teach intercollegiate athletics courses are expected to work significantly more hours than those who do not. Especially during Covid-19, where campus services are unavailable on campus, the instructors are expected to go even further to assist their student-athletes in their overall educational experience.

# 6.0 Planning

**6.1 Progress on Previous Strategic Action Plans (SAPs)**

**SAP 1. Develop consistency with which faculty heads the program and tracks SLOAs.**

* All faculty were tasked with tracking and monitoring the SLOA’s for their courses. This led to changes in SLOs for several courses and to improvements to our certificate programs.
* Alix Plum was designated as the faculty in charge of direct tracking of the SLOAs.
* The number of active participants in our programs increased, but the number of participants completing the programs has not increased.
* The **Athletic Coaching Certificate** went through a program review in 2019 and was changed from a Certificate of Achievement, 18 to 21 units to a Skills Certificate, 11.5-15 units. In 2020, a course unit change altered the certificate to 12-15 units. Several courses were added to the restricted electives list. A sports officiating course was added to the required courses, while three courses were removed from the required courses.
* The PSLOs were revised and increased from two to five outcomes. This better demonstrates the skills and abilities the students will achieve with the certificate.
* By streamlining the total units required, adding several electives, and adding the sports officiating course, we believe that this created an easier transition to complete the certificate without compromising the quality of the program.
* The **Pilates Certificate** was revised for Fall 2021 by replacing two courses with two updated courses in the area of Pilates Reformer and Pilates Apparatus. A prior course was mixing beginning with intermediate students and the courses were changed to address this issue.
* The **Personal Trainer Certificate** was increased from 14-15 units to 19 units. Restricted electives were removed and all courses are now required. Three courses were added to the certificate: PE 265 Movement Anatomy, PE 270 Exercise Nutrition, and PE 254

Personal Fitness Trainer. These additions improved the knowledge and skill base of the certificate.

* The **Fitness AS Degree and the Kinesiology AA Degree for Transfer** both had the PSLOs revised.

**SAP 2. Revise the PE AA Degree to make it a more relevant option and increase student success and completion.**

* A new degree**, Physical Education and Wellness Emphasis AA**, has been developed to provide an additional option for students wanting to enter the PE/Kinesiology field. This degree will help students who wish to attend out of state and private universities.

**SAP 3. 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 PSLOs.**

* In progress.

**SAP 4. Increase available technology (video and audio capabilities) to locations not often associated with teaching and learning (e.g. weight room, gym, track/football, etc.)**

* The gymnasium is being equipped with a web-based, on-demand, video supported analytics system for the purposes of scouting, development, and entertainment. This technology utilizes a proprietary logging system to tag and catalogue every possession of every game. Collected data is classified according to a range of indicators including traditional statistics, play types, player behaviors, and game situations. Video of a competition is usually available 12 to 24 hours after completion. This system allows coaches and scouts to comprehensively evaluate player and team performances.

**SAP 5. Increase the student success rate for students in the Personal Training Certificate Program.**

* The revised curriculum for the Personal Trainer Certificate started in the Fall of 2019. Covid restrictions began in March of 2020. This has hampered the goal of increasing student success in the certificate. There has been increased interest in the certificate, particularly questions about the course PE 254 Personal Trainer, which is the capstone course for the certificate. Enrollment for this class and PE 154 increased in Spring 2020 but are not ideal courses for online instruction. The certificate has courses with labs:
* Anatomy or Biology, PE 154 Exercise Prescription, and PE 235 First Aid, CPR, and Safety Education. The certificate serves the students better in a face-to-face setting.

**SAP 6. Provide current technological equipment for fitness testing purposes and practical applications required of a personal fitness trainer.**

* A sit and reach flexibility box, a step test box, metronome, blood pressure cuffs, grip strength dynamometer, and skinfold calipers are being utilized for fitness testing.
* A metabolic cart has not been provided. This is an expensive item and to justify purchase of a system we would need to dramatically increase the certificate’s success rate.

**SAP 7. Provide a Personal Fitness Trainer Fitness Course that is approved and certified by the NASM, NSCA or the ACSM.**

* We have not succeeded in gaining approval from a national body. NASM collaboration was attempted, but the organization is primarily a for profit organization and not as well-respected as the other two national bodies. The NASM exam costs $600, an amount most of our students cannot afford.

**SAP 8. Publicize the Pilates Certificate to the surrounding community.**

* The Pilates Certificate has not been publicized to a greater extent to the surrounding community.

**SAP 9. Develop a replacement plan to purchase new equipment and replace old or damaged equipment.**

* To be determined.

