

ACADEMIC PROGRAM REVIEW

**DEPARTMENT
OF
EXERCISE SCIENCE & WELLNESS**

**G R O S S M O N T
C O L L E G E**



SPRING 2019

**THIS PROGRAM REVIEW REPORT FOR THE REVIEW PERIOD 2013 – 2019 IS
RESPECTIFULLY SUBMITTED BY THE MEMBERS OF THE GROSSMONT
COLLEGE DEPARTMENT OF EXERCISE SCIENCE & WELLNESS.**

FULL-TIME FACULTY SIGNATURES

RANDALL ABSHIER – Writer A

CHARLAN ARNOLD

KATHLEEN AYLWARD

KAREN CAIRES

CHERYL KERNS-CAMPBELL – Writer C

JAMIE IVERS – Writer B

MICHAEL JORDAN

ELIZABETH KELLEY

LARRY LARSEN

JASON STEVENS

DOUG WEBER

**GROSSMONT COLLEGE
DEPARTMENT OF EXERCISE SCIENCE & WELLNESS
CURRENT FACULTY LISTING**

FULL-TIME FACULTY

Randy Abshier* – Co-Chair
Kathleen Aylward
Charlan Arnold+
Karen Cairns*
Cheryl Kerns-Campbell – Co-Chair
Jamie Ivers**

Michael Jordan*
Elizabeth Kelley
Larry Larsen**
Jason Stevens
Doug Weber*

PART-TIME FACULTY

Allen Hazard
Bill Gillespie*
Christine Zumas
Donivan Marthis
Douglas Hartung*
Jennifer DeMarco
James Symington – Co-Chair
Joyce Haywood
Michael Conniry
Michael Hootner
Megan Haber*
Melissa Karolides
Jason Aldous*

Michelle Synder
Paulette MacIntosh
Sabrina Zaslov
Scott Strange*
Sharon Vilarino
Stuart Lee
Travis Lee*
Sam Pepper+
Stephanie Basso
Bryan Scholar
Anthon Tran*
Ty Lackey*
Brionna Baker*+

* Designated Head Coaching Assignment of one or more Intercollegiate Athletic teams
+ Assistant Coaching duties

CLERICAL ASSISTANT

Gloria Kudrat

TABLE OF CONTENT

Signature Page	1
Department of Exercise Science & Wellness Faculty Listing	2
Table of Content	3
Section 1 – Overview & History	4
Section 2 – Curriculum Development & Academic Standard	9
Section 3 – Student Learning Outcomes	24
Section 4 – Facilities & Scheduling	29
Section 5 – Student Equity & Success	36
Section 6 – Student Support & Campus Resources	53
Section 7 – On & Off Campus Involvement	57
Section 8 – Fiscal & Human Resources	67
Section 9 – Summary & Recommendations	82

APPENDICES

Grade Distribution Summary	88
Enrollment Data	96
Student Success Data	100
Checklist Documents (SLO, Instructional Operations, Articulation Officer, Library)	108

SECTION 1 – OVERVIEW.

DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

- 1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.**

Purpose

Consistent with Grossmont College’s mission to “providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.” (Grossmont College 2012-2019 Strategic Plan), the Exercise Science and Wellness Department seeks to enhance optimal health and wellness by encouraging a comprehensive approach to life-long physical activity and healthy living. We will accomplish this mission by providing a strong pedagogical, nutritional, and behavioral approach to physical activity and by demonstrating how physical activity impacts skill acquisition, disease prevention, fitness, and sport. The ESW Department offers a diverse range of courses: movement-based courses, theory courses for majors, courses for intercollegiate competition, theory courses in health and nutrition, courses to meet high demands at local universities, and a 1-year fitness specialist certificate for those who wish to immediately enter the workforce. The department recognizes that as part of a comprehensive education, students—particularly East County residents—need knowledge and decision-making skills in health and active lifestyle habits. According to the CDC, San Diego County, California, is tackling obesity throughout the community, which is home to more than 3 million residents. Approximately 33% of adults in San Diego County are overweight and 26% are obese. Further, nearly 30% of San Diego County children in grades five, seven, and nine are overweight or obese. Indiana University-Purdue University reports that 87.5% of health care claims costs are due to an individual’s lifestyle (Fort Wayne (IPFW) Study, 2006. This department self-study reflects these values and concepts.

Exercise Science & Wellness - Mission and Vision Statement

The mission of the Department of Exercise Science and Wellness is to enhance optimal health and wellness by encouraging a comprehensive approach to life-long physical activity and healthy living. We will accomplish this mission by providing a strong pedagogical, nutritional, and behavioral approach to physical activity and by demonstrating how physical activity impacts skill acquisition, disease prevention, fitness, and sport.

We will meet this mission through a strong vision as advocates by providing the institution with current, relevant, and rigorous educational courses in Exercise Science, Health Education, and Athletics. The mission will also be supported and guided by our department Ethics Statement to insure a positive, professional educational environment for faculty, staff, and student.

Exercise Science & Wellness – Ethics Statement

The Exercise Science and Wellness Department is committed to a cooperative effort in providing an exceptional educational and working environment where faculty, staff, volunteers, assistants and students treat each other with fairness and consideration. We strive to maintain an ethical, honest, principled and supportive climate that best serves the department as well as Grossmont College and protects the well-being of individuals. We behave in ways that reflect professional values and practices as we fulfill our employment responsibilities. Regardless of position, we foster the spirit of collegiality and resist behaviors or acts that impair this mission.

Exercise Science & Wellness

From the inception of Grossmont College in 1961, Physical Education has been an integral part of the Grossmont College's core beliefs for a well-rounded curriculum. Three full-time instructors taught 26 sections in 15 different activity areas. By 1975, the department had 23 full-time instructors teaching in 40 different activity areas. In addition to their teaching duties, 21 of the full-time faculty also coached in the intercollegiate athletic program.

In the late 1980's, the department shifted its philosophy from a skill-acquisition focus to a paradigm emphasizing fitness and wellness. In 1995, a standardized body of fitness information known in the department as the “**core-curriculum**” was developed and infused into all activity courses that met the General Education (GE) requirement in the Fitness/Wellness area (area E in the GE package.) The department became fully committed to educating all students enrolled in ESW activity courses on the fundamental determinants of health and wellness including, nutrition, exercise physiology, biomechanics and chronic disease prevention. No other community college had implemented such an ambitious curricular focus across the board, particularly one that diverged significantly from traditional physical education (PE) instruction. To better reflect the intent and focus of our course offerings, the department officially changed its name from ‘Physical Education’ to ‘Exercise Science and Wellness’ in 2000. **Taking the role as innovators, we were the first community college in California to do so, and many other departments across the state followed suit.**

As part of Proposition R funding passed by voters in 2005, one ESW/Athletic facility underwent an extensive remodel between 2006 and 2008—after being designated as the worst building in the district by an independent audit—and opened for business in the Fall of 2008. The revamping of the existing building included: two lecture classrooms; a conference room; consolidation of faculty offices; a reduction in the size of the locker rooms to create more instructional space; expanded weight training and fitness classrooms; a walkway to provide access to the pool and tennis courts on the north side of the building; and an office to house the Athletic Director. Since our last Program Review in 2012, we have had two retirements, two new full-time faculty (Tenured-Track Instructor/Assistant Football Coach and a tenured-Track Instructor/Nutritionist). Currently, we have seven full-time instructors with loads fully dedicated to Exercise Science. There are three full-time positions currently unfilled (all three dues to retirement – Instructor/Softball Head Coach, Instructor/Head Men's Swim/Dive Coach, Instructor ESW). Currently, seven of the nine faculty have additional responsibilities coaching in

the intercollegiate athletic program (6 full-time head coaches and 1 full-time assistant coach). The department also utilized quality part-time head coaches in eight of the sixteen sports. Typically, the department utilizes 25 or more adjunct instructors to meet the student demand for ESW classes, as well as eight adjunct head coaches who oversee intercollegiate sport teams. We have also weathered significant turnover in the division leadership since our last review, including two different deans (one of whom serves currently as an interim). With each new dean came the need to bring him or her up to speed regarding the uniqueness of the department given our decidedly innovative approach to curriculum and instruction in the activity areas. Most people, particularly those coming from outside the district, have preconceived notions about ‘PE’, and are surprised to learn about the cognitive emphasis that accompanies the physical aspect of our classes. The umbrella term for our discipline is now ‘Kinesiology’; exercise science is one component of the field. (‘PE’ is the term used in the K-12 system and is one of the sub disciplines of Kinesiology.) As our discipline has progressed internationally over the years, so too, has our local curriculum and instruction.

Health Education

When the college started in 1961, there was a single 2-unit Health Education course offered as part of the college curriculum; it was discontinued in 1975. A new course was created in 1985 that emphasized personal health and was offered as a 3-unit course. This course became part of the GE package and articulated with SDSU. The popularity of the course spurred increased section offerings, and one faculty position was dedicated from what was then known as the Physical Education department to Health Education. Currently, the department offers eight distinctly different and dynamic health courses, including courses in personal health, nutrition, and public health. Two of the nutrition courses are part of the AS in Exercise Science and one is required for the Fitness Specialist Certificate.

During the late 1990’s and early 2000’s, the course offerings as well as the number of sections for each course experienced significant growth. During the last decade, where state wide enrollments were on the decline, many online sections were added to adjust to the needs of our students. Our programs thrived offering both online and traditional on-campus courses. Our consistently strong course enrollments continue to correspond with society’s interest in and need for improved health.

In 2006, a HED position was created from a position “donated” by ESW, specifically to meet the needs in the nutrition area. (The department inherited seven nutrition courses in 2000 from the Family and Consumer Studies program). A Registered Dietitian was hired to oversee and teach the nutrition courses but resigned in December 2008. Adjunct faculty taught all sections of HED nutrition courses until Fall of 2017, when a new full-time faculty member was specifically hired to develop curriculum that would lead to certification or a nutrition major.

Currently, one full-time faculty member teaches a full load in health education, one full-time faculty member teaches a full load of nutrition classes and four additional full-time ESW faculty each teach one or more sections in the health education area.

Curriculum changes being made to the nutrition courses include: changing the sub headings from HED to NUTR (effective Fall 19), updating all course outlines, changing course title for Realities of Nutrition (Fundamentals of Nutrition), and adding two new courses: Cultural Aspects of Food and Nutrition (Fall 17), and The Scientific Principles of Food Preparation, a major-preparation course taught in coordination with culinary arts that includes a lab component (4 units-Fall 19).

- 1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.**

Exercise Science & Wellness

2006 and 2012 Program Review Recommendations

The Exercise Science & Wellness Department wants to go back two Program Review cycles to address dire needs to our facilities:

NOT MET: Consider future vocational training to meet local workforce needs.

NOT MET: Install cooling system in 43-415 – Upper Gymnasium.

NOT MET: Install lighting on the tennis courts and football/track facilities to accommodate increased enrollment and revenue. This continues to impede the ability to increase revenue by offering FTES generating classes in the evening.

NOT MET: A new pool is not even on the Facilities Master Plan even though the existing pool does not meet the needs of many disabled students nor the intercollegiate aquatic programs. Significant funds are spent annually to rent pools for both adapted classes and intercollegiate teams—an avoidable expense if a new (or renovated) pool was constructed. Additionally, classes are commonly cancelled due to chemical issues with the pool water due to an antiquated) chlorination system. Additionally, there seems to be issues with consistent maintenance and cleanliness of the pool.

NOT MET: Consistent, adequate, professional maintenance of all ESW facilities (this includes cleanliness and equipment maintenance).

NOT MET: Secured and appropriate-sized storage areas at all ESW facilities. (43-415, pool, beach volleyball classroom, list all the locations

MET/NOT MET: Replace open faculty positions AND increase number of full-time positions for department – added Nutrition Instructor and replaced Assistant Football Coach. Vacant positions are Softball Coach, Men’s Swim/Water Polo, and ESW/Health Instructor.

MET/NOT MET: Continue to collaborate with Athletic Department regarding shared interests.

MET: Install new floor in gymnasium and complete installation of bleachers.

MET: Purchase more fitness assessment equipment.

MET: Clarify department mission and vision; generate plans based on the mission and vision.

MET: Consider department presence across campus.

MET: Review future curriculum needs given student, community, and local university issues.

MET: Revisit past 299 courses for relevancy.

MET: Enhance completion in existing degrees and certificate.

Health Education

One of the biggest concerns and recommendations from the 2012 Academic Program Review Committee (APRC) was the need to hire a full-time replacement Nutrition instructor. This was accomplished in fall 2017 after 5 years of requests and applications to the faculty staffing committee. The direct result in the hiring of our FT nutrition instructor in FA17 changed the percentage of full-time instructors/Part-time instructors and is illustrated in the FT % value from Fall16-Fall-17 (see section 8.5-8.6). We went from 47% of our courses being taught by part-time faculty to 62%.

Another recommendation from the APRC was to make connections and contacts at SDSU to stay current in curriculum updates and changes. We now have several connections with SDSU and other local colleges with accredited dietetics programs via our Nutrition faculty member, Jason Stevens. Jason has reached out to the dietetics program directors at both SDSU and Point Loma University to discuss curriculum alignment and transfer pathways for students. We have developed and obtained curriculum and state approval for two new nutrition course offerings (HED 159- Cultural Aspects of Food and Nutrition, and HED 205- The Scientific Principles of Food Preparation). Both courses align with SDSU's nutrition curriculum and are transferable to the nutrition programs at both SDSU and Point Loma University. These connections and new course offerings are vital steps to address the committee's recommendations.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

To answer these questions, refer to your department's catalog descriptions from the most recent college catalog (see "Courses of Instruction" section. This is the blue section).

If your program has an Associate Degree or Certificate program, refer to the relevant pages from the catalog (see "Associate Degree" section. This is the yellow section).

- 2.1 Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.**

Exercise Science & Wellness

Due to the challenges of the Strategic Enrollment Management (SEM) at Grossmont College the ESW Department has made numerous changes and cuts to our course's offerings. Our department now offers an online section of ES 007 ABC (Beginning, Intermediate, and Advanced Aerobic Walking for Fitness) and ES 250 (Introduction of Kinesiology). The ES 290 (Teaching Techniques and Methods in Exercise Science) was modified to be a hybrid course with the lecture component online and the laboratory component face to face.

The Distance Education (i.e., 100% online) offering of ES 007- ABC enables a fully online Grossmont College AA/AS degree. Curriculum for ES 008-ABC (Beginning, Intermediate, Advanced Indoor Cycling), ES 026 (Stress Reduction through Movement and Mindfulness), and ES 176-ABC (Beginning, Intermediate, Advanced Beach Volleyball) have been added to our activity course selection. These new classes reflect the interests and needs of our students.

Fall 2016, ES 291 (Anatomy and Kinesiology for Fitness Specialist) was modified and approved to reflect accurate changes in content, shifting form a 2-unit lecture to 3-units. The Fitness Specialist Certificate of Achievement was also approved at this time. As stated earlier, a recent sabbatical project affirmed the need for curriculum revisions for our certificate. The GCCCD Board of Trustees expressed positive comments for this need based on the faculty member's sabbatical presentation and *Strong Workforce* initiatives at the state level.

An AD-T in Exercise Science has been approved by the curriculum committee and the state, and will be offered beginning, fall of 2019.

Health Education

We have added two nutrition-based courses since the last review: HED 159, Cultural Aspects of Food in FA17, and NUTR 205, The Scientific Principles of Food Preparation. HED 159 has been offered since fall of 2017 and has seen continuous growth in enrollment since then. NUTR 205 has been approved but will not be taught until FA19. Based on discussions with program directors of local dietetics programs and former graduates of these programs, it's anticipated that NUTR 205 will experience significant enrollment, as the same course is highly impacted at SDSU and few other community colleges currently offer this class. No courses have been deleted since the last review.

2.2 Describe your department’s practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

Exercise Science & Wellness

The course outlines which were updated in 2013 are in the process of being modified and updated to reflect the current needs and interests of students. The changes also meet new Title 5 regulations (ESW) relative to repeatability as well as changes in our disciplines.

The ESW core booklet “The Way to a Long and Healthy Life” was last revised in 2016 (previous editions 2008, 2012). The updated information came from the latest findings and recommendations provided by ACSM (American College of Sports Medicine) and nutritional information from our Registered Dietician faculty.

Several of our full-time faculty serve on statewide associations and/or professional associations and regularly keep us informed. Example: Beth Kelley is the state C-ID Primary Reviewer for Kinesiology and is in discussions with CSU faculty to develop a C-ID for the care and prevention class because athletic training is moving to an entry-level master’s degree.

Our one-year certificate program, for Fitness Specialists (FSP) and material are kept current through Grossmont College’s educational partnership with American Council on Exercise (ACE), and by adjunct instructors who attend industry conventions and presentations to keep abreast of current trends and information. Elizabeth Kelley, E.D. worked on a sabbatical in 2018 to research kinesiology-based pedagogy and developed interactive learning materials for this certificate program. Her project highlighted the need for a curriculum update, as well as, modifying the scheduling to fast-track the ability for student to receive the Certification of Achievement in a timely manner.

Our department uses department meetings as a venue for discussing curriculum-related needs or issues. The current program review process has highlighted our need to revisit our curriculum from a holistic perspective, and to consider local workforce data.

Health Education

Course outlines are regularly updated and reviewed by faculty with content expertise for continued relevance in the field. Course outlines for nutrition classes, for example, were reviewed in the spring of 2018 by Registered Dietitian (RD) faculty who currently practice in the field and were able to recommend adjustments based on changes both within the field of nutrition and profession of dietetics. Courses with a C-ID from the state were reviewed against these course outlines for consistency. Textbooks for these courses are regularly updated and reviewed for currency and are also supplemented by current peer-reviewed resources. Faculty remain current with best-practices in pedagogy through continuing education, such as attendance at events during Professional Development week. Best practices are also shared across the department. As an example, the department recently obtained licenses for the faculty to use video-editing software to begin implementing video lectures within their online courses and engaged with our Instructional Design Technology Specialist to receive training on how to use

this software, as well as best practices for implementing video technology in the online classroom.

**2.3 How does your department use student engagement strategies in the classroom?
How are your faculty including current issues in course content? Consider
environmental, societal, ethical, political, technological, and/or other issues when
answering this question.**

Exercise Science & Wellness

The Exercise Science activity courses use lectures and laboratory environments for student engagement during each class session. Students are taught proper form, use of equipment, muscles used, and proper etiquette. Upon completion of the lecture portion of class, students must practice and engage these skills while receiving instructor feedback. Other engagement strategies include but are not limited to: introduction of students, discussion of campus resources, threaded discussion on CANVAS sharing various exercises, personal experiences, philosophies as they relate to fitness, health concerns and issues (such as obesity and diabetes epidemics), applying target heart rate calculations while exercising on their own, progressively increasing and improving their skill, applying concepts of proper diet and energy expenditure, utilizing current computer apps and programs to measure energy consumption and expenditures. We are a high-touch discipline and faculty make individual feedback a priority in class sessions.

Lecture courses, such as ES 255 (Care and Prevention of Athletic Injuries), allows student to apply lecture content learned such as taping, bracing, supporting injured individuals, psychological response to injury, interaction between injured athletes and athletic trainers. ES 290 (Teaching Techniques and Methods in Exercise Science) provides time for the students to apply and practice professionalism, respect among cultures, and proper use and safety of equipment while they implement a lesson plan which they created. Our Introduction to Kinesiology (ES 250) class uses many active learning strategies, for example, students participate in partner activities to explore biomechanical principles of center of gravity, stability, and force production. Day-in-the-life career videos that feature minorities are purposefully chosen as role models.

Additionally, many faculties utilize various technology venues such as: CANVAS as a learning management system, iPads and smart phones for in-class video instruction, and tools for tracking exercise and eating habits. Faculty also have access to various instructional models and tactile materials to apply science-based concepts and applications.

Faculty attend various conferences, training sessions, current events, review data from scientific reports, and share information with other faculty to keep current issues and techniques up to date. Most of this type of sharing is done informally, a positive byproduct of having all full-time and adjunct work stations in the same area.

As a department, we have discussed participating in the *One Theme* project and a few individual faculties participated. Individual faculty include current issues as they see fit. Occasionally,

individual faculty will share relevant print materials gleaned from professional development activities.

Health Education

Health and nutrition are constantly changing fields where new data and research is continuously published, and media coverage is pervasive. This makes incorporating current events easy to facilitate in these courses. Students are exposed to current peer-reviewed research to review advances in the field. Media coverage of health and diet information is explored and debated in class, as these topics are often covered inaccurately in popular media. In HED 201, for example, students complete an “In the News” assignment that requires them to research and present a current topic that appears in the media and relate it to relevant public health issues. In nutrition courses, students evaluate current fad-diets and compare them to evidence-based information. These activities engage students by connecting the course objectives to current events.

