Department Information

Overview - Directions

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<tr>
<th>Program/Discipline</th>
<th>Date Submitted to Dean (Deadline by 4/27/18)*</th>
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<tr>
<td>Kinesiology - Physical Education</td>
<td>4/26/2018</td>
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List of Contributors

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>David Beymer</td>
<td>Instructor - Athletic Trainer</td>
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<tr>
<td>Matt Collins</td>
<td>Instructor - Football Coach</td>
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<tr>
<td>Jamie Pedroza</td>
<td>Instructor - Volleyball Coach</td>
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<td>Ivan Guererro</td>
<td>Instructor - Women's Soccer Coach</td>
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<tr>
<td>Dan Ortega</td>
<td>Instructor - Men's Soccer Coach</td>
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<tr>
<td>Andy Vasher</td>
<td>Instructor - Men's Basketball Coach</td>
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<tr>
<td>Destiny Grijalva</td>
<td>Women's Basketball Coach</td>
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<tr>
<td>Chris Zedpeda</td>
<td>Instructor - Cross Country and Track Coach</td>
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<tr>
<td>Andy Watt</td>
<td>Instructor - Softball Coach</td>
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<tr>
<td>Travis Babin</td>
<td>Baseball Coach - Adjunct Instructor</td>
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<tr>
<td>Jess Green</td>
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<td>Joanne Venegas</td>
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<td>Alex Ritz</td>
<td>Athletic Trainer</td>
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<td>Rich Givens</td>
<td>Athletic Counselor</td>
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<td>Eric Michael Palacios</td>
<td>Athletic Counselor</td>
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Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

As a department we have 2 degree, an AA-T in Kinesiology and an AS in PE/Kinesiology. During the 4-year window that we observed the AA-T has shown great growth since its inception going from 0 to 2 to 4 to 17 degrees. The AS during the same period of time has remained consistent going from 3 to 4 to 11 to 5 degrees. We have chosen to keep both degrees because the AA-T works well for students staying in California, while the AS works better for students transferring out of state. We do have a large number of students transferring out of state because there are more athletic scholarship opportunities outside of California.

When comparing our number of degrees with the trend of the college, we show consistent growth just like the college has.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?
In terms of informing students about our program, our instructors are mostly coaches. As coaches they have the responsibility to recruit athletes for their programs (which are the PEIN courses). Because of the number of PE courses required to be an athlete, a good number of the athletes gravitate towards the Kinesiology majors.

We are in the process of organizing our majors so that the students will have a clear path to get to their end goal within Kinesiology. An example is for Sports Medicine/Athletic Training in which we have determined which of the elective courses and general education courses should be taken in order for the students to most efficiently reach their goal. This will be completed as soon as there is a process to do so.

**A.2 Core Outcome II - Time and Units to Completion**

Observing the Time & Units data, what insights do you get from the data in general?

Our students in PE/Kinesiology are on the better end of the time in that our students complete their program in 2.8 years compared to the school median of 4.4 year. In terms of units, we are close to school median of 88.5 units at 90.5 units. The primary reason we think that are unit count is high is because of the large number of students in our program that are athletes. As athletes, the students are required to take an additional 3 units each semester they are in season (on top of their normal loads) and 1-2 units in the off season. They may also have a required Summer program that would add another unit. So, most athletes are taking a minimum of 10 units of PETH courses. Subtract the 10 units from our median of 90.5 and we are closer to the goal of 70 units.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?

Looking over the HED courses for the last 5 years, we are fairly close to offering the ideal number of courses. Only the past 2 years, after adding some extra sections to increas FTES for the institution, has our Fall semesters been below 80%, but they are still above 70%.

PEAD used to have good percent capacity. Two things have effected it; the retirement of our long time instructor and the adding of sections. The overall enrollments in the program seem to be recovering, but the effect is not evident because of the increase in sections.

PEAC looks better now than it did 5 years ago. We have changed the format of the fitness center from an open lab to a combo of set classes with open lab times which has stabilzied our capacities. They still could be better.

PEIN is very consistent. They run a little low, but we have also added sections for non-traditional seasons and have added to the course size so that more incoming students who are still in high school can participate in the off season activities.

PETH is the strongest of our programs. The numbers used to be outstanding (above 100% capacity), but have slipped since we have added more sections.
Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?

We are currently offering our courses on a regular basis which allows our students to complete in a reasonable amount of time. The one issue that has come up is that we only offer HED 55 (Advanced First Aid) during the day and there are a few students who are evening only students who need the course (required for the AA-T in KIN) to graduate.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.

Because the athletes are part of our course offerings, our instructors utilize the Panther Learning Labs on a regular basis. All new athletes and any returning athlete is required to put in a set number of hours on a weekly basis (the number is different for every coach). Because the instructors are so familiar with the labs, they will utilize the labs quicker for any other student that is struggling in their courses.

Overall the Panther Learning Labs are outstanding. They have a broad range of hours and most classes that our students are taking have available tutors. The only thing that is not perfect is the monitoring of the hours. We have some athletes who sign in, leave, then return to sign out.

A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?

Overall as an institution we do not transfer as many as we think we do. As a department we are well above average. Because the goal of almost all of our athletes is to transfer and compete in their sport at a four-year institution, we are able to transfer out a high percentage of our student athletes, most of whom are receiving financial assistance.

What interactions do you have with students about transfer options? Please give examples.

Our instructors/coaches are constantly working with the student-athletes on finding the best fit for them to continue their educational journey and compete in their sport of choice.

Also, in our PETH 1 course students learn about the different options within the field and the options to continue their education. In PETH 2 the same is done for athletic training and the other sports medicine options.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?
We currently believe that our outcomes are aligned properly and appropriately. Even so, we will be re-aligning the SLO's and PLO's in our program next academic year.

**A.4 Core Outcome IV - Employment**

Observing the Employment data, what insights do you get from the data in general?
We are not listed on any of the data. It is obvious that a community college education will improve the earning potential of a student.

How and when do you inform students about prospective employment opportunities?
There are very few opportunities for our students to work within the field while at Hartnell. When we do hear about part-time coaching or fitness opportunities, our instructors/coaches will let the appropriate students know.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
Our PLO's are primarily designed to help prepare our students for transfer, which would, in the long term, prepare them for future employment.

**A.5 - Recommendations**

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?
The only thing that stands out after looking at the data provided and answering the focused questions is that we need to evaluate the courses offered in our degree programs and create clearer pathways for our students in our program.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?
As a department we do a great job of getting our students into our program, getting them to complete the program in a reasonable amount of time, and assisting our students in transferring to 4-year programs.
Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

Over the last year we were able to hire a classified athletic trainer which addressed a staffing need. This hire has increased and improved the athletic training coverage for the facility and for events. Another success was the induction of another Hall of Fame class. Through the PPA process, we were also able to improve many of our facilities and our equipment. Finally, we performed a community survey to determine if we need to offer more sports options (our sports are also courses). We have not been able to change our PETH to KIN because the Curriculum Committee has changed to protocol for doing so and we now have to wait to get it done. We have also planned to add seminars or more lecture to our fitness center courses. This was partially accomplished by creating sections of the courses instead of having an open lab concepts. We are in the process of adding one more PETH course in PE Business. We have not found the funds to put all of our books in the library and to buy multiple stationary bicycles. Our plan to expand the fitness center is contingent of the bond monies and planning. It is high on our priority list, but we do not know if we will have the fund to accomplish the change. Finally, we have not found the funding or locations to add a beach volleyball facility and golf area.