**SAP 10. 11-12-month contracts for faculty that coach intercollegiate sports teams.**

* This plan has not been approved or implemented.

# 6.2 New Strategic Action Plans

**SAP 1. Increase available technology (video and audio capabilities) to locations not often associated with teaching and learning (e.g. weight room, gym, track/football, yoga/Pilates, etc.)**.

Strategic Action Plan (SAP) #\_*1*\_, department: \_Physical Education\_\_\_\_\_

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | Increase audio and video capabilities in unique areas within the DPE, to promote engagement and learning. |
| List College goal/objective the plan meets. | Goal 1: Promote success for every student  Goal 2: Objective 4: Foster a sense of belonging where all are welcome and student basic needs  are addressed  Goal 3 / Objective 3: Be a cultural hub (of fitness) for our local community  Goal 4: Commit to accountability and continuous quality improvements |
| Explain how the request helps the College attain student equity. | Meet underrepresented students where they are. Better stimulus and feedback to perform at a higher level in their classes. |
| What measurable outcome do you anticipate for this SAP? | Engaged and stimulate students with shared wellness experiences. Creating a culture of wellness through shared energy. |
| What specific aspects of this SAP can you accomplish without additional financial resources? | None. Advancing with technology is part of the process of engaged student learning experiences. |

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel |  |  |
| Facilities |  |  |
| Equipment:  Blue tooth Stereo System (2)  Televisions 60 inch (6)  Work station (2) | $5,000  $5,000  $30,000 | Program review, General Funds  Program review, General Funds  Program Review, General Funds |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | $40,000 | Program Review, General Funds |

**SAP 2. Increase the student success rate for students in the Certificate Programs.**

Strategic Action Plan (SAP) #\_2\_, department: \_\_\_\_ Physical Education \_\_\_\_

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | Bring awareness to and promote the pathways of certificate programs offered by Physical Education. |
| List College goal/objective the plan meets. | Goal1: Promote success for every student.  Goal 4: Commit to accountability and continuous quality improvement |
| Explain how the request helps the College attain student equity. | Creates an opportunity for all students with a pathway for success. |
| What measurable outcome do you anticipate for this SAP? | Steady increase in the number of students choosing and completing the certificate program as a pathway of success. |
| What specific aspects of this SAP can you accomplish without additional financial resources? | Promotion from within, but with limited outreach |

**SAP 3. Provide current technological equipment for fitness testing purposes and practical applications required of a personal fitness trainer.**

Strategic Action Plan (SAP) #\_3\_\_, department: \_\_ Physical Education

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | As a department we need to advance to stay relevant. Personal fitness trainers provide scientific and technical applications to increase the strength, conditioning, and wellness of our students. |
| List College goal/objective the plan meets. | Goal 1: Promote success for every student  Goal 4: Commit to accountability and continuous quality improvement |
| Explain how the request helps the College attain student equity. | The discipline of Physical Education is comprised of a large number of underserved students.  Updated equipment is needed for both faculty and students to excel in the classroom. |
| What measurable outcome do you anticipate for this SAP? | Body composition, blood pressure, body fat mass index in pre and post assessment. |
| What specific aspects of this SAP can you accomplish without additional financial resources? | None: Advancing with technology is part of the process of engaged student learning experiences. |

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel |  |  |
| Facilities |  |  |
| Equipment:  Body Composition Machine  Heart Rate Monitors  GPS Trackers | $6,000  $5,000  $5,000 | Program Review, General Funds  Program Review, General Funds  Program Review, General Funds |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | $16,000 | Program Review, General Funds |

**SAP 4. Develop a replacement plan to purchase new equipment and replace old or damaged equipment.**

Strategic Action Plan (SAP) #\_4\_\_, department: Physical Education

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | Planning ahead considers student safety and keeps equipment relevant. Two extremely important factors within a successful program. |
| List College goal/objective the plan meets. | Goal 1: Promote success for every student  Goal 4: Commit to accountability and continuous quality Improvement |
| Explain how the request helps the College attain student equity. | The discipline of Physical Education is comprised of a large number of underserved students.  Updated equipment is needed for both faculty and students to excel in the classroom. |
| What measurable outcome do you anticipate for this SAP? | The use of relevant weight training, fitness and conditioning equipment, allows for pre and post assessments in strength, stamina, speed, and endurance. |
| What specific aspects of this SAP can you accomplish without additional financial resources? | None: Equipment needs to be operable and student safe. |

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel: |  |  |
| Facilities: |  |  |
| Equipment:  As needed | $30,000 (yearly) | Program Review, General Funds |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | $30,000 (yearly) | Program Review, General Funds |