Other examples of student engagement strategies our faculty employ include:

- Faculty request ongoing student feedback throughout the semester. One example would be “minute papers”, where the student will take one minute to write out what is working for them in the course and what they need clarification on. This quick, on-the-fly feedback allows the faculty to adjust teaching strategies earlier on in the semester.
- Use of current technologies familiar to students. YouTube videos, for example, can be a great jumping-off point for discussion with students when used appropriately. Students are sometimes asked to use their smart phones to research current topics, which engages them in the subject using familiar technology.
- Timely and appropriate referrals to on-campus student resources such as Gizmo’s kitchen and student health services
- Encouraging and promoting diversity within the classroom

2.4. What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

Exercise Science & Wellness

All new faculty (both full and part-time) are given official course outlines for the course they are teaching as well as instructions on implementation of the stated SLOs for their course. Adjunct faculty are encouraged to attend department meetings where all faculty are reminded to include the ‘*core-curriculum*’ as a main component in their instruction. The use of the required department booklet “The Way to a Long and Healthy Life” allows instructors to adhere to this standard and assure for consistency among all ESW activity classes. The booklet includes

assignments related to the core curriculum that many instructors use. The booklet was revised by various faculty members in 2008, 2012, and most recently in 2016. This booklet insures the latest material in fitness, nutrition, health promotion, and disease prevention are being taught.

Additionally, department chairs regularly communicate department standards and practice in person, at department meetings, sometimes through handouts and email. The department does not have a formal orientation process. The department chair often works one-on-one with new instructors and/or assigns a colleague mentor as a resource.

In 2010, the department created a shared cloud account in Dropbox, all faculty have access to meeting minutes/agendas, SLO documents, core curriculum, and other commonly used materials. Using a free cloud service has limitations and we are considering moving to OneDrive, offered through GCCCD.

The SLO process has created more pathways and opportunities for faculty to communicate and share best practices. Common rubrics for skill, knowledge and core concepts are used by all who teach multiple sections of each course. As with the rest of campus, our SLO process is cumbersome, confusing, and in need of streamlined reporting mechanics. We are looking forward to the improved efforts of the campus-wide SLO work.

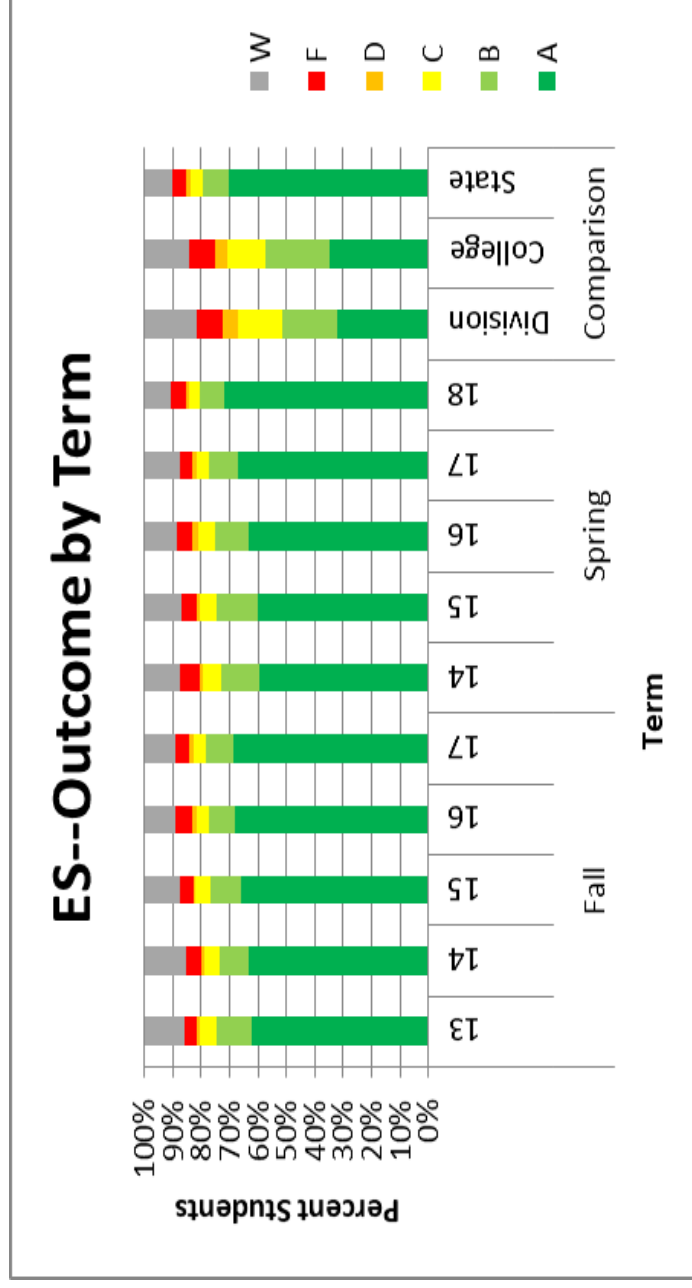
Health Education

There is currently no official “on boarding” or orientation program set up for either adjunct or full-time faculty members. Currently, new hires have a meeting with the department chair and are given information regarding requirements (i.e. what to include on their syllabi, and SLO statements). They are given textbook materials and course outlines for their courses. There is a department and resource sheet given to all faculty at the start of the semester that has the college calendar and deadlines for census rosters and grades. All faculty that teach online courses must have taken a vetted instructional Canvas course as well as an Online line teaching course, as set up by our distance education coordinator. Full-time instructors also have a tenure committee process that is administered by the chair of the Tenure Review Committee. Mentoring is also done by the department chair if needed.

To ensure consistency across multiple sections of courses the following practices are in place:

- Faculty are encouraged to utilize the same materials (textbooks and other educational resources) across the same section.
- Grading rubrics are utilized by some faculty, although these are not standardized across different classes.
- SLOs are set in place and are included in all faculty syllabi.
- Best practices are shared within the department

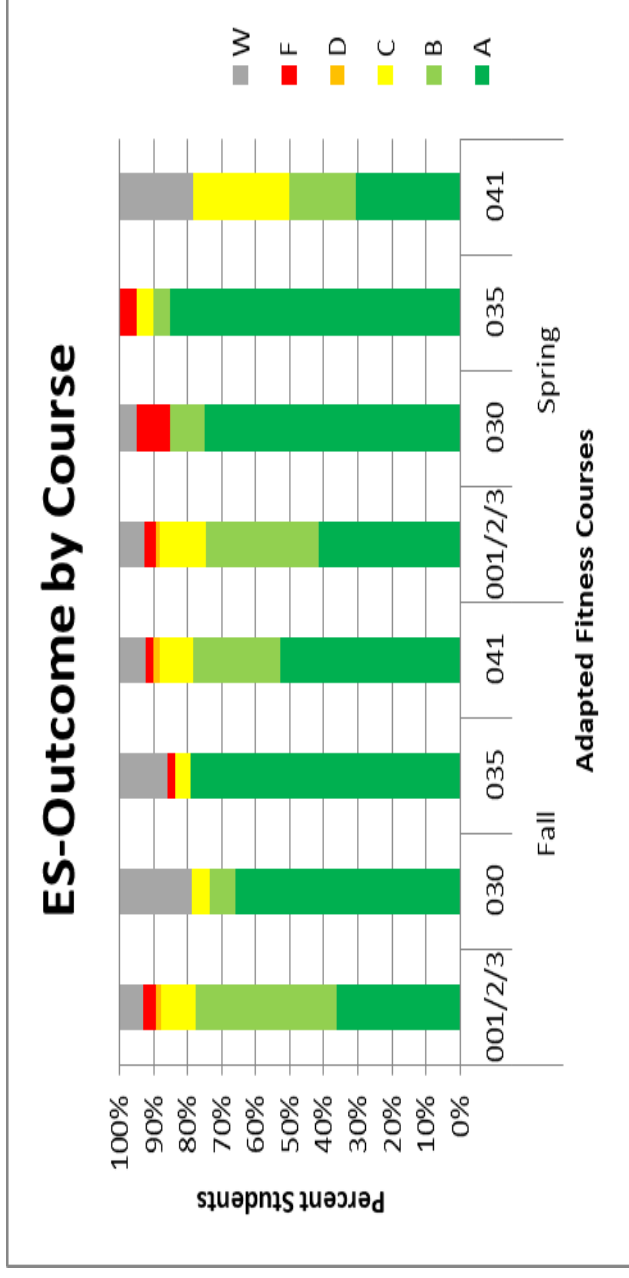
2.5 Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on how your department patterns relate to the college, division and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection. The Program Review Data Liaison can help you with this section and will be providing you with all required data.



Exercise Science & Wellness – Outcomes by Term

Examining the (Appendix 1, ES – Outcome by Term) data, there appears to be a generally consistent grade distribution within the ES department and the state, but higher than that of the division and college. From Fall 2013 to Spring 2018, the department averaged approximately 65% A's, while the division averaged 30%, the college averaged 35%, and the state averaged 70%. The success rate (80% for department and state and 70% for division and college) and retention (85 to 90% for department and state and 80% for the division and college) can be results of many factors that are unique to ES courses. First, students self-select into activities for which they usually have a previous skill or aptitude; thus, they are likely to perform better in the class. In ESW activity courses, students are required to participate every class period, so those who do not regularly attend or those who do not perform well drop the class, and consequently the students with consistency or enhanced levels of fitness and skill remain in the course.

Students are also more likely to enroll and stay in a class if they are successful with the skill or subject.

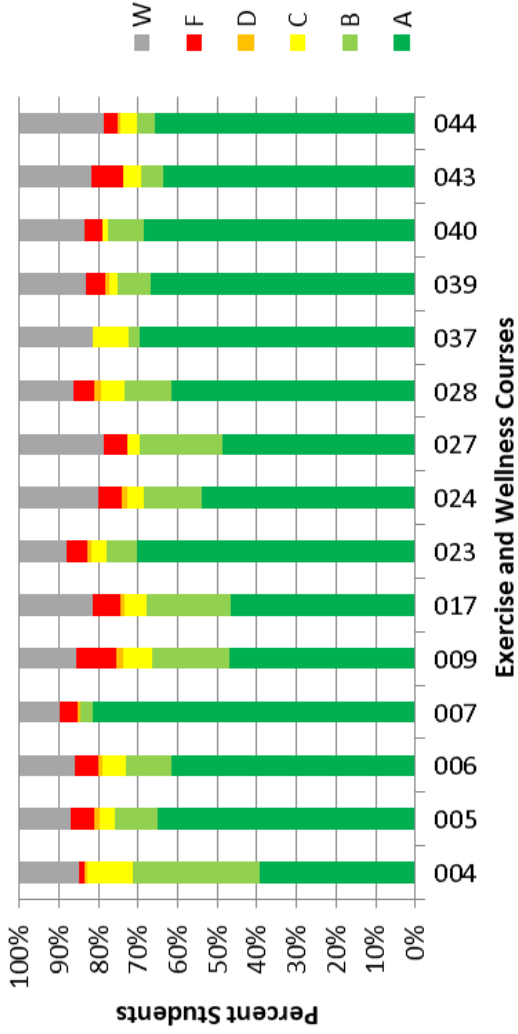


Exercise Science & Wellness - Adaptive Outcome by Courses

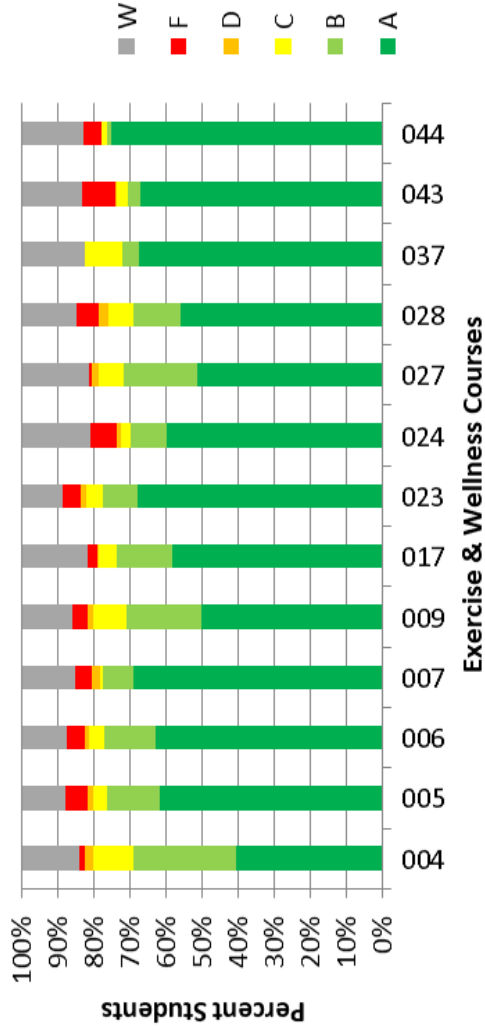
These courses have a small number of students, so variation is expected. The Adapted Exercise Science students have a variety of physical and mental/cognitive diversities. These classes allow those with physical limitations and mental/cognitive disabilities an inclusive college experience. Adaptive Aquatic courses, ES 030/035, show an inflated grade distribution compared to ES 001/002/003. The non-aquatic courses require specific and detailed skill levels within the curriculum. For example, ES 001/002/003 courses require specific use of variable equipment and apparatus for resistance, stability and safety. Accommodations for aquatic skills allow the instructor to create modifications that allow a flexible skills rubric. Also, the instructor of ES 001/002/041 encourages “repeat” students to complete a Pass/No Pass petition (NOTE: students can repeat adapted exercise courses with appropriate A.R.C. accommodations).

The charts below, represents ESW curriculum based on the activity (Exercise Science & Wellness fitness activity courses, Racquet and Individual sports courses, intercollegiate courses, and major courses). Only courses with totals of 50 students in all sections offered during the program review period are included in these graphs.

ES-Outcome by Course, Fall



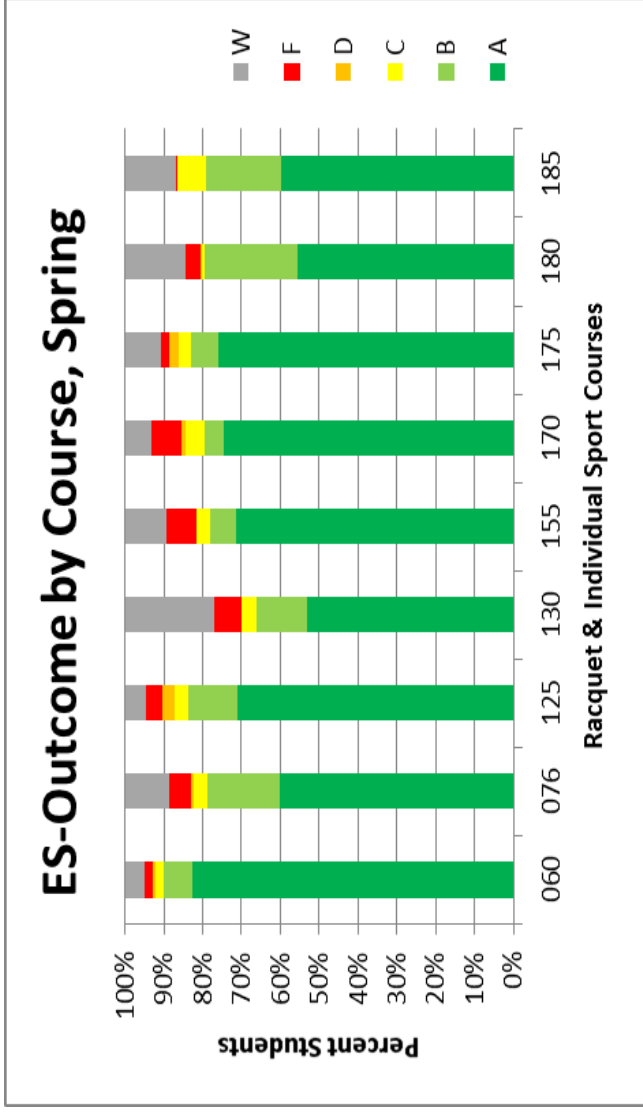
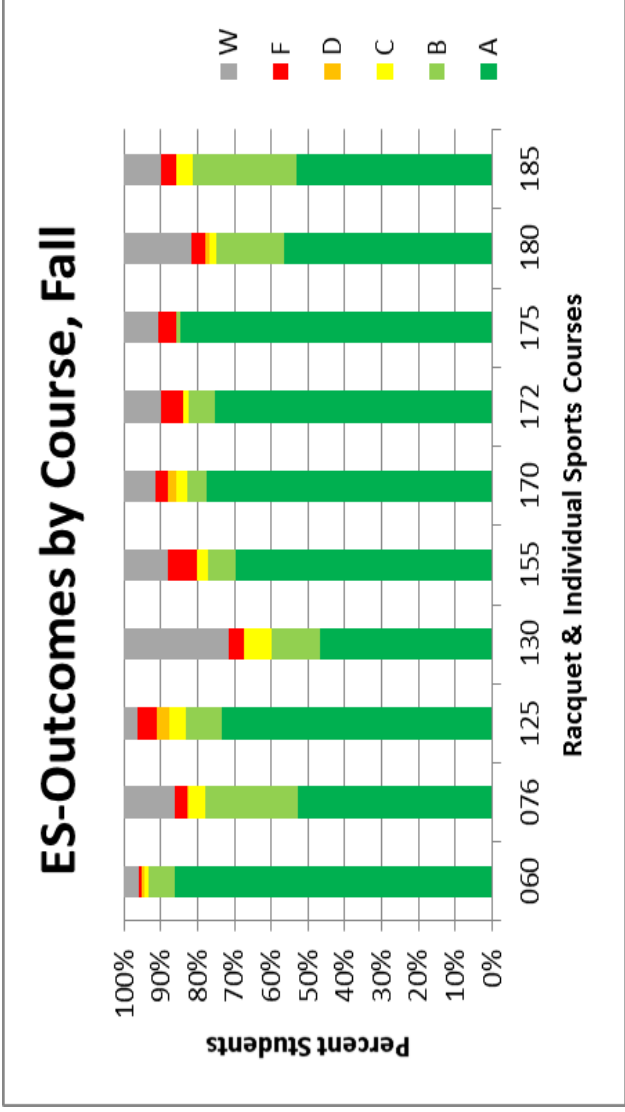
ES-Outcome by Course, Spring



Exercise Science & Wellness - Fitness Activity Outcome by Courses

In terms of grade distribution for Fall and Spring semesters, these fitness courses are generally consistent across the department from semester-to-semester, as well as, year-to-year. The courses that stand out with slight grade distribution deviations are ES 004, 009, 017, and 027. Anecdotal data indicates that, ES 004 – Fitness for Newcomers, has become a go-to-course of enrollment for English as a Second Language students (ESL). Although the data is consistent with the department, the amount of “A’s” earned are less than all other ESW courses according to the data. For the other three courses, ES 009 – Aerobic Dance, 017 – Trail Hiking, and 027 – Tia Chi Chuan, students tend to underestimate the intense fitness workloads in these courses. Although

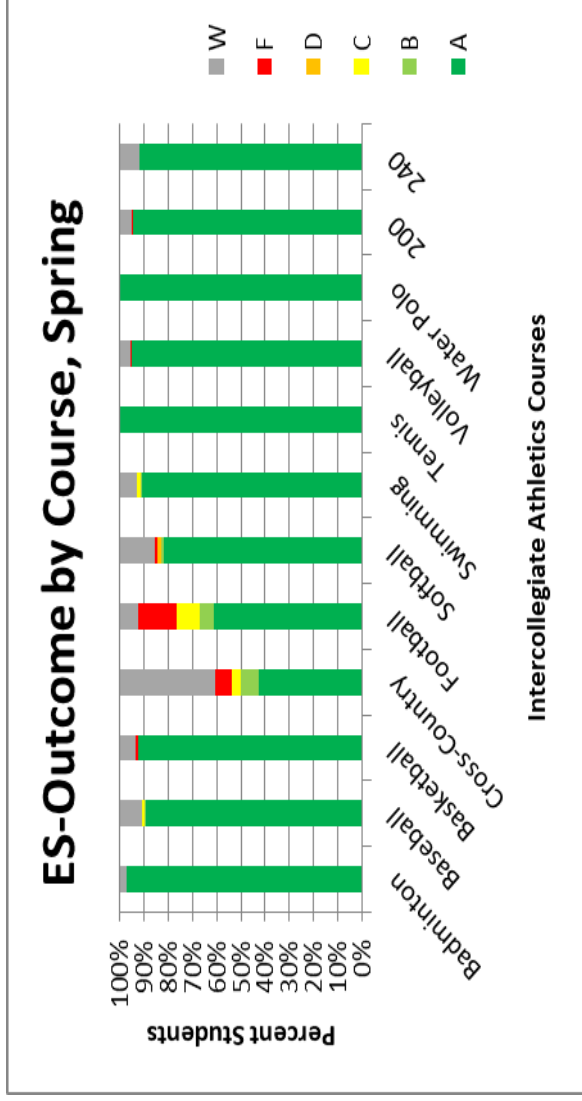
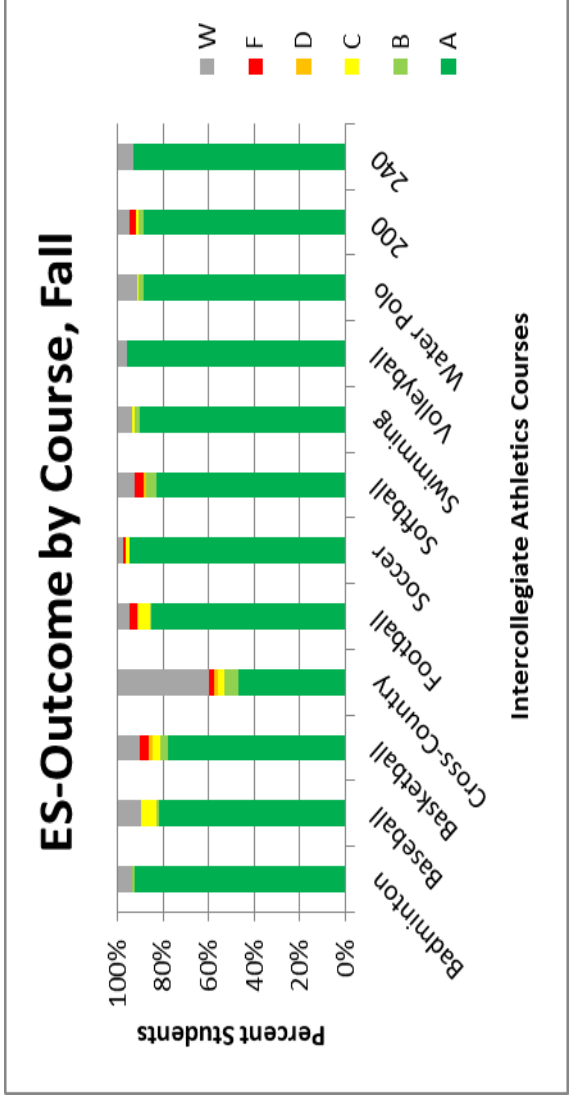
the retention numbers are consistent with the department, the amount of “A”’s earned in these three courses are lower.



Exercise Science & Wellness - Racquet and Individual Sports Outcome by Courses

In terms of grade distribution for the Racquet and Individual Sports in Fall and Spring semesters, these courses are generally consistent across the department from semester-to-semester and year-to-year. The courses that stand out with slight grade distribution deviations are ES 130, 180, and 185. For two of the three courses, ES 180 – Self - Defense and ES 185 – Fencing, there are

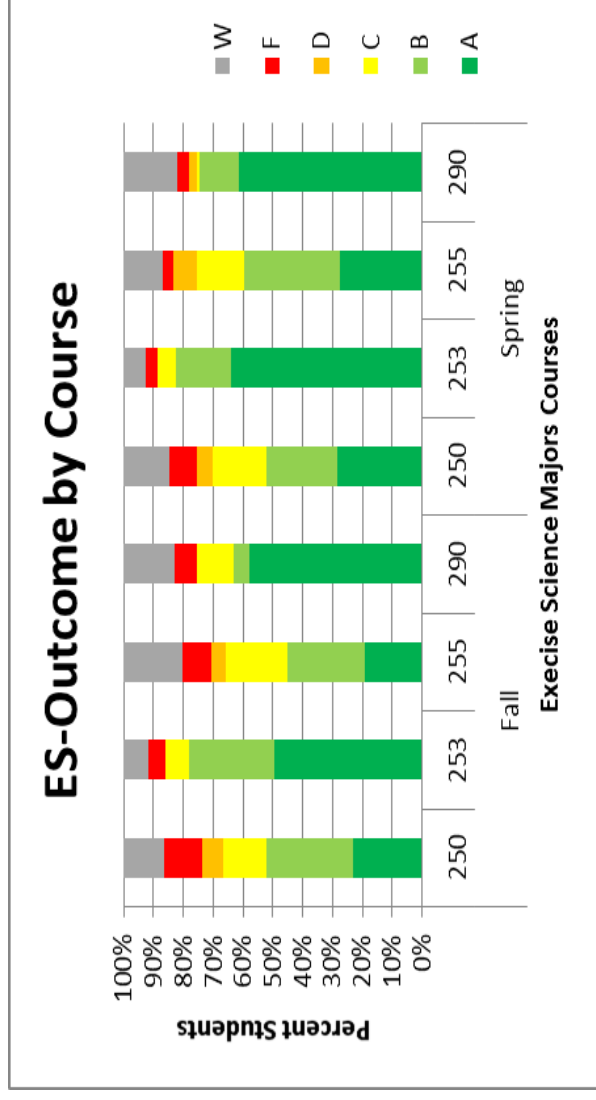
highly skilled individual participation requirements. Certain skillsets are required to learn at higher rate of success. These two courses have a rubric or scoring system requirement to determine the beginner, intermediate, or advanced student. The third course with a slight grade distribution deviation is ES 130 – Gymnastics. Again, students tend to underestimate the intense fitness and skills required in this course. Although the retention numbers are higher than the rest of the department, this course requires skill sets that most students do not have at the beginning level, and thus students have a lower overall grade



Exercise Science & Athletic - Intercollegiate Sports Outcome by Courses

In terms of grade distribution for the Intercollegiate Sports courses in Fall and Spring semesters, they are generally consistent across the department from semester-to-semester and year-to-year. Intercollegiate courses are based on participation and competition between other institutions in the state. Grades are based on statistical data of the individual and not the win-loss record of the

team. The course that stand out with grade distribution deviations is the Cross-Country team. Cross-Country had low enrollment and a high amount of injuries because of the nature of the sport. Due to the retention and success of the student-athletes in this sport, the Associate Dean of Athletics put this sport on hold as of 2017. Currently, there are no plans to re-implement the sport.



Exercise Science & Wellness - Majors Outcome by Courses

Grade distribution for the Exercise Science Major courses for Fall and Spring semesters are generally consistent. These courses primarily attract Exercise Science majors' who would be expected to have a foundation in the field or at least an understanding and application of the discipline. A possible reason for the higher number of A's and B's awarded in spring compared to fall is that students who have at least one semester of college-level course work seem to do better in majors' classes.

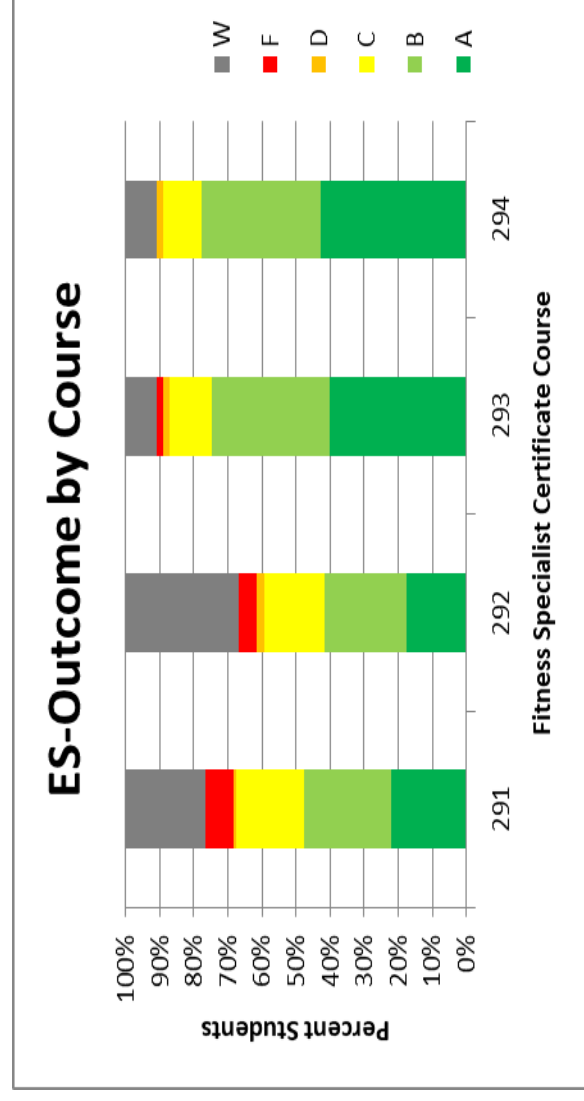
Examining the courses individually, ES 250 - Introduction to Kinesiology is an introduction to the interdisciplinary approach to the study of human movement. An overview of the concepts within and importance of the sub-disciplines in kinesiology are discussed along with career opportunities in the areas of teaching, coaching, allied health, dietetic, and fitness professions. The trends seem to be consistent with the spring having slightly higher number of A's awarded and less failing grades. Retention for fall and springs are approximately similar with 85% of student completing the course. Beth Kelley E.D. (full-time professor of this course) uses many active learning strategies, formative assessments, and high-touch activities. The student interaction between instructor and student is in direct relation to lower withdrawal rates.

Exercise Science 253 - Physical Education in the Elementary School is a statewide program in elementary physical education that includes the study of child development, personality development, analysis and practice of fundamental movement skills, selection of physical activities, organizational materials and the evaluation of teaching ability. Consistent with other

ESW major's courses, spring semesters demonstrate a higher number of A's awarded than in the fall. Of all the major courses, this course has the highest numbers of student retained at 90%.

Exercise Science 255 - Care and Prevention of Sports Injuries requires memorization of many anatomical terms and concepts. For example, the course will review all common injuries and topics associated with the prevention, care, treatment, and rehabilitation of injuries, illness and conditions. Like ES 250 and 253, ES 255 has a higher number of A's awarded in the spring then the fall. ES 255 has high withdrawal rates because of the nature of the material and the possibly the lack of understanding of the human anatomy and physiology, and sport injuries.

Exercise Science 290 - Teaching Techniques and Methods in Exercise Science provides basic hands-on training to students preparing for study in kinesiology or other related fields. This interactive course provides supervised practical experiences assisting and teaching students in exercise science courses. Unlike the other major courses, ES 290 has similar numbers of A's awarded in both the fall and spring semesters. As the final course of the major sequence, ES 290 also has the highest withdrawal rate of around 20%. Anecdotally, the instructor believes the reason for the withdraw rate is that students are being counseled to take this course out of sequence or. Another possible reason e is that this course is a TBA scheduled course that is assigned an instructor according to both the students and instructors' availability. Many times, according to students' feedback, work or family schedules change and students must withdraw. To mitigate the withdrawal rate, the department will discuss adding a note to the course description or will add a prerequisite to the course.

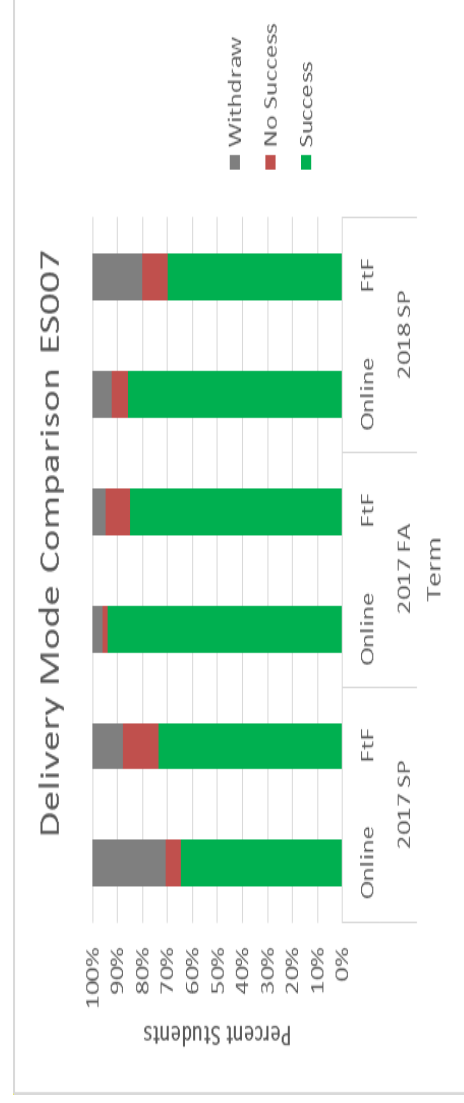


Exercise Science & Wellness - Fitness Specialist Certification Outcome by Courses

The grade distribution for the Fitness Specialist Certification courses (ES 291 and 292 and ES 293 and 294) demonstrate some grade deviations. Students must take ES 291 and 292 in the fall and then ES 293 and 294 in the spring semester. The theory for the grade deviation between ES 291 – Anatomy and Kinesiology for Fitness Specialist and ES 292 – Exercise Physiology for Fitness Specialist is that these courses are the scientific theory foundation for the certificate.

There are no prerequisites for the courses and they content is challenging. In contrast, ES 293 – Strength Training Fitness Assessment for Fitness Specialist and ES 294 - Exercise Program Design and Special Population utilize the theories learned from the fall semester in a clinical/practical application. Often the students who enroll in this certification are first-time students and/or students re-tooling for a career change and have not yet developed academic habits.

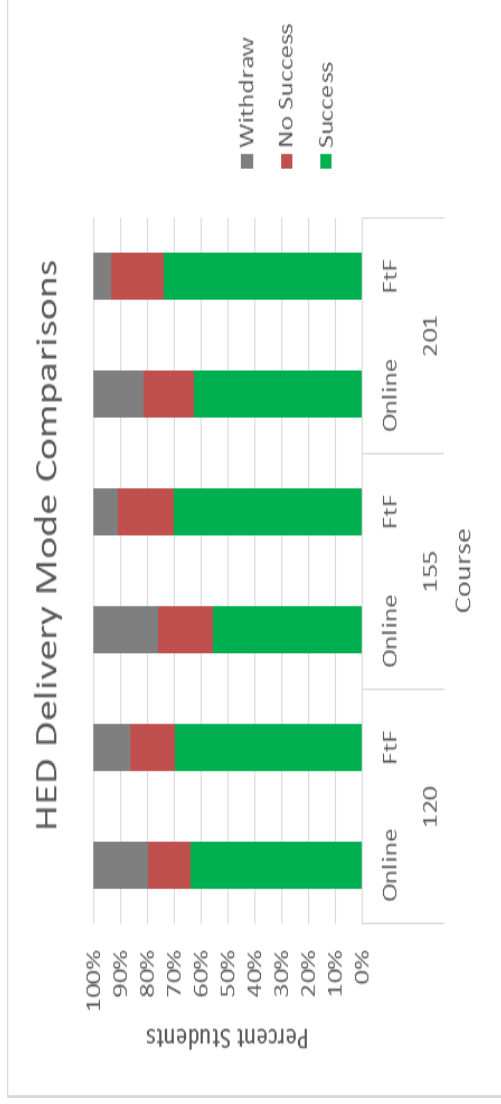
2.6 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery method? Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert graph here).



Exercise Science & Wellness

ES 007 – Walking for Fitness is a new (three semesters) online/DE activity course to the Exercise Science & Wellness department. The success rate in spring 2017 was low because of configuring proper procedures to demonstrate and track exercise through Distance Education, therefore the instructor made some adjustments to the course requirements. In 2017 Fall and 2018 Spring, the average swung to match face-to-face sections. Consulting with face-to-face instructors, the reasons for lower success in this class was due to the number of ESL students plus those with health issues and disabilities. The wide-range of student diversity created some lower participation rates than those taking the online sections.

ES 250 was first offered online in summer 2018 and we are interested in comparing the success and retention rates with face-to-face sections after a few more offerings.



Health Education

In terms of delivery methods for HED courses, it appears that online classes have a significantly lower retention rate, particularly for HED 155 and HED 201, with slightly lower success rates (due largely to withdrawals rather than “non-successes”). This suggests that the department should make strides towards better retention of students in the online environment. This could be explained, in part, by students who are new to the online learning environment and were thus unprepared for the online learning experience. Student engagement strategies can be employed to help students acclimate more quickly to the online learning environment. This could include early identification of students who appear to be disengaged or inactive in the course. The department is also piloting hybrid courses for HED 120 and HED 255 and will be able to evaluate different in student success and engagement in these courses. Training on the use of video recording has been beneficial towards improving student success in the online environment. In nutrition courses, for example, video lectures were implemented into the online learning environment and student have provided positive feedback on these additions, commenting on how these additions helped to reproduce more of an “in-class experience”.

2.7 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).

Exercise Science & Wellness

The department has no formal articulation with K – 12. Several discussions have been held between individual high schools looking to collaborate on our courses for majors and the Fitness Specialist certificate program. During the next program review cycle, we will continue to meet and discuss potential collaborations on coursework and degrees.

Health Education

While we do not have formal articulation with high schools for HED/Nutrition courses, we are currently exploring options with our dean and have listed this as a priority objective.

2.8 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

Exercise Science & Wellness

There is no direct communication from SDSU or CSU San Marcos when they make curriculum changes. Although our Articulation Officer at Grossmont College is diligent in keeping contact with the local 4-year universities, we often receive a copy of a new syllabus a month or so before the start of a new semester stating that our curriculum needs revision. (SDSU seems to change their exercise/nutrition curriculum with each new faculty member, and their process is much more lenient than ours.) We are often notified through the ‘grapevine’ or from our statewide connections about upcoming changes, which creates a major issue given that our curriculum process typically takes a year. We’ll need to continue to address this issue.

Health Education

We have worked closely with Grossmont’s articulation officer, Dee Aceves, to ensure consistent articulation with four-year institutions. Additionally, making connection with the department chairs at local four-year institutions such as SDSU have allowed us to more closely align our curriculum.

One current area of concern is the lack of articulation with SDSU for a required chemistry course, Intro to Biochemistry. This is currently the only course left that we would need to provide Transfer Admission Guarantee (TAG) for nutrition at SDSU. Presently, we do not offer a course that would articulate to SDSU. Dee Aceves has reached out to Chemistry faculty to see if there is an interest in writing curriculum for this course and offering it at Grossmont, as this is a significant barrier to students seeking transfer to SDSU’s highly impacted program.

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

- 3.1 Describe any changes (e.g., addition/deletion of SLOs, postponement of assessments) your department has made to your SLO assessment cycle. Include a brief description of why these changes were necessary. NOTE: Changes should include reassessment of SLOs requiring further attention.**

Exercise Science & Wellness

The SLOs have remained intact because they easily reflect the overall goals of this department. Changes have been made on how the information is gathered and organized. The size of the department has required the SLO coordinator to spread the process of assigning courses due each semester. Templates are sent out to the current instructors of the courses offered each semester. Knowledge questions addressing the activity component, core questions (standardize by department for each course) and physical skills which are relevant to the course being presented. We will need to review the core questions for relevancy.

Instructors determine when they give this assessment. Most instructors use this tool for their final exam. The data is recorded for grading purposes and then turned into the SLO coordinator. The SLO coordinator uses the ASLOR template to record the course data and files each score in Dropbox. The ASLOR template allows each instructor to evaluate each course as they see fit to define what has worked well, changes that need to be made, create a plan and request equipment or facilities as well as request additional full-time faculty.

Our department's biggest disappointment has been the lack of time for formal collaboration by the members of our department. Of our full-time faculty, seven out of 11 faculty are also coaching athletic teams in competitions all over Southern California during their season. Four of our seven coaches have assignments that cover both fall and spring semesters. Department meetings never involve all full-time faculty in attendance due to competitions and travel for away games and contests. Informal collaboration amongst our department is very effective; however, we need to develop a more efficient strategy to ensure timely discussion of SLO results.

Health Education

During the last 6 years our HED courses have had multiple-section courses taught by different faculty. There was major fluctuation of instructors into these courses—we went from 2 FT instructors and 3 adjunct faculty members who solely taught HED courses to 5 FT instructors and more than 5 PT instructors teaching various ES and HED courses. Due to the instability of faculty, we had four semesters of postponed assessments. The main cause of the postponement was the challenge of educating newer adjunct faculty on the assessment process, including collecting and reporting SLO assessments. Despite these challenges, we did have initial success (2012-2014) in carrying out and tracking department SLOs for (HED 120 and HED 155). Some instructors chose objective assessments such as multiple-choice exams/quizzes, while others utilized more subjective evaluations such as writing assignments. Most employed a combination of both objective and subjective assessments to measure the outcomes in various areas. This

quasi-standardized process to complete SLO assessments was laid out to allow for quantification of outcomes, allowing each instructor to choose his/her actual method of evaluation for each SLO. Surprisingly, despite the variation in the actual individual assessment methods amongst faculty, the outcomes were very consistent within a given multiple-section course. Our plan going forward will be to further review of all course SLOs to standardize assessments so that we can utilize collected data to improve or validate the existing course SLOs. We currently have a more balanced HED group of faculty members especially since the hiring in FA17 of our FT nutrition instructor. We will also be included in a pilot program in the fall of 2019 that will utilize Canvas as a method of tracking and reporting SLO data. This will facilitate achievement of this goal.

3.2 Give examples of how your department/unit has used SLO assessment results to improve a course, course sequence, and/or program over this program review cycle. In your narrative, please pay attention to assessment of courses that directly lead to a certificate/ degree/transfer (e.g., English 120, Psychology 120) and/or constitute a high enrollment course. For help with this prompt, please see the chart on the following page:

Exercise Science & Wellness

ES 023 courses include three levels of achievement; beginning, intermediate and advanced. The beginning students are encouraged to use the equipment that involve machines rather than free weights. The safety factor in using machines gives beginners time to develop strength and control while improving their overall fitness. Intermediate level students start learning the proper techniques using free weights and include some of the exercises in their individual programs or workouts. Advanced students usually evolve to using primarily free weight for most if not all their workout.

Advanced female lifters wanted to learn how to do power lifts with the Olympic bars which are 45 lbs. without any additional weights. The instructors recommended a 6' bar instead of a 7' Olympic bar that was made from aluminum instead of steel which made all the difference in teaching women power lifts. Thus, we were able to purchase bars and weight training discs which were lighter and easier to control while learning lifting techniques without injuries. A consistent limitation to effectively using SLO results for course improvement is the poor state of our facilities (details discussed later).