**SAP 5. New SAP Hiring of Professional Experts in Specific fields of Intercollegiate Athletics**

Strategic Action Plan (SAP) #\_5\_\_, department: Physical Education

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | Professional Experts |
| List College goal/objective the plan meets. | Goal 1: Promote success for every student  Goal 2: Support a diverse and inclusive campus culture  Objective 1: Remove institutional barriers to student equity and success.  Objective 2: Increase equity in hiring and training  Goal 3: Strengthen connections with our community  Goal 4: Commit to accountability and continuous quality of Improvement |
| Explain how the request helps the College attain student equity. | The ability to hire specialized coaches that will foster a sense of belonging for students. Title IX implications for coaches and athletes |
| What measurable outcome do you anticipate for this SAP? | Motivated coaching experts that inspire and help to clear a pathway for student athlete success |
| What specific aspects of this SAP can you accomplish without additional financial resources? | None. We’ve made improvements, but we continue to be limited. We’ve added Women’s Lacrosse, Women’s Beach Volleyball, Men’s Volleyball, for compliance and student interest |

**SAP 6. Immediate Solution to improve the access for Student Athletes have proper facilities to compete.**

Strategic Action Plan (SAP) #\_6\_\_, department: Physical Education

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | Complete facility for Track and Field |
| List College goal/objective the plan meets. | Goal 1: Promote success for every student  Goal 2: Cultivate a culture of equity  Goal 3: Strengthen connections with our community  Goal 4: Commit to accountability and continuous quality improvement |
| Explain how the request helps the College attain student equity. | Allow for all students in Track and Field to practice and compete in the throw events. |
| What measurable outcome do you anticipate for this SAP? | Increase in performance. Ability to compete in two additional events. Team will receive higher scores and lead to more opportunity. |
| What specific aspects of this SAP can you accomplish without additional financial resources? | Continue doing the best we can teaching these throws without an adequate and safe space. Students will be limited in the ability to perform in these events. |

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel |  |  |
| Facilities:  Javelin Hammer throws area | Undetermined | General Funds |
| Equipment |  |  |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | Undetermined | General Funds |

**SAP 7. 11-12 month contracts for faculty that coach intercollegiate sports teams.**

Strategic Action Plan (SAP) #\_7\_, department: Physical Education

|  |  |
| --- | --- |
| Describe Strategic Action Plan. | 11–12-month contracts for Faculty that Coach intercollegiate sports teams. |
| List College goal/objective the plan meets. | Goal 1: Promote Success for Every Student  Goal 3: Strengthen Connections Within the Community  Goal 4: Commit to accountability and continuous quality improvement |
| Explain how the request helps the College attain student equity. | We currently have sport teams that do not have the necessary staff to support the recruitment of athletes. |
| What measurable outcome do you anticipate for this SAP? | Increased performance in teams / individuals from coaches that have club programs within our community of developing young athletes. Increased outreach and recruitment |
| What specific aspects of this SAP can you accomplish without additional financial resources? | If we maintain the status quo, we will continue to experience faculty-burnout |

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Requested dollar amount** | **Potential funding source** |
| Personnel | $200,000 | District |
| Facilities |  |  |
| Equipment |  |  |
| Supplies |  |  |
| Computer hardware |  |  |
| Computer software |  |  |
| Training |  |  |
| Other |  |  |
| **TOTAL requested amount** | $200,000 | District |

# 6.3 Optional: Long-Term Plans

This campus is full of buildings with beautiful architecture, draped in historical and innovative designs; a journey of over 100 years in full, prideful display. We would like the 1200 building, our home, to reflect that same pride, to be reimagined and brought into the 21st century with the same thoughtful eye that envisioned *what could be if we want greatness here?* And then set out to create that vision for us.

We want greatness magnified in our slice of campus.

Who inhabits the 1200 building? The minds, the colors, the ethnicities, the faculty, the students, the athletes, and yes, even you, sometimes. A building of opportunity. The English major, the business major, the communications major – the physical education major, all in a building and space that need to be reimagined to fit the needs and the dreams of the future. We have had temporary fixes, yes, but we need more. We serve thousands of students. They should learn and compete in a building that they can be proud of. We need to enhance the experience of all who walk through the doors. Our one-story building is home to lot of the memorable history on this campus. We would like those memories and the ones yet to be made in a two-story building, one that has room for classrooms, administrative offices, sport-specific offices, locker rooms, a weight room, equipment rooms, an athletic training room, a Student Athlete Resource Center, and a Hall of Fame - all that are state-of-the-art, welcoming, and a source of pride to the college and community.