Our Fitness Specialist Certification is a 1-year program with sequenced courses, that prepares students to pass national fitness certification exams as well as to work in the fitness industry. We have seen a considerable drop in the program - over half the students. We used the SLO results to spurn a larger conversation with students, instructors, and the department. This led to a sabbatical project that focused on the development of active-learning strategies for use specifically in the FSP classes. The SLO results and sabbatical have led to our current project of retooling the program to be aligned with industry expectations and to emphasize critical thinking skills. The FSC program was recently recognized as an official certificate program by the state and we want to take advantage of workforce development efforts to retool the program.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Our PSLOs are from 2010 and need review/revision to better represent our breadth of offerings.

Students will:

1. Demonstrate knowledge necessary to be successful in the activity or fitness course enrolled. Students will be able to use this knowledge to participate in lifetime activities which will also require them to maintain a certain level of fitness after they successfully complete their educational goals.
2. Identify the basic principles for maintaining an active and healthy lifestyle. The knowledge gain creating your own workout programs and monitoring your heart rate will allow one to safely workout no matter your age. As your fitness levels adjust to your ability to perform one can maintain a healthy lifestyle and live a long life of movement.
3. Develop the Skills necessary to be successful in the activity or fitness class enrolled. Addressing any physical or mental ailments requires immediate attention by the proper medical personnel. Adjusting your physical needs is important to being successful. If you like racquet sports, in later life play Pickle ball instead of tennis.

Health Education

The biggest example of ways we have used SLOs to improve our overall HED program during this cycle has been to update all our nutrition based HED courses. We modified all nutrition courses from the sub heading of HED to NUTR (implementation will begin in FA19). We have also added 2 new nutrition courses NUTR 159- Cultural Aspects of Food and NUTR 205- Scientific Principles of Food Preparation. Currently we do not offer a Nutrition degree, however these courses are preparation courses within the Food and Nutrition program at SDSU. These courses were thoughtfully planned out to allow an easier transition for students who wish to transfer into SDSU's Nutrition program.

Instructors have also changed teaching strategies, and exam preparation information that address areas where the SLO goal was under the intended target, or where it showed an improvement was needed. One example is an SLO report in 2014 taken in 4 sections of HED 120 that revealed students were not achieving the target SLO goal of 70% regarding reproduction information. The instructor commented in her review of the data that she would be changing lecture presentations, adding a class activity, creating a higher amount of time and emphasis on the topic of reproduction. The results of the following semester of her class SLOs showed an improvement that surpassed the target of 70% success for that SLO.

3.3 What resources (time, professional development, curriculum approval process, etc.) did you need to carry out these improvements? Please explain.

Exercise Science & Wellness

One of the department's concern is the Fitness Certification Program. Dr. Kelley applied for a sabbatical to develop active-learning modules to bridge the gap between student knowledge, skills and abilities and corresponding skill sets to successfully pass a fitness certification at the

national level. Dr. Kelley has made a presentation to the Grossmont College administration regarding her sabbatical project and it was well received. Our department was scheduled to learn the results of her project, but not enough folks could attend. From previous meetings with ES department chairs, instructors, students, and workforce needs we need to restructure the FSP curriculum. This program is also in need of a coordinator (.2 LED) who is a full-time faculty member. The curriculum requires annual paperwork to maintain educational partnerships; develop community relationships for students to complete an internship; and oversee all other aspects of successfully coordinating the program.

Health Education

There was a collaboration of time spent developing the nutrition curriculum and presenting it to the curriculum committee. Release time was given to the co-chair of HED to work on the curriculum during the summer of 2018 and one adjunct nutrition instructor along with our new FT nutrition instructor worked on researching articulation as well as nutritional certification trends and developed the course content for our new courses.

3.4 What evidence did you collect to demonstrate that the planned improvements were successful? If you have yet to assess the improvements, what evidence do you plan to collect?

Exercise Science & Wellness

Fitness Specialist Certificate Program: The department will take the new sequencing of course offerings and any additions or deletions of new or old courses in the restructuring process. The decisions of semester, assigning instructor's courses, days and hours per week, length of each course and securing rooms and equipment needed to be agreed upon by the department. Curriculum approval by the Grossmont Curriculum Committee will also be necessary.

Health Education

We will plan to assess the improvements via enrollment numbers and successful completion of courses that transfer.

3.5 How will you use this evidence to ensure ongoing course/course sequence/program improvements are sustained?

Exercise Science & Wellness

The SLO coordinator and department chair are changing the method of gathering data from a committee structure to a system more inclusive of each individual instructor in the department. The weakness of the committee structure involved many instructors who were coaches of athletic teams and couldn't meet, this required the SLO coordinator to do most of the recording of data. The other problem was the SLO coordinator could not understand Tracdat to effectively record data. Therefore, Dropbox is used for cloud storage. The Annual SLO Report template was used to record all information turned in by instructors. This SLO template was perfect because all the information needed was in place, so instructors could type in the data necessary to answer the

questions about the data they were gathering. The columns expanded so they could write as much or as little depending on their competence.

Dropbox is used by all instructors, all the results of everyone's SLO reports are easily available. Instructors can log into Dropbox and read the data gathered for collaboration with other faculty. Part time and full-time instructors can improve the course materials agreed upon in a formalized way. The department is considering a change to Microsoft OneDrive as cloud storage.

Health Education

We will use the evidence to continue to add courses that allow students to transfer into existing programs at SDSU and other CSU and UC colleges.

SECTION 4 - FACILITIES AND SCHEDULING

- 4.1 List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.**

Exercise Science & Wellness

Outdoor Facilities:

- Multi-Purpose Facility (Football/Soccer Field)
- Track (NCAA Certified)
- Outdoor Weight Lifting Area (not usable)
- Golf Driving Cage (four spaces)
- Putting Green (not usable)
- Pool (six lanes)
- Beach Volleyball Courts (three courts)
- Tennis Courts (ten courts)
- Softball Field
- Baseball Field
- Upper Multi-Purpose Facility - Soccer Field (not usable. In 2008 the institution temporarily transitioned it to a parking lot)
- Mission Trails Regional Park

Indoor Facilities:

- Main Gymnasium (43 – 115)
- Lower Gymnasium (42 – 001)
- Studio (42 – 101)
- Classrooms (41 – 116 & 117)
- Weight Room (41 – 100)
- Fitness Room (41 – 101)
- Online Classroom (Canvas)

Health Education

The Health Education area offers seven different lecture courses and consistently more than twenty sections per semester. HED shares the large classroom (41-117) in the Exercise Science and Wellness complex with typically six sections held in that facility, but, except for approximately 3–4 sections offered online in a given semester, the remainder of the sections are scattered across campus. Currently, HED is housed in 9 different rooms in buildings 34, 36, 38C, 41 and 55. Extensive use of visual models in most of the courses creates a challenge regarding transport and sharing of the materials when sections are spread across campus throughout the day. Also, instructors teaching back-to-back sections of the same course sometimes are scheduled in different rooms, necessitating packing up their materials (often extensive...) and moving to a different location for the subsequent identical course. Ideally, one or two dedicated classrooms for health education and nutrition would greatly ameliorate this situation, and we hope future building planning will include this.

We are also working with Culinary Arts to use their kitchen/food prep areas to accommodate our new NUTR course- Scientific Principles of Food Preparation. We are fortunate that they are allowing us space next semester, but program growth may be an issue in the future if we wish to add another lab section to the course, as finding a free time slot in Culinary Art's busy class schedule has already presented a challenge. With plans for a growing nutrition program, a dedicated space that is uniquely adapted for these courses (with capacity for nutrition-specific labs) would help ensure the future vitality of our nutrition course offerings.

4.2 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?

Yes ___ No **X**

Exercise Science & Wellness

The following information tracks back two program review cycles. The ESW Department is often frustrated with the facilities ability to be updated, maintained, or repaired in a timely manner.

Swimming Pool

The following report of inadequate facilities in the Exercise Science & Wellness Department have been consistent in Program Reviews dating back to 1999.

Physical Education and Health Education Program Review – Spring 1999

Page 55, Section 5.4 - “The pool must be expanded to comply with swimming and water polo regulations governing those intercollegiate sports. In addition, the pool is woefully inadequate to meet the interest of students in aquatic activities such as swimming, lap swimming for fitness, water aerobics and adapted aquatics.”

Page 64, Section 7.1 - “The swimming pool was poorly designed for use in an instructional and athletic program – the shallow end drops dramatically, limiting the area available for use in water aerobics, adapted ` and beginning level aquatic classes. It is not of legal size for

competitive water polo, thereby creating the need for our men's and women's intercollegiate water polo teams to hold their matches off campus (at a cost to the Athletic Department)”

Page 140, Section 3 - “Using the swimming pool for high diving is also dangerous.”

“A new, Olympic-sized swimming pool should be built as well as separate diving and lane swimming pools.”

Page 169, Section 4 - “Another facility that needs new construction is the swimming pool. The pool is not adequate for the needs of the Athletic Department. It is a 25 yard pool that has a very shallow end and does not meet the U.S. Water Polo or NCAA requirements to host any competitions. Therefore, it is very difficult to schedule and water polo contest at Grossmont College, thus forcing programs off campus and reducing the involvement of fans. A new 50 meter pool would not only meet the needs of the Athletic Department but provide a great deal more flexibility for the Physical Education Department and greater enjoyment in the summer for the community the college serves.

As a department, we're starting to equate the pool with Dante's Inferno. An NCAA regulation swimming pool is 50x25 meters with eight 9-foot lanes, and the depth ranges from 14 ft to 7 ft. The Grossmont College pool is 25x15 meters with six 7-foot lanes, and a depth ranging from 4 ft to 14 ft. The lane size limits the number of students that can safely use a lane at one time. The 4-foot depth limits the ability to use the pool for water polo and is hazardous when diving from the starting blocks. The short length means more turns and less swimming during a swimming class, which greatly hinders student ability to practice proper swim stroke mechanics.

Other aquatic classes (adapted, aquatic fitness, and non-swimmer) need a larger shallow end and is too deep in the shallow end for adaptive. Other problems with the 50-year old pool deal with safety and health issues.

There are rust spots from the new rebar coming through the new deck that was replaced two years ago. Lane numbers do not adhere properly and have come off into the pool. The sharp edges from the missing numbers injured a male swimmer just this past spring. A bigger health problem is the gutters. They do not drain effectively thus allowing bodily fluids, trash, and debris to remain in the pool.

The storage on the pool deck is insufficient in quantity, leaks, and is unsecured. The pool is rarely cleaned and has poor chemical distribution resulting in cancelled classes every single semester. Especially for adapted students, the pool is not user-friendly. We do have an aquatic lift that must be wheeled over when someone needs to use it—a ramp with a wheelchair entrance and a larger shallow portion is preferred.

Upper Gymnasium

The main gymnasium (43-415) hosts badminton, basketball, and volleyball classes. The dimensions of the courts are regulation; however, only one of these classes can meet at a time in this 56-year-old building, thus limiting the number of classes and times offered to Grossmont College students. Sharing the gymnasium with the Athletics department also limits the number of

classes we can offer as ES & Athletic - Intercollegiate teams hold their classes six hours daily and have the gym reserved each Wednesday and Friday night from 3:30pm until 10:00pm for contests.

The 43-415 classroom is not a climate-controlled environment. For the faculty, the lack of controlling the classroom climate can and does create numerous problems. First, the weather affects the characteristics of the floors. For example, the floor becomes sticky or slippery depending on the weather. Often, a chemical cleaning is utilized only after a student has injured his/herself because of the tackiness or lack of tackiness on the floor. Second, heat related injuries and the heat index in 43-415 can cause serious health problems such as heat cramps, heat exhaustion, and even heat stroke. The only real air circulation that is provided in the facilities are two exhaust fans (problem -the exhaust fans blow air into the gym—they do not pull hot air out of the gym). However, the fans are not utilized very often due to the loudness they create when activated. Another problem with the fans, is during heavy rain and windy conditions, the exhaust fans leak onto the floor. The rain that falls on the floor travels through the greasy fans creating a dangerously wet, greasy, and slippery floor. The only true air supply provided to 43-415 is mother nature. Many times, the faculty and coaches must open every door to get a fresh air supply for the student. However, because of the proximity of the LRC, the ES or the Athletic departments receive complaints due to the noise.

Golf Cage & Putting Green

The golf classroom consists of a golf cage and four practice mats and a putting area that is a concrete slab covered with a grass-like floor covering. Currently, the putting area is unusable. The grass-like floor covering is outdated and torn. One major health issue for this classroom is that there is no potable water for hydration.

Upper Multi-Purpose Facility - Soccer Field

For the past 12 years, the Upper Multi-Purpose Facility - Soccer Field has been unusable and has served as temporary student parking because of campus building projects. According to the Administration at the time agreed to share it, our Upper Multi-Purpose Facility - Soccer Field was supposed to be a temporary parking solution and returned to ESW/Athletics Departments upon completion of the parking garage. The Upper Multi-Purpose Facility - Soccer Field was very valuable to our departments and was utilized for soccer practices, ES classes, football practices, and various youth camps. We have been under constraints and due to the loss of the Upper Multi-Purpose Facility - Soccer Field. Currently, the ESW/Athletic Intercollegiate Soccer team, Soccer classes, Bootcamp classes, and other classes are sharing the Multi-Purpose Facility – Football/Soccer Field. In addition, often at the same time. The department was told over and over from previous administrations that the facility would be returned to the ESW Department. Currently there is a high volume of traffic and the rental of the Multi-Purpose Facility – Football/Soccer Field and the wear and tear deteriorate the life of the surface of both field and track.

Multi-Purpose Facility - Football/Soccer Field

The Multi-Purpose Facility is shared with numerous classes and intercollegiate athletic teams. The ESW faculty and coaches are excellent about working together to share the facility and run their courses. ESW classes are not scheduled on the field after 12:30 pm daily, to accommodate intercollegiate team practices and games. Because there are no lights on the field, all ESW classes are held during the morning hours which limit the number of classes offered. The field does not have a water source for students, instructors, and community members to rehydrate while attending classes. There are no permanent bathrooms at this facility; two port-a-potties are available, and students report they lack basic cleanliness. The smell often results in students needing to use facilities in the 42 building, thus, missing out on considerable class time.

The storage facilities for this classroom are inadequate and one is a shared space with the maintenance department. Another concern is the lack of available space for athletic training equipment should an emergency occur—all materials must be brought down to the field for every single practice and competitive contest.

In the last Program Review cycle, we discussed and had concerns regarding the bleacher problem on both sides of the multi-purpose facility. Since then the bleachers and press box have been torn down, the facility lacks the ability to host events of substantial attendance or properly seat fans or classes during athletic events and course lectures.

The track portion of the multi-purpose facility is an outdoor facility and classroom. It is subject to harsh weather and should be maintained and fixed yearly. The storage area has a small outdoor light that must be manually turned on at dusk; there is one permanent light at night; evening classes have requested generator-powered lights (we've been very thankful for the one or two that have been provided) to reduce safety incidents. Adequate lighting is essential at this facility.

Lower Gymnasium

The lower gym (42-001) might be the most versatile classroom used for ES courses. It holds classes in aerobic dance, fencing, gymnastics, self-defense for women, and yoga. It can also be used as a backup facility for badminton, basketball, volleyball and boot camp courses. A problem with 42-101, is it no longer meets court regulation dimensions, ceiling height, or safety clearance to compete effectively. It is often requested for use by the Dance Department when available for rehearsals and is a key classroom for the Administration of Justice department for lecture and physical training. This classroom is a vital piece in the diversity of the ESW department, but as shown for the entire campus. The amount of storage space for all the different types of equipment is an issue. There is no Smart Cart, which restricts the use of any online or computer-based instruction in this facility.

Beach Volleyball Courts

There are three beach volleyball courts located near the ESW Department. Currently, the beach volleyball courses and teams utilize a closet on the pool deck to store maintenance equipment and class materials. Recently problems have arisen with the proper maintenance and upkeep of

the facility as well as flooding in the storage closet. Examples are; proper facility maintenance, like dragging or leveling of the surface, and pine needles that breach the sand from nearby pine trees.

Health Education

Growth will be hindered if we keep current status quo.

4.3 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

Exercise Science & Wellness

The Exercise Science and Wellness Department has 19 different specialized instructional spaces used daily, these classrooms often require a change of equipment (six indoor facilities, nine outdoor facilities, one off-campus course, and one 100% online course). Of these nineteen facilities, ESW shares seven facilities with the Athletic Department (i.e., an athletic contest). The Exercise Science & Wellness and the Athletic Department work to coordinate and generate a semester course and contest schedule. For example, in the Fall Semesters, athletic contests are scheduled in the gymnasium Wednesday and Friday evenings and no ESW classes are scheduled on these nights. It has also been an institutional policy that athletic contest does not supersede any ESW courses.

Because the outdoor facilities do not have lights, the ability to offer night classes are limited to the indoor and the swimming pool facilities. This disadvantage coupled with the sharing for athletic competition limits opportunities to reach a broader and more diverse population, as well as, to provide a wide range of classes for students in the evening.

Health Education

We have worked in cooperation with instructional operations agreeing to switch classrooms or identify courses that could be moved, if our enrollment is lower than expected. We also are working with Culinary Arts to be able to utilize their kitchen/food prep area classroom—if they would not have been able to accommodate us, we would not have been able to offer this new transferable course.

4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in these spaces.

Exercise Science & Wellness

Exercise Science & Wellness courses are skill-based but also include content knowledge and strategy developments within the curriculum. The technologies surrounding ESW courses need to include equipment, facility flooring, facility climate-control, video and editing software, ability to live-stream and video feedback in the classroom setting which may include the gym, tennis courts, track and football and baseball and softball fields. The utilization of the latest technology for statistical programs and provides immediate, accurate and timely feedback-

critical for today's classroom setting. In addition, wiring the exercise science areas with a hard internet line for live-streaming needs to become common practice.

Health Education

We would like to grow our NUTR course offerings. This would require a dedicated NUTR classroom that has basic food preparation equipment, as well as computer and white board area for lecture.

4.5 Are students trying to access your program impacted by the facility spaces listed in 4.1?

Yes No

Exercise Science & Wellness

The department answered yes to this questioned based on the answers to 4.2. The ESW and athletic facilities have been maintained to the best of the institutions ability but not updated or renovated to meet the standards of the 21st century. Students at Grossmont College require updated and maintained facilities as they see evolving at other community colleges around San Diego County. Again, referring to 4.2, is our extremely outdated aquatics classroom or the pool. Students frequently complain about the condition that they must swim in, from tiles falling off the wall to gutters that don't drain properly. Because of the poor gutter system, trash and insects get pushed back into the lanes and instructors have frequently dealt with insect bites and bee stings.

Health Education

We will continue to work with instructional operations and Culinary Arts until we can get a dedicated classroom/kitchen lab for NUTR courses.

4.6 If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above including non-classroom spaces such as offices, storage, preparation areas, open workspaces for students/tutoring, etc.

Exercise Science & Wellness

For the student at Grossmont College to be successful, like in any college classroom, the ESW facilities need to be updated and properly maintained. The facilities throughout the years have been a source of fundraising and are now institutional revenue. With the amount a wear-and-tear that accrues due to constant outside and internal use, Grossmont College needs to have funds/drop accounts and the ability to sustain well maintained classrooms. At the end of the day, these are not just Exercise Science and Athletics venues, but college level classrooms that need to be set at a standard that represents that philosophy.

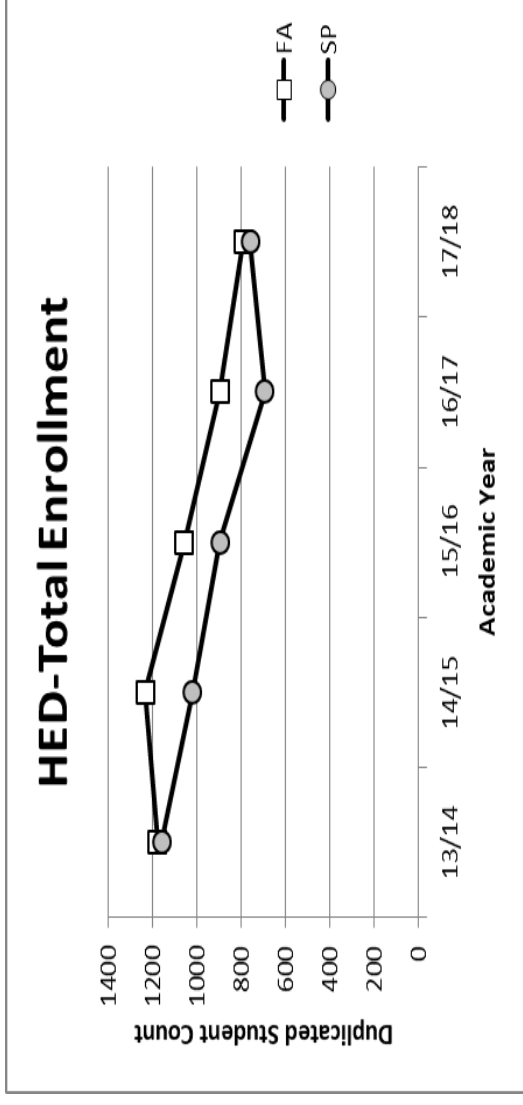
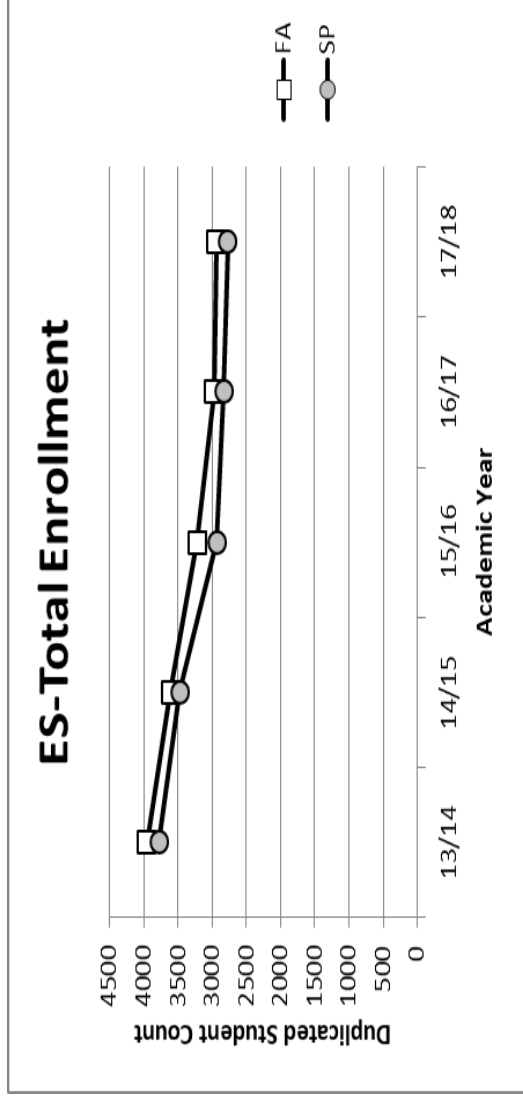
SECTION 5 – STUDENT EQUITY AND SUCCESS

NOTE: See Appendix 2 for enrollment data; Appendix 3 for student success data.

5.1 What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g. campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

In addition, you should examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think is causing these patterns.

Enrollment Data - Total Enrollment



Exercise Science & Wellness and Health Education - Combined

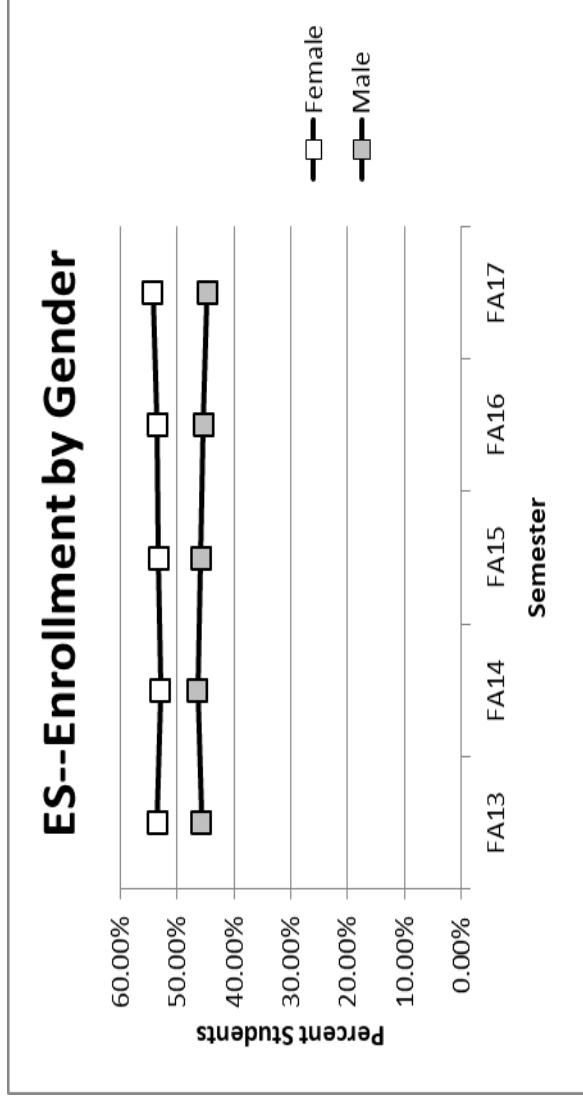
Examining the trend of total enrollment, from 13/14 through 17/18 the departments (Exercise Science and Health Education) show declines in enrollment over the program review period that are as large or larger than the overall college pattern. The department in constant communication with the divisional dean and has made cuts and rearranged course offering to better serve our students and create a fiscal responsible enrollment strategy plan.

In addition, you should examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think is causing these patterns.

HED Enrollment trends also show declines in enrollment over the program review period that are as large or larger than the overall college pattern. There is a slight rally of enrollment in Spring of 18. We believe that the cutting of sections in HED particularly in our nutrition courses in 15/16 and 16/17 due to low enrollment numbers is reflected in the declining numbers. We also believe that another possible issue in the decline was due to the increased online courses being offered by Cuyamaca College in the same period. The slight increase in Spring enrollment coincides with our adding 4 new online sections (HED 120 short session plus an additional 16-week section, HED 158, and a section of HED 159). There was also the addition of a new course in 17/18 (HED 159- Cultural Aspects of Food and Nutrition) which has seen exceptional growth in enrollment (from 8-10 students to 30+ in just over a year) given it is a brand-new course offering. This could reflect the growing interest in cultural studies due to increased diversity on campus as reflected in the changing student demographics. We can see an increase of enrollment trending in Summer courses when we moved from traditional formats to exclusively online sections. We continue to evaluate the number of sections of any given HED course, as well as the format of the class, along with the developing and adding of new courses that may result in the increase, retention or success of our student population such as hybrid course offerings.

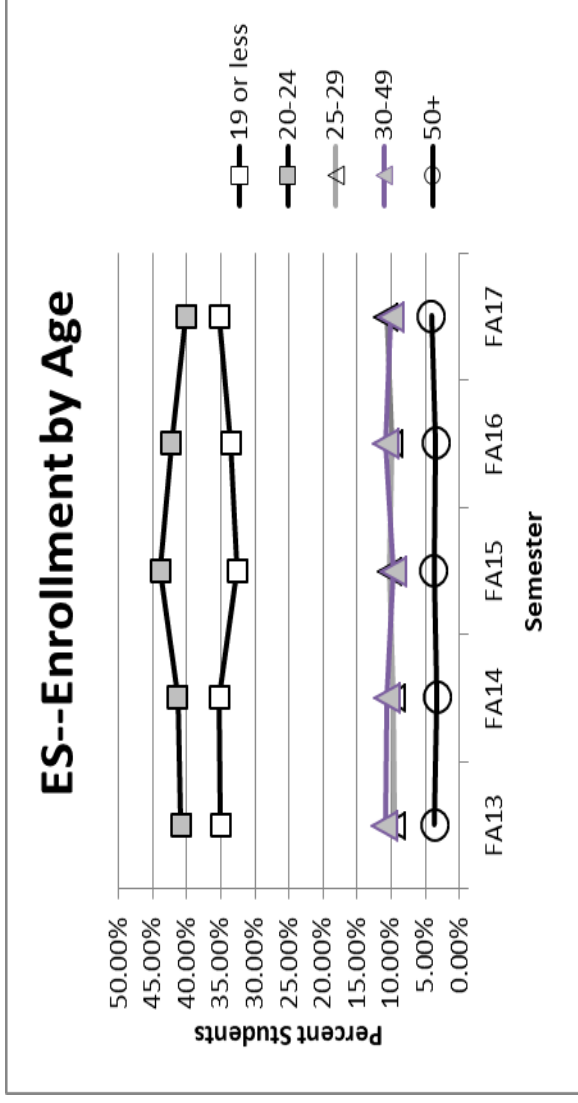
Enrollment Disaggregated by Gender, Age, Ethnicity

Exercise Science & Wellness



Exercise Science & Wellness

In terms of gender, males and females, our department has a higher percentage of female students compared to male students. These percentages reflect the College average (50% - 60% female). Referencing Appendix 2, Enrollment Data, females account for approximately 51% to 55% of all students, in contrast to males who account for approximately 45%. Currently, we do not have research to determine why females are enrolled more in our courses than males.



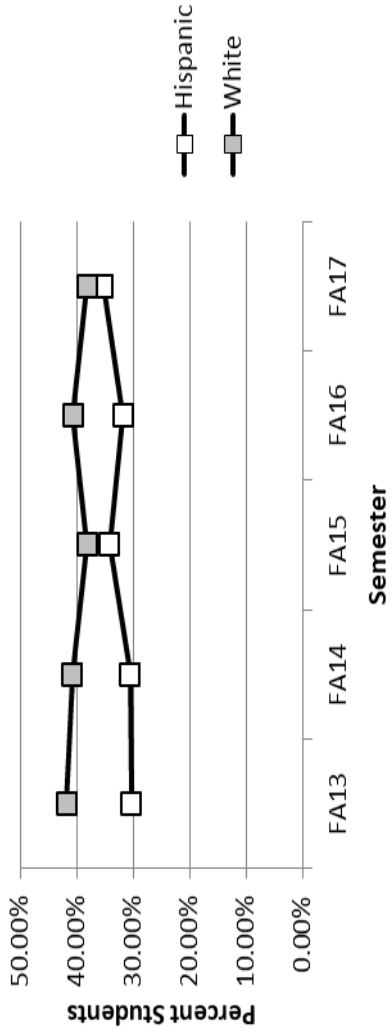
Exercise Science & Wellness

The ESW enrollment among age demographics have been relatively stable since the last Program Review. The ES department has created an environment of course work (core knowledge and skill/activities) that are age appropriate to all students. The department also offers courses that enhance the experience for those with disabilities and students new or are reentering to Grossmont College.

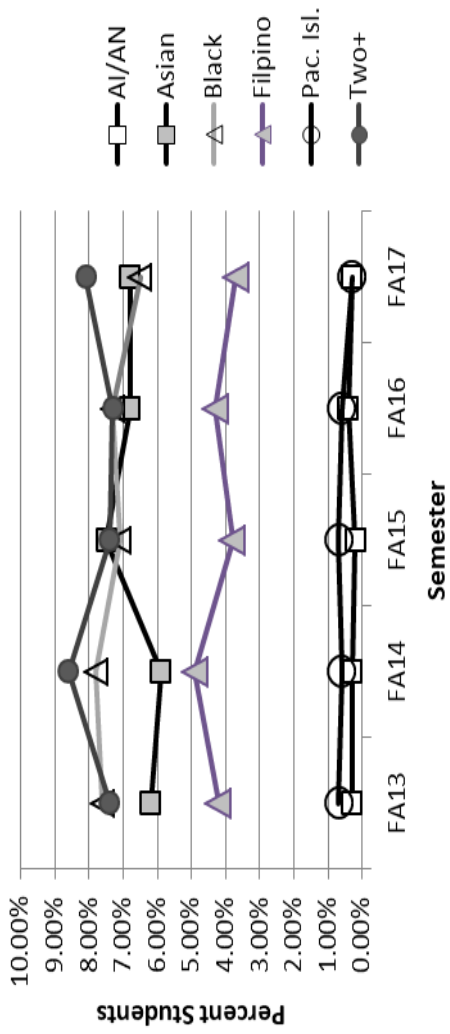
Our enrollment of students between the ages of 20-24, is higher than any other age group (40% to 45%). A theory for these numbers is that students wait until their final two semesters to complete their Area E, GE requirement. The second age demographics, 19 or less, are our first-time students or are those students enrolled in the Grossmont Middle College Program.

Until the decline institutional and statewide of total enrollment, the department offered a wide variety of courses and times. Classes have been offered all day Monday through Thursday as well as on Saturday mornings. In the interest of having a robust course offering, the department will examine more offering in the evening and weekend as well as new curriculum that interest students.

ES--Enrollment by Ethnicity, Hispanic & White



ES--Enrollment by Ethnicity, Other



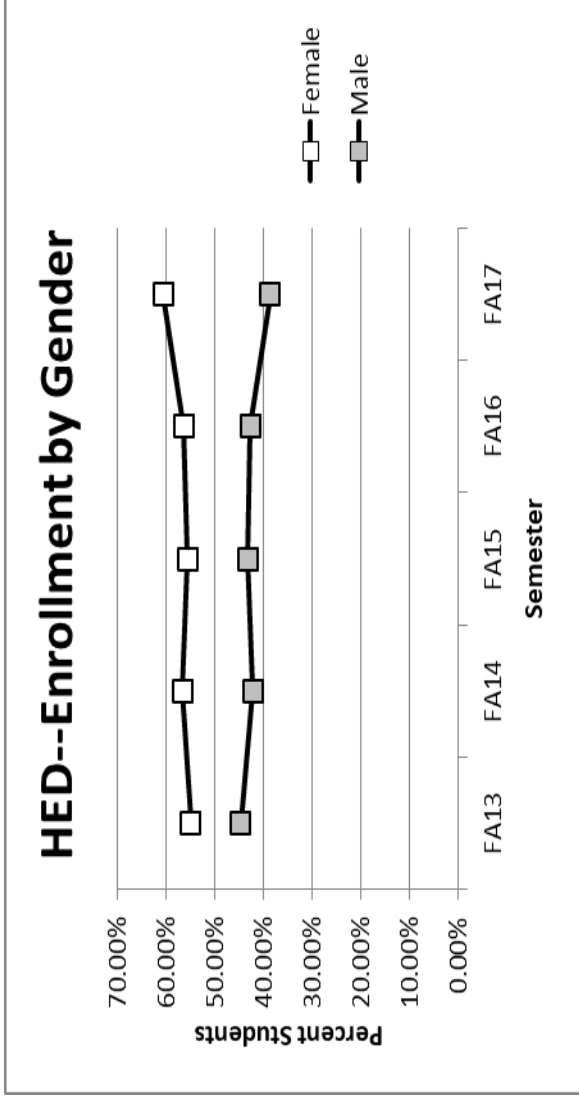
Exercise Science & Wellness

The ESW Department values the importance of diversity, ethnicity, age, and gender and has demonstrated sensitive to those students of special populations. The department continues to develop and update curriculum that better serve the institution and responds to ever changing community demographics. Examining the two highest percentage of students enrolled in our courses, White and Hispanics. Our enrollment of white students has approximately declined from 41% to 35%, as that percentage is consistent with the institution during the same period. In contrast to the Hispanic student that has approximately increased from 30% to 35%.

Examining the data for enrollment of ethnicity and others, the data demonstrates a slightly higher percentages in ESW courses than in the institution. The data also illustrates that students of Asian and Two + ethnic group should a 5% increase over the Program Review cycle. With that

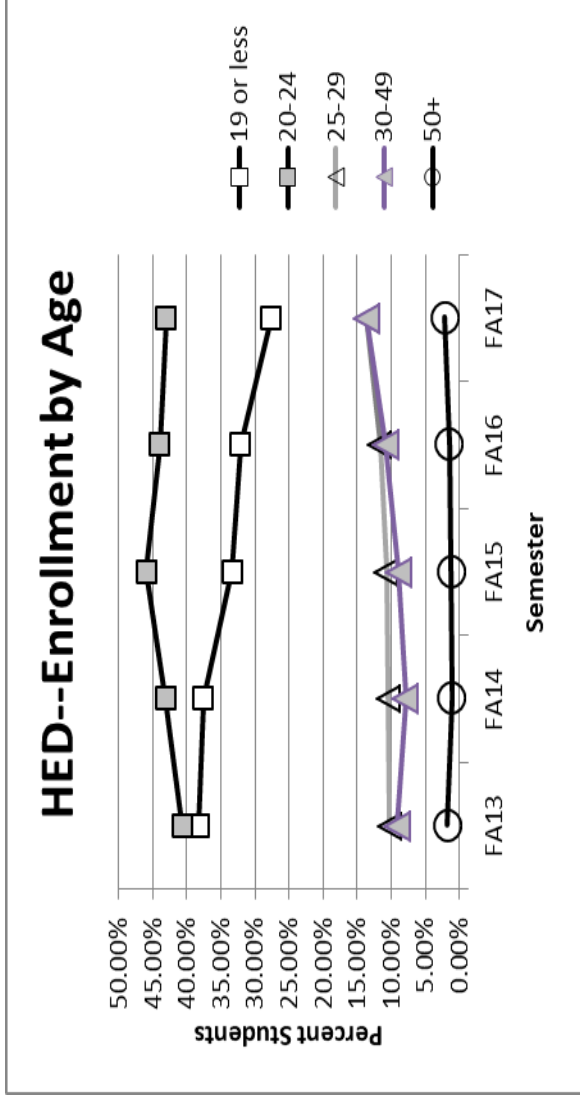
said, the data also illustrated that enrollment of Black, Filipino, Pacific Islander, and AI/AN students has declined slightly over the same cycle.

Health Education



Health Education

Looking at the enrollment trends disaggregated by Gender we can see slight trends in the increase of female students and a decline in male students- this reflects the campus wide trends. One possible explanation could be that students going into the nutrition and health fields are often women, so these topics may attract more women into these courses. As an example, the population of registered dietitians is, on average, 90% female. Looking at trends for the last program review we can see the same trends of gender- there are increases of women who take HED courses even when enrollment numbers fluctuate. The hiring of a male nutrition faculty member represents a step towards representation of minority groups within the field to encourage diversity.

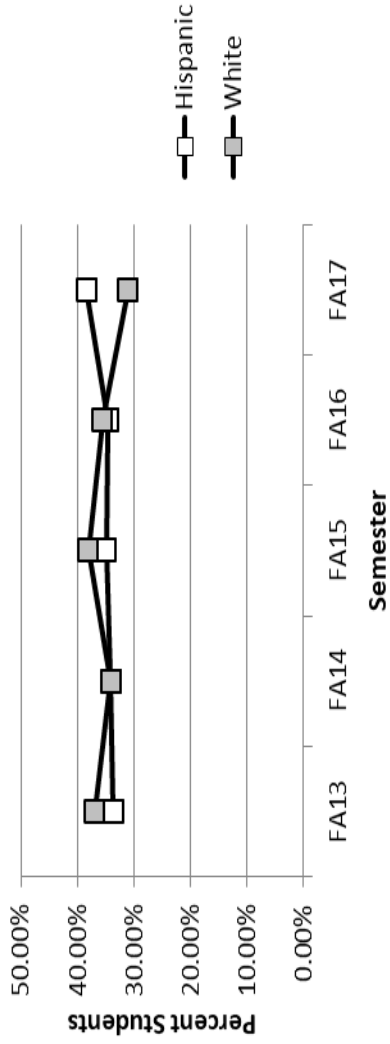


Health Education

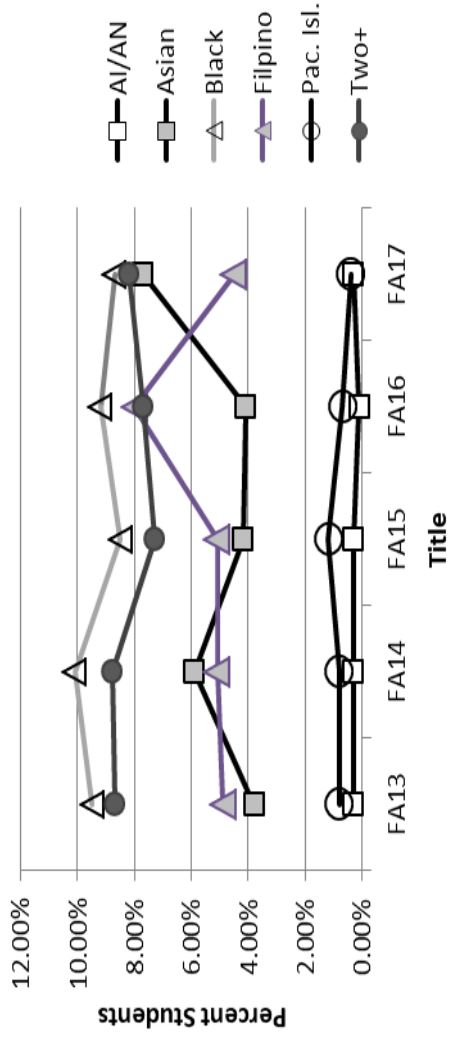
In terms of enrollment by age, the data shows a consistent traditional pattern, with most students being between the ages of 19 and 24. Enrollment of younger students has declined over time in a pattern that does not match the enrollment of students at the college. This may be due to HED courses offered to high school students for college credit (through Cuyamaca College), or due to lack of sections in other disciplines that fit into the student's first semester/year schedule that delays them from taking HED courses until later in their academic career. For HED-255, the science pre-requisites required for this course may delay their entry.

There have been increases in older students, perhaps due to the challenging economy, which may spur older students to return to school to re-tool or complete a degree, thereby enhancing their chances for employment. An influx of veterans has also occurred, raising the numbers in the non-traditional age groups.