**The Athletic Training Room (ATR)**

We have 18 athletic teams and over 450 student athletes. The ATR needs to be tripled in size to allow for all teams to the get care and treatment they need and deserve. We are not serving our student athletes at full capacity because there is not enough room to do so. It is unfathomable and inequitable to imagine 450 athletes who require treatment in a space that can serve at most, ten students at a time.

**Locker Rooms**

Men’s and women’s basketball, as well as men’s and women’s soccer, are existing in locker rooms that are not up to standard. Men’s soccer has upwards of 80 students on their roster, with access to 40 lockers. Most egregious, there are teams that do not even have a locker room, including our repeat women’s water polo State Champions.

Our men’s basketball program, one of the best in the state, is falling behind its competition in terms of what other colleges in our conference provide. Athletic departments across the state are renovating and building new locker rooms, weight rooms, and student resource centers. Athletics at Fullerton College is falling behind and at some point, this will affect the DPE where it hurts the most, FTES. In order to sell potential students on the benefits of attending Fullerton College, we need facilities that adequately stand up to our opponents. We are not there, and the goal is to get there. Our students deserve that experience.

**Facilities**

The current baseball and softball fields are not a source of pride for the DPE. Baseball and softball both need a clubhouse, and for their locker rooms to be housed within the 1200 building, or, to have their own locker rooms at their respective facilities. Restrooms, new fences, vibrant grass, and all that goes into making their facilities special is needed.

Our track and field program has struggled over the last few years without an inadequate number of full-time students. The lack of throwing facilities is the main obstacle in fielding a successful program. It is hard to convince a student athlete to come to Fullerton College to throw, when no facilities to throw exist.

Our weight room and Wellness Center are below standards. Both facilities are old and lack the necessary technology to compete with other colleges in the 2020’s. A full renovation of both facilities will attract more of the local community to sign up for activity classes. Separating the general weight facility from an athletics’ weight facility, will also contribute to more students in classes. Not all students want to share the weight room with athletes. A student-only facility would be a big selling point to the community, and would allow us to create unique classes to cater to the different populations in and around Fullerton.

**Student Athlete Resource Center**

And last, but probably most important, Fullerton College needs a Student Athlete Resource Center. Our student athletes graduate and transfer at a higher rate than any other cohort on campus. The DPE has been very successful helping students to matriculate to the four-year level. Their athletic talents and specialties, along with the outstanding education they have received at Fullerton College, have provided the necessary framework for student athletes to graduate and transfer. The general consensus on campus seems to be that since student athletes are graduating and moving on at a high rate, the faculty must be okay with the limited amount of space and resources provided. That is not true. It is not fair to our students, it is not fair to us as faculty, and it is a poor reflection on Fullerton College as a whole. Other colleges in our geographic footprint are providing state of the art resource centers, specialists and abundant staffing. Imagine what we as faculty and coaches could do to support our students if they had a dedicated state-of-the-art center to call their own, where all of their needs as students could be navigated by those trained as specialists to do so. Our time could be better utilized to focus on our strengths as educators and coaches. We could elevate all of our programs to an unprecedented level of success athletically and academically…and that is Fullerton College’s success.

# 7.0 Executive Summary

See 1.0

# 8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications:

1. The link for our website is:

<https://pe.fullcoll.edu/>

<https://fchornets>

1. If you find an inaccurate publication, please explain how you will make corrections.

* The publication needs to be updated with classes and degrees that are changing their unit requirements.
* We need to use technology in greater detail to allow the students to look into degrees and classes offered in our department.
* We should have live links that take them directly to the course catalog, which will allow access to descriptions of the classes offered and information regarding what each class entails.

1. If your department maintains a social media presence then please describe it here.

* We presently have our athletic programs on Twitter, YouTube, Facebook, and Instagram. With each supplying pertinent information about our sports programs.
* We would like to create a similar social media presence for the DPE. A social media presence will allow for class updates, as well as for students to have access to up-to-date information about our department.
* It will allow us to advertise our classes and keep our student enrollment number high in both our intercollegiate classes and degree programs.
* A DPE presence on social media will welcome feedback from our community’s experiences with our programs, and our student athletes.
* Our Sports Marketing Rep, Phil Thurman, will be in charge of disseminating DPE and athletic information.

1. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

* At present, we only hear feedback from the community about our athletic presence on social media. This is why we want to do the same with the DPE.

# 

# Format notes

# Cover Page: standardize for each self-study, with signatures

# Executive Summary: on a separate page, all by itself, for ease of processing.

# Main body of the report

# Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college’s service area.

# Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate’s SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

# Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.