HED--Enrollment by Ethnicity, Hispanic & White



HED--Enrollment by Ethnicity, Other



Health Education

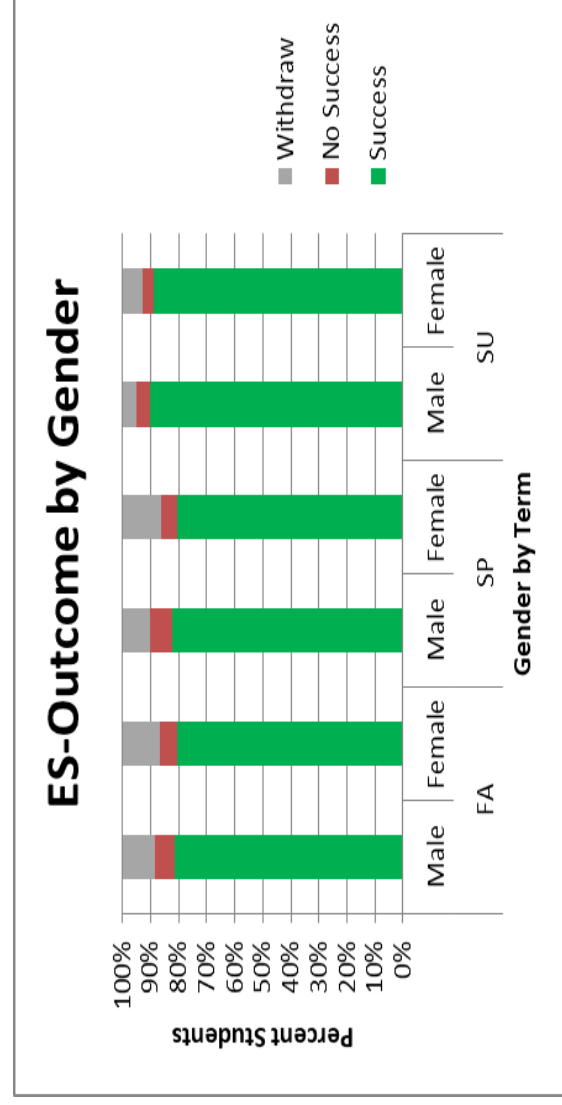
Enrollment trends in HED courses by students of color is slightly higher than the college overall. Hispanic students are showing continued increased enrollment since the last program review. Since we do not track the reason students enroll in HED courses in a way that would allow us to correlate this data to their ethnicity, we cannot determine why these changes may have occurred, however these enrollment trends likely mirror a change in demographics for the general population in the region.

Enrollment in HED courses by students of color is slightly higher than the college overall.

5.2 Discuss trends in student success and retention overall in your department and explain these trends (e.g. campus conditions, department practices). Also examine the success and retention data disaggregated by gender, age and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps. [Data and a summary of notable patterns will be provided by the Program Review Data Liaison]

Student Success and Retention and Disaggregated

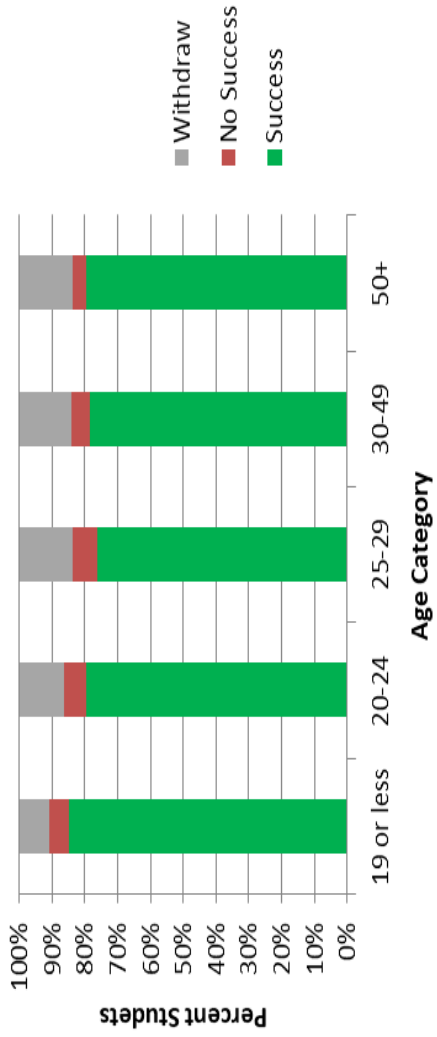
Exercise Science & Wellness



Exercise Science & Wellness

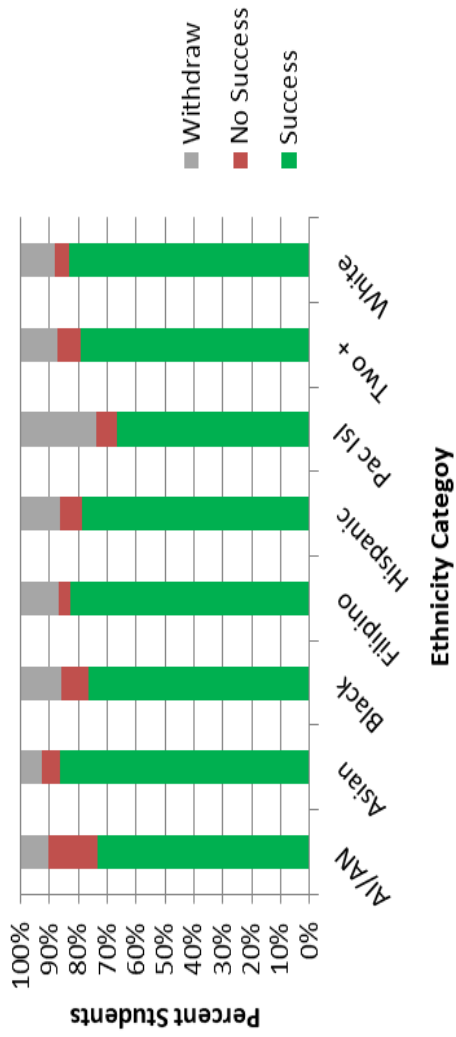
The ESW Department strongly feels that the success rate of our students directly reflects the departments strong value of the core curriculum through the core booklet. Examining the department’s grade disaggregation, it is important to state, that ESW courses are not easy “A” s. Students are required to understand academically the Components of Physical Fitness as well as participate in physical fitness activities. Our Gender data patterns are higher than those of the institution. Male and female students have approximately the same rate of success. All students are performing better in the Summer which is consistent with the institution (Appendix 3, Student Success and Retention and Disaggregated Data) with success rates for males and females equally ranging from 80% to 90%.

ES-Outcome by Age, Fall



The ESW Departments Success Disaggregated by age, the data for spring have the same pattern so are not shown. These patterns match the college overall, except for unusually high success in the <19 age class. We can contribute this to the student, <19 age, still feels that exercise and the understanding of exercise is an important part of their lives.

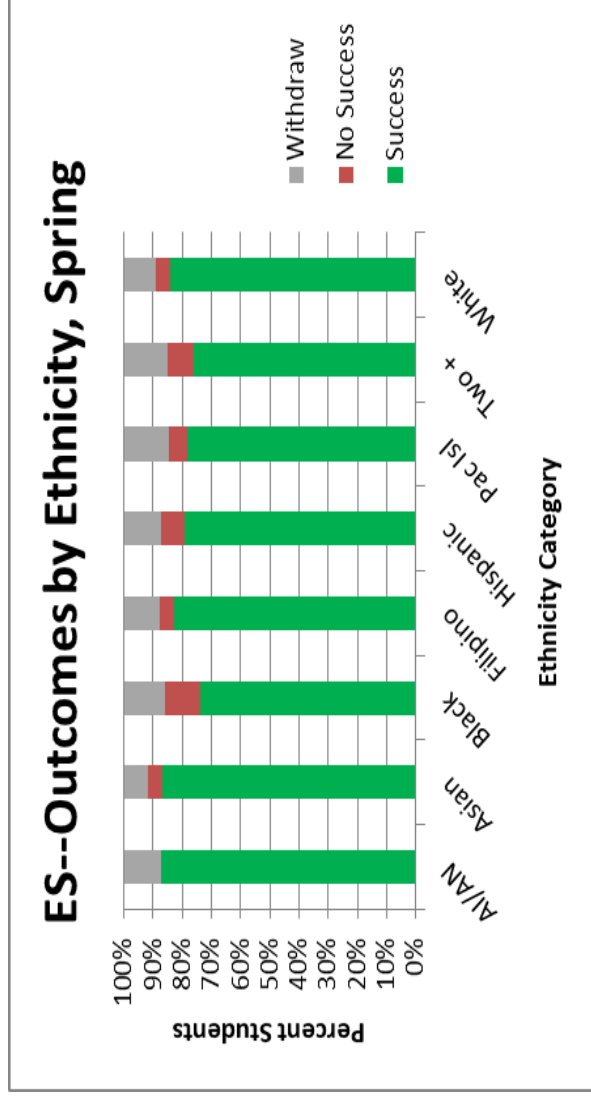
ES--Outcome by Ethnicity, Fall



Fall	Success	No Success	Withdraw
AI/AN	30	7	4
Asian	832	62	69
Black	1042	127	192
Filipino	554	26	88
Hispanic	4237	398	743
Pac Isl	38	4	15
Two +	1067	110	168
White	5539	317	796

Exercise Science & Wellness

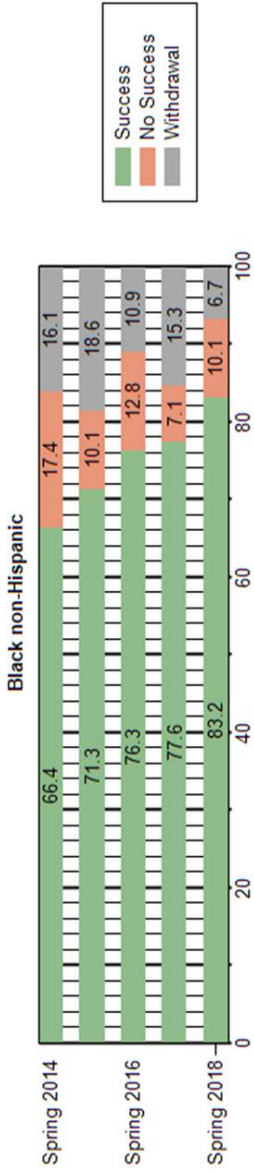
Overall success and retention are high compared to the college. Success gaps between major ethnic groups are also much smaller than for the college overall. There are barely enough American Indian/Alaska Native and Pacific Islander students to show the data, so tables are included to show the sample sizes. The largest equity gaps exist for these groups, however. Variation in the groups between Fall and Spring can be attributed to small sample size.



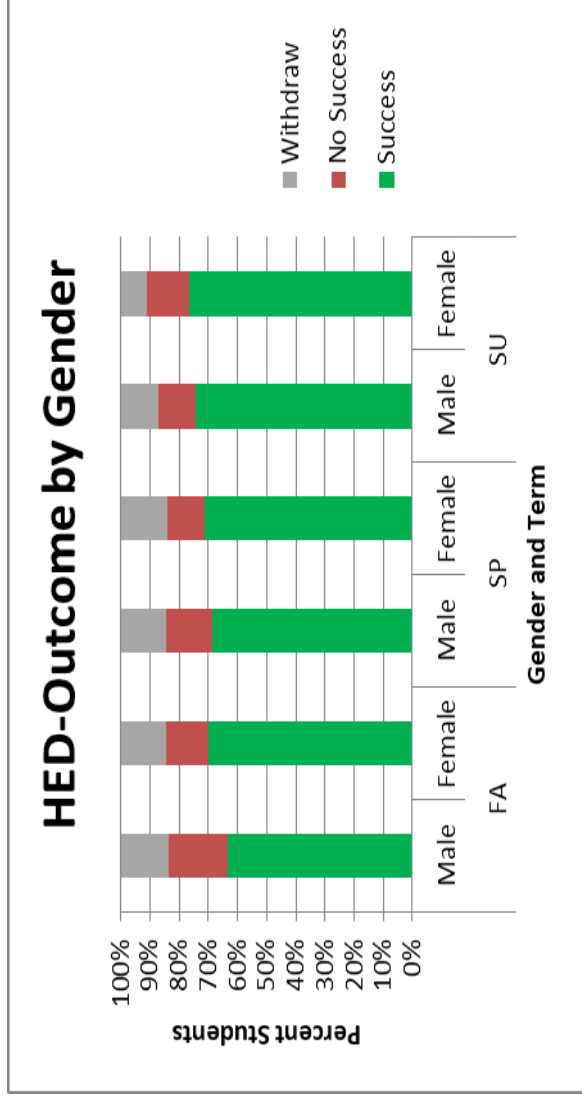
Spring	Success	No Success	Withdraw
AI/AN	35	0	5
Asian	923	55	86
Black	879	142	170
Filipino	477	28	70
Hispanic	3998	393	646
Pac Isl	25	2	5
Two +	1046	120	207
White	5214	323	666

Trends Over Time

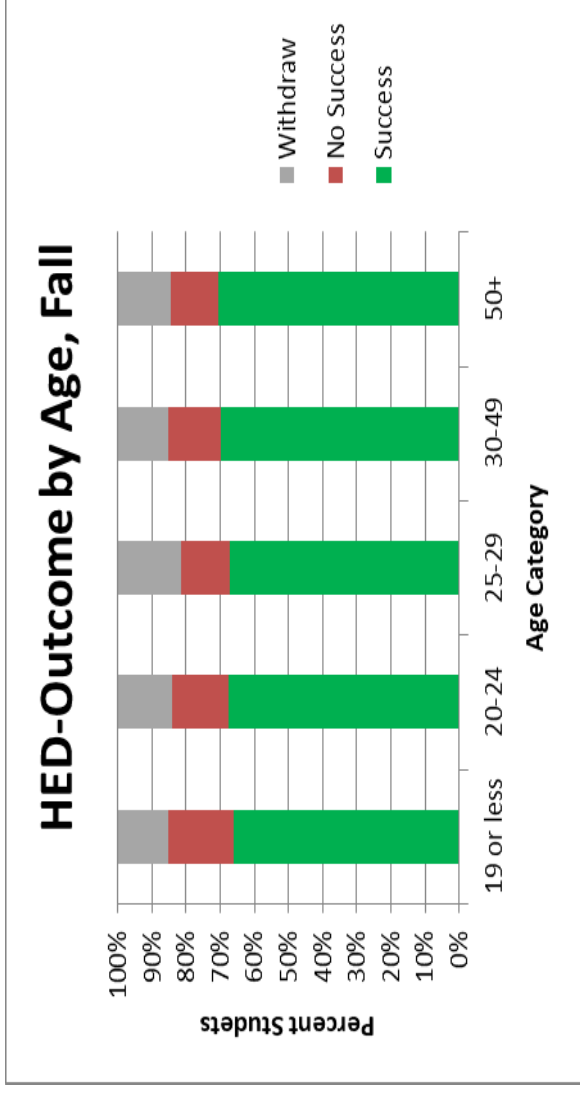
In Spring, there is a consistent increase in success over time. This pattern is consistent for all the groups that represent large numbers of students, for example, Black.



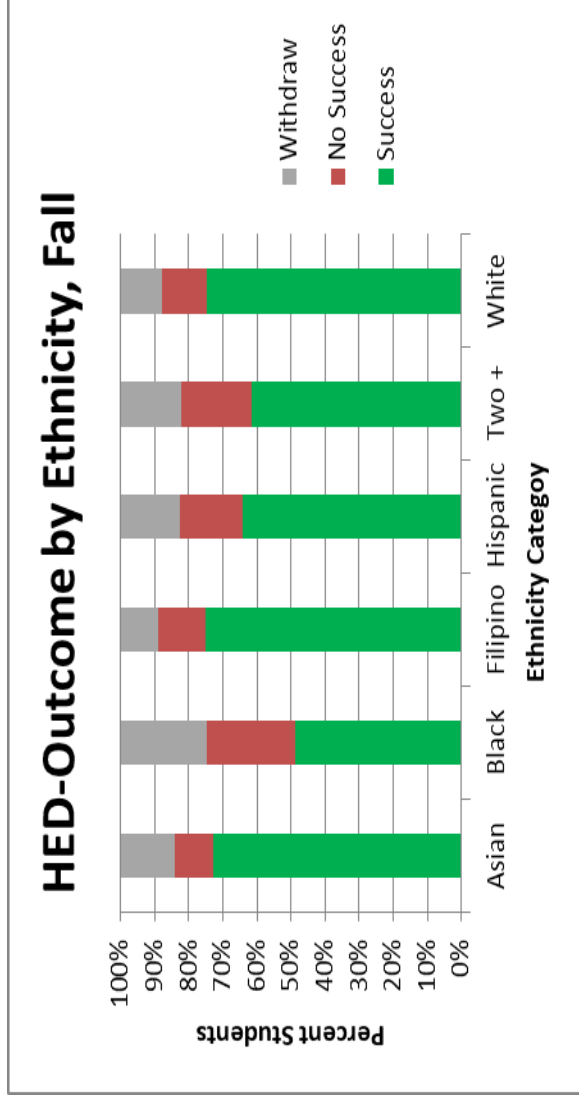
Health Education



HED outcomes do not appear to be significantly different between genders when compared to each other at the semester level.



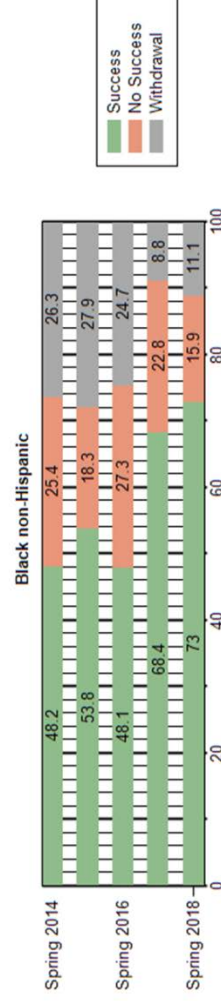
Data for spring show the same pattern, so are not included. These patterns generally match the college.



American Indian/Alaska Native and Pacific Islander data are not shown since sample size is too small. Data for spring show the same pattern, so are not included. There are equity gaps for the Black, Hispanic and Two + groups. To address equity gaps, the department has tried to increase representation in minority groups among faculty to improve role-modeling to students. Diversity and inclusiveness are often the subject matter in health courses, and health disparities are discussed. Inclusivity is also included as a course policy in the syllabi of health instructors, who discuss the importance of cultural sensitivity in a diverse population to students throughout the course.

Trends Over Time

In spring and summer terms, there has been an overall increasing success rate across the program review period. This pattern can be seen in most disaggregated groups as well--males, females, by age, and for the major ethnic groups. For Black students the increase was a sudden jump rather than a gradual increase, but that might be due to smaller sample size (therefore more variation).



Health Education

For HED courses, looking at the overall retention and success patterns, it appears that retention has been improving in the long term over both semesters from 2014 to 2018, particularly in the spring semesters. Student success also appears to be improving overall from 2014 to 2018, particularly in the spring semesters. Student success in general appear to better in the Spring semester than in the fall, which indicates a potential need to focus efforts on student success and retention during this semester, when less-prepared students may be entering college for the first time. Student success and retention for HED courses appears to be like that of the division and the college. Retention rates appear to be slightly lower than that of the state, although this does appear to be improving and, for spring of 18, student success and retention in HED courses appear to be markedly better than the college, division and state. Equity gaps will be discussed under each outcome area.

5.3 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.

Exercise Science & Wellness

As discussed in previous sections, the ESW Department participates in the annual health fair and other related events on campus. To support these events and incorporate our ESW students, instructors are encouraged to give assignments, extra-credit, or participation points for attending. The department feels this promotes a feeling of inclusion and promotes health and wellness outside of the classroom. No one from the department participated in any interdisciplinary offerings or learning communities.

Health Education

The following strategies are being utilized to encourage student engagement:

- Hybrid classes – using a flipped class strategy
- Flipped style classes that utilize class time for activity-based learning

- Incorporating technology into the classroom in both online and face-to-face courses to engage student participation
- STI game (sexually transmitted Infection game) to give real life scenarios about a sensitive subject matter
- Debate activities on hot-topic issues (for example, students pick a side on a controversial topic and gather evidence to support their position)
- Pair-and-share small group activities in-class (for example: students participate in an epidemiology-focused game interacting with data and real-life scenario to detect foodborne pathogens).
- Active learning strategies (for example: students are given a case-study over a person with high blood pressure and must design a low-sodium diet as an intervention)

5.4 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

Exercise Science & Wellness

The ESW Department annual participates in the Grossmont College Health Fair. Participating in the Health Fair, the department performs and interprets blood pressure and body compositions. The department also participates in the campus wide Wellness Initiative. This is where faculty and staff create goals and competitions to better facilitate exercise and body competition. Through the wellness initiative, the ESW department created a Friendly Faculty and Staff Exercise Course List. The list helps the faculty and staff find courses that can fit into their schedule, on campus, for exercise. No one from the department participated in any interdisciplinary offerings or learning communities.

Exercise Science & Athletic – Intercollegiate

The department participated in many competitions and tournaments for sixteen ESW & Athletic - Intercollegiate teams.

Health Education

Courses offer the opportunity for field work, such as ethnic grocery store investigation and ethnic restaurant review assignments for cultural foods class. Students are encouraged (and in some courses, required) to participate in health fairs and other health-related activities such as One-Theme, One-Campus events.

5.5 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

Exercise Science & Wellness

The department has an educational partnership with the American Council on Exercise (ACE). This partnership provides ongoing training and materials for faculty teaching in the Fitness Specialist program, as well as discounts for department faculty and students in conferences, educational materials, certification exams and workshops.

Health Education

There are no such governing issues with Health Education.

5.6 If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Insert the “Degrees and Certificates” data table in this section.

Award	13/14	14/15	15/16	16/17	17/18	Total
Biological Sciences AS	3	5	5	5	5	23
Chemistry COA	2	2	0	5	5	14
Chemistry AS	0	2	1	6	8	17
Exercise Science--Athletic Training AS	0	0	0	0	0	0
Exercise Science & Wellness AS	7	10	3	7	15	42
Exercise Science & Wellness COA	6	11	3	6	11	37
Geography AS	3	1	0	1	2	7
Geography AA-T	1	1	6	5	8	21
Geology-AS	1	0	1	1	0	3
Geology AS-T	1	1	1	2	1	6
Mathematics AS	25	36	22	26	28	137
Mathematics AS-T	22	35	29	36	55	177
Oceanography AS	0	1	0	0	0	1
Physics AS	0	9	5	5	8	27
Physics AS-T	3	10	15	10	24	62
University Studies--Science & Math	5	4	2	0	0	11
University Studies--Math, Nat. & Comp. Sci	111	119	122	100	145	597
General Studies--ESW	3	1	2	2	6	14
General Studies--Science & Quant. Reas.	58	55	36	45	62	256
MNSESW Total (Degrees & Certificates)	251	303	253	262	383	1452
College Total (Degrees & Certificates)	2870	3134	3170	3576	4101	16851

Exercise Science & Wellness

Award	13/14	14/15	15/16	16/17	17/18	Total
Exercise Science--Athletic Training AS	0	0	0	0	0	0
Exercise Science & Wellness AS	7	10	3	7	15	42
Exercise Science & Wellness COA	6	11	3	6	11	37

Since 2013, the data indicates that a total of 79 A.S. degrees in Exercise Science and Wellness were awarded (2006-2012 Program Review was 17). The exciting portion of these numbers for our department is the COA in Exercise Science & Wellness which is a job creator certification curriculum. To add to those A.S. degrees, in 2016, we created and submitted an AD-T in Exercise Science. Due to outline changes in Math, Physics, and other curriculums, this has been delayed. The department has been assured, that all the outlines have been updated and the AD-T will be activated in Fall 2019.

As a department, led by our ES 250 – Introduction to Kinesiology, we have improved on the importance of speaking to our majors in all our classes. Students in our majors’ classes learn about numerous degree options as well as, job opportunities in the field.

Health Education

Our department is now building curriculum that will lead to a possible degree, or certification in Nutrition. We are working towards Transfer Admission Guarantee (TAG) for nutrition with SDSU, pending Intro to Biochemistry as previous discussed. We are closely watching national changes in certification and educational requirements in the field of Nutrition and Dietetics to make sure we are planning for relevant changes in the job market. Currently, there is a two-year certification for Dietetic Technicians, registered (DTR), however, this will be moving to the bachelor’s level as of 2024 (when the RD credential moves to the master’s level). A potential for a new Associate’s credential has been discussed by the Academy of Nutrition and Dietetics but has not yet been elucidated.

5.7 If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer, and do they graduate on time? What careers do they pursue? What are starting salaries in the field? Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

The institution currently does not have a mechanism of tracking students after they leave Grossmont College. We know from our student’s, antidotally, that they plan to transfer to San Diego State University, Point Loma Nazarene University, or CSU San Marcos after graduation. Many have stayed in contact with our faculty, but the sample size is too small to track.

We currently do not have a major for HED or NUTR, so we do not have any data/information regarding our students once they leave Grossmont.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs? Please elaborate on your answer.

Exercise Science & Wellness

The Exercise Science & Wellness Department has distinctive variation in course offering from Lecture/Laboratory activity and adapted courses, lecture academic major's courses, and a CTE program in Personal Fitness Specialist. With 51% of the ESW courses being Lecture/Laboratory activity-based courses, there are no current counseling or tutoring services needed. The ESW tenured and adjunct faculty do an excellent job advising and mentoring students through office hours or student appointments.

ESW lecture academic major courses and the CTE program makes up 16% of course offerings. Faculty members Dr. Elizabeth Kelley (Tenured Faculty), Donivan Marthis (Adjunct Faculty), Sharon Vilarino (Adjunct faculty), and Stephanie Basso (Adjunct Faculty) utilize professional and industry knowledge and academic standards to advise students for correct pathways. Again, no current counseling or tutoring services needed.

A challenge the ESW department has endured since 2014 is that our AD-T in Exercise Science has not been activated or approved do to institutional and state curriculum changes. It is the antidotal knowledge of the ESW Department that councilors at Grossmont College have been sending Exercise Science majors to Cuyamaca or other Community Colleges in San Diego to finish or pursue that degree.

Exercise Science & Athletic Courses - Intercollegiate

ESW & Athletics courses comprise 33% of the total offerings for the department. Although the ESW & Athletic classes fall under the MNSESW Division, the ESW & Athletic teams are administratively housed within Student Services. These are Exercise Science & Wellness laboratory-based courses, but they are top-coded by the State of California under Athletics for repeatability.

Student services offered to the student-athletes who participate in the ESW & Athletic courses receive the following:

- Athletic Training Certified Personnel
- Athletic Academic Advisor
- Athletic Eligibility Technician
- Equipment Technician
- Part-Time Academic Councilor

It is worth noting that the Athletic Academic Advisor and Athletic Eligibility Technician are housed in the department and works closely with the student-athletes (approx. 350) on academic and eligibility issues.

Currently, the Counseling Department served as a point of contact for the student-athletes in the ESW & Athletics building and takes 'walk-ins' on specific days. It is very difficult for the

student-athlete population to secure classes given the time restrictions of intercollegiate participation—as a department we are committed to helping with their educational needs. Student-athletes are held to NCAA academic progress requirements (and a future CCCAA standard of student success) that without proper assessment, counseling, and timely registration may be unable to matriculate to a 4-year school that otherwise would have awarded them full or partial financial aid. In 2014, Grossmont College assisted the student-athlete by allowing them early registration to join the other 51% of community colleges that provide this support. With an athletic advisor and counseling support, this is an area that our department strongly improved.

Many of the Faculty/Head Coaches utilize the Tutoring Center for study hall. For those coaches who require study hall, students are monitored for their hours using Red Canyon. This is a monitoring service that Grossmont College uses to track hours and attendance.

The department does not have a formal relationship with other student services departments such as ARC, Financial Aid, or Library. However, individual instructors contact these departments when questions or concerns arise. All faculty members as required by the institution to have information about ARC and other services on their syllabus.

Health Education

In general, these services are adequate, however, there are some areas of improvement for tutoring and financial aid services in relation to our department. Specialized tutoring in the health education and nutrition fields are not an area that students have expressed a specific need, however, students often come to these courses lacking basic study skills to prepare them for exams, writing, and college-level reading.

Regarding financial aid, textbook costs are sometimes a barrier to students. Despite the push for zero-cost or OER texts, these are not often suitable for highly specialized courses that change frequently such as health and nutrition. This necessitates the use of textbooks that do have minimum costs to students. Students have stated that they experience a gap between the start date of their courses and receipt of their financial aid, which stalls many students who require these resources.

6.2 What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

Exercise Science & Wellness

Within the Excise Science & Wellness Department is the Body Composition Lab. This is a free service that our student receives for enrolling and attending our courses. This service is valuable for many reasons. First, many students have never had a scientific explanation of exercise or the components of physical fitness. Second many of our students are unaware of what and how body composition affects their life-style and health. The ESW courses in collaboration with the Body Composition Lab allows students to receive a pre and post screening composition. This is a valuable educational service for improving student success and retention.

The parameters of this lab, a student receives a body composition reading (percent body fat, metabolic rate, fat-free mass, etc.) based on their personal configurations. Students also receive a

reading of their current circulatory system health through the utilization of blood pressure and heart rate. These components of physical fitness and health issues are monitored and updated through the semester by the course instructor.

Health Education

Students have reported benefit from utilizing ASGC, Health Services, EOPS and the A.R.C. Many of our students who use A.R.C. for testing accommodations report improved outcomes when these services are utilized. Students who have limited financial means to obtain food have reported benefit from utilizing Gizmo’s Kitchen through ASGC.

6.3 Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

The ESW Department would have to say “No” for proper institutional assistants in our Adapted Exercise Science courses (ES 001, 002, 003, 029, 035, and 041). Due to the retirement of Pam Camp and Ed Schmacher in 2017, we have had an elapse in accommodating our adapted ESW courses. In a meeting in Spring 2017, that Kathleen Aylward and Randy Abshier attended with the Interim Dean of MNSESW, Cary Willard, Vice President of Academic Affairs, Katrina VanderWoude, and DSPS Chair, Pricilla Boswell, we were told that motor movement disabilities were not required for having an institutional assistant helping in these courses. The department have had to use TA hour to get an attendant to help in the ESW Adapted courses.

When it comes to the facility cleanliness and maintenance (locker rooms, showers 41-100, 41-101, 42-100, and 42-101 classrooms), the ESW Department would also have to say “No”.

Grossmont College has a duty of care to provide a safe environment for our students and staff. The fitness classrooms should have guidelines that our custodian and staff are required to implement. Due to the nature of 41-100 and 41-101, daily sanitizing efforts for exercise machines, indoor cycling, and floor should be a priority. The answers we get when asked why this is not performed, is that anecdotally, Grossmont College has a deficit of employee in custodial and facility maintenance departments.

Most college support services adequately support our faculty and staff, with some exceptions. Faculty have reported frustration with the mark-up of textbooks and material in the bookstore. Faculty frequently work with the publisher to decrease the cost of textbook offerings in the bookstore for students. The bookstore prices should reflect the effort that faculty make to bring down the price of textbooks. With the college pushing faculty to reduce the cost burden of books on students, it only makes sense to reflect this through its own bookstore. With CAPS, it is sometimes unclear to both faculty and students what the role of CAPS is on campus (for example: when called, sometimes they will refer the caller to emergency services—it doesn’t seem to be clear when issues should go to them or to 911, etc.).

Exercise Science & Wellness and Athletic Maintenance

The ESW Department recognizes Luis Mendez: Athletics Maintenance Lead, Rex Jenner: Athletic Field Senior Maintenance, and Chad Lakin: Athletic Field & Facilities Technician for their dual roles in the department. Luis Mendez supervises and performs both ES activity and ESW/Athletic course maintenance, set-ups, and break-downs. Luis also is responsible for configuring and performing daily maintenance and chemical requirements needed to meet certification for the Aquatic Complex. He is also responsible for maintenance of all Exercise Science equipment and purchasing where advised. Luis meets weekly with the ESW Co-Chairs to identify needs and updates on the physical components of the department.

Rex Jenner, under the supervision of Luis Mendez is responsible performing a variety of specialized grounds maintenance work in the preparation and maintenance of athletic fields, surrounding landscape, facilities and equipment. Perform grounds maintenance duties related to the design, layout, installation, maintenance and repair of irrigation systems; application of toxic chemicals for pest, insect and weed control. Prepare, measure, mix, and finish cement areas and complete minor construction projects for athletic areas. He also assists Luis Mendez when needed to set-up class equipment.

Chad Larkin, under the supervision of Luis Mendez is responsible for performing specialized maintenance duties related to the gym, tennis courts and surrounding grounds; perform general custodial and maintenance duties associated with physical education and athletics facilities. Participate in the maintenance of physical education facilities, equipment and supplies to ensure proper working order and sanitary condition.

Creative Services & Printing

The department of Creative Services and Printing is a major component of the ESW and Athletic Department and should be recognized for the outstanding and expedience work performed. They have assisted in day-to-day service needed for faculty as well as in collaboration with Created Services to create exercise/participation logs, media guides, recruiting letters, and educational handouts. Created Services, Maria Baeza, helped develop and create an amazing department flyer.

Instructional Operations

The department of Instructional Operations should be recognized for the outstanding assistance and leadership they provide the ESW and Athletic Department. In 2017, Instructional Operation, Grossmont College Administration, along with the ESW and Athletic Department created and updated policy and procedures for the use of the athletic facilities as a rental and institutional revenue.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

The first table you see in this section is **INFORMATIONAL ONLY**, so you can understand what type of information you should be providing for this section. The second table you will see is the suggested table format you should use to display your information for this section.

TABLE ONE: INFORMATIONAL ONLY – PLEASE ADDRESS THE CONTENT IN THIS TABLE

OFF CAMPUS	ON CAMPUS
Marketing Flyers, brochures, booths, radio	Marketing Flyers, brochures, booths, Summit newspaper
Discipline Specific activities Conferences, Clubs/Organizations, Department Events, Licensing Meetings, Technical Reviews/peer reviewing manuscripts/textbooks and other discipline-specific volunteer activities, regional and state task forces	Campus Volunteerism Involvement in college and other department’s activities (campus open houses, science fair, water project, helping as a theater usher or at a sports team event)
Community Involvement Advisory committees, serving in regional groups, K-12 outreach, Job Fairs, other college-related but not discipline-specific activities	Interdisciplinary Collaboration Collaborating on shared events, cross-listed courses, working with campus student services, linked courses (sharing of expertise/resources between departments to benefit student success, such as guest lectures, shared lab activities, simulation or other special events)
Professional Development Attendance, creation/presentation, grants, sabbaticals	Professional Development Workshop Attendance, creation/presentation of professional development activities, grant-writing and sabbatical projects

Table two on the next page shows how you should organize your activity data. Complete this table with your commentary.

If you need assistance in creating a table, please contact the Program Review Chair. If you are using word, simply select ‘insert’ from the main menu, then table, and then select the number of columns and rows you want for your table.

TABLE TWO: SUGGESTED TABLE FORMAT

Faculty	Activity/Committee	Year(s)	Value to Student Success
Randy Abshier	Associate Dean of Athletic Hiring Committee	2019	Co-Chair of this administration hire. New Associate Dean of Athletics Position
	ESW Brochure	2018 - Present	Promote curriculum information to the Grossmont College student body.
	Facilities Committee	2017 - Present	Help with development of GC construction and institutional development.
	Instructor & Assistance Football Coach Hire Committee Chair	2017	Chair of this faculty hire. Increase of Full-time Faculty.
	Sub-Committee Enrollment Strategies	2016	Brainstorm policy and procedures for enrollment strategies.
	Grossmont College Health Fair	2015 – Present	Interact with students concerning exercise and health issues. Promotion of department.
	Baseball Tournament	2013 - 2017	Promote community athletics in the San Diego area.
	Curriculum Committee Member	2010 - 2014	Chaired the GC curriculum committee.
	Chair of Curriculum Committee	2014 - 2018	Chaired the GC curriculum committee.
	Gridiron Ministry	2016	Faith seminar for football youth.
Charlan Arnold	Recruiting Information Night	2017	Family seminar for perspective student-athletes.
	Never Think about Failing your Youth	2017	Inspirational speaker at the event.
	ESW/HED Department Co-Chair	2014- Present	Assist students with problem solving all HED course related areas

	Faculty Advisor for the LGBTQ student club	2010-2013	Creating a role-model and mentor connection for low visibility or marginalized student population
	Safe Zone Task Force and Ally Training Program	2013-Present	Helping to create a safer environment and support network through training staff, faculty and students to be allies for all LGBTQ students.
	One Theme/One Campus Participant-Facilitator	2015-Present	
	Spring Health Fair-participant/presenter	2008-Present	Providing a health resource connection with the community on our campus
	Professional development-clicker usage	2012	Sharing knowledge with faculty to bring different technologies into the classroom environment adding interest and increased participation of students.
	Curriculum Committee	2009-2012 & 2014	Campus Curriculum Committee
	Pearson HED Textbook reviews and focus groups participant	2011-Present	Reviewing the best HED materials available as well as researching various approaches to learning increasing SLOs
	Member of APHA (American Public Health Association)	2010-Present	Staying current in the field of PH allows my students to get updated information-enhancing their knowledge base.
Karen Caires	Karen Caires Basketball Camp	2013 - Present	Outreach and fundraiser for the Grossmont College women's basketball program.
	Health Fair	2016 - Present	Attend with student to the campus Health Fair.
	Empty Cradle	2015 - Present	Community service to non-profit organization.

Jamie Ivers	Associate Dean of Athletic Hiring Committee	2019	Co-Chair of this administration hire. New Associate Dean of Athletics Position
	Recruiting Outreach	2005 - Present	Outreach and fundraising for Grossmont College women's volleyball and Grossmont College Beach Volleyball.
	CCCCAA President	2012 - Present	President of the CCCCAA Women's Beach Volleyball Association.
Michael Jordan	PCAC Representative	2012 - Present	PCAC representative for indoor and beach volleyball.
	CCCCFCA	2018	Winter meeting for the state of California Football
	CCCCFCA Hall of Fame Committee	2018	A member of the Hall of Fame Committee
	Football Brochure	2013 – Present	Ongoing brochure to create outreach for Grossmont College Football
	National Southern California Football Representative	2018 – Present	Representing Southern California at the national level.
	Sabbatical	2018	Sabbatical Research – to enhance ES Department Professional Fitness Curriculum.
Elizabeth Kelley	Created and distributed flyers for HED 120 around campus, on my college webpage, sent to previous semester students, dropped off at counseling and Student Health Services	2018-present	Marketing to increase enrollment
	Attended IDEA World Fitness & Nutrition Expo	2018, 2014	

Larry Larsen	Served as Grossmont representative for the IDEA World Fitness Discovery Program	2018, 2014, 2012	Discipline Specific activities and Community involvement	
	Participated in several health/wellness publisher faculty focus groups	2018, 2014, 2012		
	Serve as Primary Reviewer for Kinesiology discipline C-ID California Academic Senate	2018		
	Developed the Web Study Guide, an ancillary for textbook titled Introduction to Kinesiology, Studying Physical Activity, 5th edition	2018		
	Served on numerous committees, regional meetings, events, and webinars related to as the Grossmont College coordinator for Basic Skills Initiative	2015-2017		
	Doctoral Degree	2014		Professional Development
	SIY Leadership Program	2015		
	Define Courage workshop based on Brene Brown's work	2015		
	Maintain status as ACSM Certified Exercise Physiologist	annually		
	Attended the Achieving the Dream conference	2015-2017		Operational committee that recommends sabbatical for instructors.
	Crucial Conversations Trainer	2015		Financial adjustment for stipend assistant coaches.

Doug Weber	Grossmont College Basketball Camp	2013 – Present	Outreach and fundraiser for the Grossmont College men's basketball program.
Jason Stevens	Discussion Facilitator: One-Theme/One-Campus Films <ul style="list-style-type: none"> • What the Health • OMG GMOs 	Fall, 17 Spring, 18	Facilitating discussions on nutrition-related films helped bring content expertise to students to engage them in critical thinking about these films.
	Interview for the Grossmont Summit on GMOs	Spring, 18	Providing content expertise on nutrition-related facts about GMOs for an article in the summit helps to bring evidence-based information on current events to students.
	Grossmont College Curriculum Committee	2018-Present	Serving on this committee helps to ensure that our department has a connection to the changing curriculum on campus that can affect our students. It also helps guide our own curriculum development.
	Commission on Dietetics Examination Workgroup for Oncology Nutrition (Subject Matter Expert)	2014-Present	Serving on committees that are part of the national professional organization for Registered Dietitians gives me insight and input on policy changes that can affect our students. Work on exam development committees also helps me to hone my own test writing skills and provide better assessments to students.
	Commission on Dietetics Specialist Certification Panel	2014-Present	Serving on committees that are part of the national professional organization for Registered Dietitians gives me insight and input on policy changes that can affect our students.
	Member: National Academy of Nutrition and Dietetics	2008-Present	As a member of the Academy of Nutrition and Dietetics, I receive professional development opportunities that help me stay

			current in the field, so that I can connect students to timely, evidence-based content.
Member: California Academy of Nutrition and Dietetics	2017-Present	As a member of state chapter of the Academy of Nutrition and Dietetics, I can connect with other dietitians within the state, which provides vital bridges to the college that can ultimately benefit our students	
Guest lectures for Grossmont College faculty: Cheryl Kerns-Campbell, Sharon Vilarino, Beth Kelley, and Lisa Ledri-Aguilar)	2017, 2018	I have provided guest lectures within the department on careers in dietetics, as well as the role of nutrition in various disease states. I have also provided guest lectures outside of the department on the role of nutrition in cancer. As one of a small number of faculty with content expertise in nutrition, this enriches the experiences of students in courses that have a nutrition component in other areas of the college.	
Hospital Sim Day, Grossmont College, Facilitator	2019	As a facilitator for Grossmont's Hospital Sim Day, I was able to add the unique perspective of a registered dietitian on the interdisciplinary healthcare team to the student's learning experience.	
Completed research project on advanced-practice in clinical nutrition as part of Doctor of Clinical Nutrition coursework	2018-2019	Continuing to work on my doctorate and engaging in research helps to grow my own knowledge base so that I can enrich the learning of my students. Researching the work of advanced-practice dietitians also broadens my own perspective on the career trajectories of dietitians,	

			which is information I can use to benefit my students.
	Nutrition-focused physical exam workshop, Rutgers, Newark, NJ	2019	Attending this two-day workshop on the use of nutrition-focused physical exams as part of nutrition assessment deeply enriched my knowledge of changing techniques in the field, which I can bring back to my students.
	Guest lectures for Grossmont College faculty: Cheryl Kerns-Campbell, Sharon Vilarino, Beth Kelley, and Lisa Ledri-Aguilar)	2017, 2018	I have provided guest lectures within the department on careers in dietetics, as well as the role of nutrition in various disease states. I have also provided guest lectures outside of the department on the role of nutrition in cancer. As one of a small number of faculty with content expertise in nutrition, this enriches the experiences of students in courses that have a nutrition component in other areas of the college.
Megan Haber	White & Woods Tennis Tournament	2015 - Present	Community tournament and fundraiser for youth in community.
	Junior World Team Tennis Tournament	2015 - Present	Representing Grossmont College in one of the USA's biggest youth tennis tournaments.
Doug Hartung	Part-Time Academic Senate	2017 - 2018	Part-time representative on the Academic Senate.
Sharon Vilarino	Grossmont College Wellness Initiative Committee	2012 - 2015	Health and exercise awareness for faculty and staff.

7.1 Referring to the above table, what activities contributed most to student success?

Exercise Science & Wellness

The on-campus activities such as committee work provides value by engaging our instructors in the inner workings of the institution. Because of the institutional engagement, we can better inform our students of the events and governance that directly affects their college experience. The off campus speaking engagements provides an incredible amount of value to our students. Our faculty are the face to the College and by reputation the ESW is known as having the finest department in San Diego County.

Exercise Science & Athletics - Intercollegiate

Our ESW & Athletic - Intercollegiate faculty/coaching staff are second to none when concerning off campus visibility in both San Diego and Southern California. They actively participate and are leaders in many state and national affiliated professional organizations. Our students directly benefit and are attracted to our athletic teams due to the high level of our faculty. Community College athletic recruiting in San Diego is very competitive, but year-after-year, Grossmont College because of the level of instruction/coaching our students receive is exemplary. Our championships and matriculation are the cornerstone to our student's success. In 2017, Grossmont College Athletics broke the record and received the DeVore Trophy (broke record and most conference championships since 2013)

7.2 Please provide an overall reflection on your department's activity displayed in your table.

Conferences and Workshops

The ESW Department is comprised of three distinct entities: Exercise Science (skill-based courses in lab/lecture format and a few theory courses in both lecture and lab/lecture formats), Exercise Science & Athletics - Intercollegiate (skill-based courses in lab format), and Health Education (theory courses in lecture format). Instructors who teach Health Education or Exercise Science courses or both, pursue opportunities to maintain currency in their respective fields. One can notice by the table above, most faculty attend or coordinate some sort of clinics, conferences, workshops, meetings, continuing education opportunities, and other professional growth activities.

Exercise Science & Athletics - Intercollegiate

Recruiting student-athletes to our campus is a primary focus of the 16 athletic programs at Grossmont College. The successful recruitment of student-athletes from the local and contiguous high school districts surrounding San Diego, as well as those from the national and global community, is paramount in the success of each athletic team.

Coaches recruit year-round for their programs by communicating with individual athletes and exposing them to the campus and the educational programs of which we are all so proud. Coaches invite and host athletes and their parents on campus visits, attend athletic events at

community high school venues, and distribute publications that highlight the successes of our athletic and campus programs.

Almost all the 16 programs are involved in individual fundraising activities for their teams. The athletic programs host events at Grossmont facilities that bring many community members and prospective students to campus year-round (see the Athletic Department Program Review for more details). Additionally, our full and part-time coaches consistently wear clothing with ‘Grossmont College’ labels that serves as additional publicity.

7.3 Are your overall faculty professional development needs sufficient to ensure students are successful in your program?

Yes, No

Exercise Science & Health Education - Combined

ESW and HED faculty members have had Professional Development meetings over the past several years dedicated to SLO implementation as part of the instructional process. The ESW Department identified three program SLOs that were used to set the course SLOs to be used by all instructors. The program SLOs—Knowledge, Core, and Skills—have been very effective and are being analyzed and updated by all ESW instructors. By having Professional Development meetings, the department has revisited the process and organization of how to improve the distribution and gathering of data. Health Education faculty have also met and discussed findings from the SLO assessment to facilitate improvement in the delivery of instruction in the various HED courses. The HED instructor meet annual with the text book company to go over new information and curriculum updates.

SECTION 8 – FISCAL & HUMAN RESOURCES

NOTE: All required data tables and graphs will be compiled and delivered to you by the Program Review Data Liaison.

Exercise Science & Health Ed Combined						
	FA13	FA14	FA15	FA16	FA17	
Earned Enroll	4,993	4,690	4,186	3,758	3,644	
Max Enroll	5,688	5,870	5,722	5,804	5,410	
% Fill	87.8	79.9	73.2	64.7	67.4	
Earned WSCH	14234.1	13441.6	12121.9	11089.3	10808.4	
Total FTEF	22.4	23.6	23.3	23.6	23.1	
Earned WSCH/FTEF	635.8	568.6	519.6	470.0	468.3	
	SP14	SP15	SP16	SP17	SP18	
Earned Enroll	4,774	4,273	3,729	3,335	3,452	
Max Enroll	5,836	6,005	5,021	5,103	4,649	
% Fill	81.8	71.2	74.3	65.4	74.3	
Earned WSCH	13164.8	11590.1	10481.5	8902.1	9620.2	
Total FTEF	23.1	24.7	21.7	22.3	22.5	
Earned WSCH/FTEF	571.1	469.6	483.3	399.8	427.5	
	SU13	SU14	SU15	SU16	SU17	
Earned Enroll	624	704	678	776	797	
Max Enroll	991	1,076	1,120	1,325	1,255	
% Fill	63.0	65.4	60.5	58.6	63.5	
Earned WSCH	1402.5	1558.3	1305.6	1714.9	1920.4	
Total FTEF	3.0	3.2	3.7	4.2	4.4	
Earned WSCH/FTEF	461.1	486.6	349.6	404.1	436.9	

*F2018 Data provided by Bonnie Ripley and CPIE.

Exercise Science Only		FA13	FA14	FA15	FA16	FA17
Earned Enroll		3,831	3,495	3,153	2,903	2,882
Max Enroll		4,270	4,355	4,198	4,340	3,971
% Fill		89.7	80.3	75.1	66.9	72.6
Earned WSCH		10929.6	9930.4	9133.9	8672.8	8649.5
Total FTEF		18.2	19.0	18.7	19.0	18.2
Earned WSCH/FTEF		602.0	522.5	488.6	457.4	474.1
		SP14	SP15	SP16	SP17	SP18
Earned Enroll		3,645	3,320	2,872	2,674	2,725
Max Enroll		4,304	4,393	3,800	4,010	3,509
% Fill		84.7	75.6	75.6	66.7	77.7
Earned WSCH		9941.8	8893.1	8000.0	7052.6	7573.2
Total FTEF		18.6	19.9	17.9	18.7	18.4
Earned WSCH/FTEF		534.0	445.8	446.5	377.1	412.3
		SU13	SU14	SU15	SU16	SU17
Earned Enroll		545	628	580	624	627
Max Enroll		891	976	970	1,125	1,005
% Fill		61.2	64.3	59.8	55.5	62.4
Earned WSCH		1239.5	1406.3	1053.6	1324.9	1456.4
Total FTEF		2.8	2.9	3.3	3.6	3.5
Earned WSCH/FTEF		446.7	479.0	322.5	370.4	412.8

* F2018 Data provided by Bonnie Ripley and CPIE.

Health Education Only						
	FA13	FA14	FA15	FA16	FA17	
Earned Enroll	1,162	1,195	1,033	855	762	
Max Enroll	1,418	1,515	1,524	1,464	1,439	
% Fill	81.9	78.9	67.8	58.4	53.0	
Earned WSCH	3304.5	3511.2	2988.0	2416.5	2158.9	
Total FTEF	4.2	4.6	4.6	4.6	4.8	
Earned WSCH/FTEF	780.5	757.7	644.9	521.5	446.7	
	SP14	SP15	SP16	SP17	SP18	
Earned Enroll	1,129	953	857	661	727	
Max Enroll	1,532	1,612	1,221	1,093	1,140	
% Fill	73.7	59.1	70.2	60.5	63.8	
Earned WSCH	3223.0	2697.0	2481.5	1849.5	2047.0	
Total FTEF	4.4	4.7	3.8	3.6	4.1	
Earned WSCH/FTEF	726.9	569.7	658.8	518.5	495.2	
	SU13	SU14	SU15	SU16	SU17	
Earned Enroll	79	76	98	152	170	
Max Enroll	100	100	150	200	250	
% Fill	79.0	76.0	65.3	76.0	68.0	
Earned WSCH	163.0	152.0	252.0	390.0	464.0	
Total FTEF	0.3	0.3	0.5	0.7	0.9	
Earned WSCH/FTEF	610.5	569.3	539.6	585.0	535.4	

*F2018 Data provided by Bonnie Ripley and CPIE.

Fiscal Resources

Refer to the Table provided that shows Enrollment, % Fill, Earned WSCH, FTEF and WSCH/FTEF to answer these questions. Data for Fall, Spring and Summer semesters are provided separately.

- 8.1 Describe any patterns in enrollment; maximum enrolment and % fill in the program since the last program review. What is typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?**

Exercise Science & Wellness and Health Education – Combined

The ESW and Health Education enrollment numbers combined, like many programs both here at Grossmont and across the state, has seen a downward trend in overall enrollment (4,993 in Fall 2013 to 3,644 in Fall 2017, a decrease of 1349 earned enrolled). Despite this decrease in enrollment, the department has maintained a fall fill rate of over 75%. The ESW and Health Education fill rates has been consistent yet fell below the college average fill rate of 85% for the similar fall cycle. However, when comparing earned enrollment totals from Fall 2013 to Fall 2017, to other departments that completed their Program Review in this cycle, the ESW and Health Education Department is leading in enrollment at 21,217, History was next at 13,160.

The ESW and Health Education spring numbers are like the fall with a slight decrease in enrollment. The combined earned enrollment numbers for Spring 2013 were 4,774 in contrast to those of Spring 2017 at 3,452 a decrease of 1,556 in the Program Review cycle. The fill rate is like those in the fall semester at 75% and closer to the institution number approximately at 80%. Looking at both the institution and the department's fill rate; the data demonstrates a steady decline over the program review cycle. When comparing earned enrollment totals from Spring 2013 to Spring 2018, to other departments that have completed their Program Review, the ESW and Health Education Department is leading in enrollment at 19,363, Communication was next at 15,075.

The ESW and Health Education summer semesters, are up in earned enrollment, Summer 2013, 624 to 797 in Summer 2017. However, in comparison to the regular semesters, our fill rate is at 64%. When comparing earned enrollment totals from Summer 2013 to Summer 2017, to other departments that have completed their Program Review in this cycle, the ESW and Health Education Department is leading in enrollment at 3,579, Communication was next at 1,947.

Exercise Science & Wellness

The ESW only courses earned enrollment are better than those of the combined numbers. Fall 2013 the earned was 3,831 to Fall 2017 which were 2,882. This was a decline of 949 enrolled. The fill rate is closer to the overall institution fill rate in the same Program Review cycle at approximately 78%. When comparing earned enrollment totals from Fall 2013 to Fall 2017, to other departments that have completed their Program Review in this cycle, the Exercise Science is leading in enrollment at 16,264, History was next at 13,160.

Like the fall earned enrollment, the Spring 2013 had 3,645 to Spring 2017 which had 2,725, a decrease of 1,022 earned enrollment. The fill rate was also like that of the fall at 77%. When comparing earned enrollment totals from Spring 2013 to Spring 2018, to other departments that have completed their Program Review in this cycle, the Exercise Science is leading in enrollment at 15,236, Communication was next at 15,075.

Examining the summer earned enrollment, it was like ESW and Health Education combined with an increase of 82 enrolled. The fill rate was also steady with the previous summers at 60%. When comparing earned enrollment totals from Summer 2013 to Summer 2017, to other departments that have completed their Program Review in this cycle, the Exercise Science is leading in enrollment at 3,004 Communication was next at 1,947.

To help correct the enrollment numbers and fill rates, the department has been evaluating facilities and course capacities. Since moving into our new building, we have been using inflated enrollment numbers based on room size and when the department was asked to increase enrollment back when enrollments were booming. Examples of changing enrollment to better fit the facilities and pedagogy was ES 155 ABC – Basketball, a facility that only has two courts which allows 20 students on the two courts at one time had an enrollment of 40. Essentially that meant four teams of five participating in class and 20 off to the side still doing skill work but waiting for floor-time. In Fall 2017, we moved the enrollment to 30 students and have had more student participate in the course. Another example is swimming courses, most pools are 50 meters and 10 to 12 lanes. Our pool is 25 meters and six lanes. We lowered the enrollment capacity to 24 from 40 to better serve the student. This lowering of the enrollment helped students stay active with less wait time to participate.

Health Education

Overall our Earned WSCH/FTEF has been consistently higher than the college target of 525 11 of the last 15 semesters (including summer). We have however seen a drop in WSCH/FTEF in the last 2 years FA16-SP18. Part of the reason for this drop has been the addition of a new courses in nutrition (HED 159-Cultural Aspects of Food in FA 17) that had an extremely low number of students (13- to a max enrollment of 40). We also had a new full-time instructor (nutrition) that added to the Total FTEF number- both these factors contributed to the lower earned WSCH/FTEF. The other reason for the drop can be seen in the lower number of enrolled students into our HED courses. In FA16 we lowered our CAPs for most HED classes to reflect actual numbers of enrollment, as well as adding additional online course offerings in HED 120- these online courses are capped at 50 instead of room capacity of 63-75 for our face to face courses.

8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measure the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

Exercise Science & Wellness and Health Education – Combined

The ESW and Health Education - Combined Earned WSCH/FTEF in the fall Program Review cycle was higher than the institutional average 532.0 out of 525. However, the ESW and Health Education – Combined in spring was below the institutional average 470.32 (11% below or 89% of 525). The ESW and Health Education – Combined in the summer was 427.66. At this time no data was provided by the institution, however, the Earned WSCH/FTEF was only 18% below or 82% of 525. Do to the magnitude and size of the department we feel good about these earned WSCH/FTEF.

As mentioned earlier, the ESW and Health Education has courses that are capped from 15 to 25, as well as, courses capped at 50 - 75 students. The reasons for caps on the smaller courses have to do with equipment utilization, room or facility sizes, and theoretical and pedagogical concerns.

Exercise Science & Wellness

The ESW courses Earned WSCH/FTEF in the fall Program Review cycle was slightly lower than the institutional average 508.82.0 (4% below or 96% of 525). The ESW courses Earned WSCH/FTEF in the spring also slightly lower than the institutional average 444.32 (15% below or 85% of 525). The summer ESW courses were at 406.28 (22% below or 78% of 525). At this time no data was provided by the institution for summer schedule.

As mentioned earlier in 8.2, the ESW Department has courses that are enrollment capped. These courses are Aquatics (facility issues), Indoor Cycling (spin bike numbers), and Adaptive Exercise (faculty supervision).

Health Education

Since the last program review, where college enrollment was significantly higher and our WSCH/FTEF was in the upper 800-900's, we have gone from offering 26 sections (9 of which were online- 35%) to 23 sections (12 of which are online 52%) to try to increase the fill % of each class. Looking at the data (fill %) this strategy did not elevate the % fill rate, thus further enrollment strategy might be needed. Note: We also added 1 new course HED 159 – Cultural Aspects of Food to broaden our nutrition course offerings in FA17, with a lower enrollment that may have brought the fill % down, However, we anticipate increases in the number of students into our NUTR courses, as the enrollment for these specific classes continue to rise each semester.

8.3 For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

Exercise Science & Wellness

The Exercise Science & Wellness Department does not receive any special funding other than its yearly budget. The amount of money we receive from the institution is adequate, but more is always welcomed. The reason for that statement is that our department have both indoor and outdoor classrooms which entails a variety of courses. Because of the size and amount of operational equipment (balls, nets, racquets, shuttle cocks, etc.), we consistently are at the breaking point. We do our best to be conservative with the supply budget for our department, but we could use an increase in this area. In addition to supplies for our department, the department is responsible for purchasing chemicals for the swimming pool and outdoor bathrooms for both the ESW and Intercollegiate courses. Since the last Program Review cycle, the institution has been a bigger participant in providing money for our outdoor facilities (maintenance - seed, fertilizer, outdoor batting cages, golf cage, etc.). This was a recommendation from previous Program Reviews for the institution.

The Intercollegiate teams are budgeted through Student Services. However, the ESW Department does provide supplies and needed equipment for the ESW and Athletic courses that the Intercollegiate budgets do not cover. Almost all 16 athletic teams are involved in individual fundraising activities to compensate for inadequate budgets. Until 2018, the athletic programs hosted events and rented facilities to compensate inadequate athletic budgets. This policy has changed and the institution now uses facility rentals for institutional revenue leaving a budgetary short fall for athletic teams.

Currently Health Education has no line-item budget and when instructional items or supplies are needed, funds must be appropriated from the ESW budget.

8.4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Exercise Science & Wellness

The ESW Department does not receive any outside financial support or subsidies.

Exercise Science & Wellness Athletic Courses - Intercollegiate

The ESW and Athletic Coaches individually fundraise (through GCCCD Foundation) to augment their budgets. Although the ESW athletic courses are housed in ESW, the athletic teams are housed in Student Services and have additional monetary budget line-items for athletic supplies, uniforms, travel/meals, tournament and members fees, and consultants.

Health Education

A trust fund was established in the 2003 to house any funds donated to the program, which is rare. Most of this money has come from Pearson Publishing that comes from custom book stipends (approx. \$1.00 per textbook purchased at the bookstore that is customized for Grossmont College). Currently, there is approximately \$10,000 in the trust fund that is preserved for a proverbial “rainy day”.

Human Resources

NOTE: Please refer to the table provided by the Program Review Data Liaison to answer the following questions.

	Exercise Science & Health Ed Combined					
	FA13	FA14	FA15	FA16	FA17	
FT Faculty Count	11	11	11	10	10	
PT Faculty Count	30	29	33	41	35	
Full-Time FTEF	11.229	10.371	8.934	8.868	9.948	
X-Pay FTEF	1.166	1.417	1.517	1.717	2.050	
Part-Time FTEF	9.994	11.851	12.877	13.010	11.081	
Total FTEF	22.389	23.638	23.328	23.595	23.078	
FT Percent	55.4%	49.9%	44.8%	44.9%	52.0%	
Permanent RT	0.90	0.90	1.14	1.54	1.34	
Temporary RT		0.35	0.65	0.70	0.40	

Exercise Science & Wellness and Health Education – Combined

Throughout the Program Review cycle for the ES and Health Education - combined, the full-time faculty levels have stayed consistent from 10 – 11 faculty members. For part-time faculty, the department has stayed consistent from 29 – 35 members. As a department, total FTEF has been at a consistent level from 23.638 – 22.389. With the consistent full-time faculty counts and total FTEF’s, the department has kept a steady Full-Time Percent of 50%.

Exercise Science Only		FA13	FA14	FA15	FA16	FA17
FT Faculty Count		10	10	9	10	10
PT Faculty Count		25	24	28	36	30
Full-Time FTEF		8.829	8.370	6.734	7.268	7.548
X-Pay FTEF		0.966	0.817	1.117	1.117	1.450
Part-Time FTEF		8.360	9.816	10.844	10.577	9.247
Total FTEF		18.155	19.004	18.695	18.962	18.245
FT Percent		53.9%	48.3%	42.0%	44.2%	49.3%

Exercise Science & Wellness

For the Exercise Science & Wellness only, the full-time faculty levels have stayed consistent from 9 – 10 faculty members. For part-time faculty, the department has stayed consistent from 24 – 30 members. As a department, total FTEF has been at a consistent level from 19.004 – 18.115. With the consistent full-time faculty counts and total FTEF's, the department has kept a steady Full-Time Percent of 48%.

Health Education Only		FA13	FA14	FA15	FA16	FA17
FT Faculty Count		4	4	4	4	4
PT Faculty Count		5	5	5	5	5
Full-Time FTEF		2.40	2.00	2.20	1.60	2.40
X-Pay FTEF		0.20	0.60	0.40	0.60	0.60
Part-Time FTEF		1.634	2.034	2.033	2.433	1.833
Total FTEF		4.234	4.634	4.633	4.633	4.833
FT Percent		61.4%	56.1%	56.1%	47.5%	62.1%

*F2018 Data provided by Bonnie Ripley and CPIE.

8.5 Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.

Exercise Science & Wellness

Several ESW faculty members consistently participate on various critical campus committees, including the Professional Development Committee, the Curriculum Committee, Facilities Committee, the Wellness Committee, Sabbatical Committee, Scholarship Committee as well as the Academic Senate. Faculty members over the years have participated in hiring of

administrators and classified staff outside the discipline, providing valuable, objective input in hiring of faculty and staff that serve the campus.

Not only do ESW and HED instructors attend workshops in the Kinesiology discipline, but they also take a proactive role as leaders in workshops. For example, one ESW instructor has served as either a presenter or co-presenter at several conferences throughout the state, i.e. ACSM (American College of Sports Medicine), Southwest ACSM, and PEACH (Physical Education, Athletic Coaching and Health Workshop, 2013, 2014, and 2017) where relevant health and exercise information to educators and fitness professionals was the focus. Other full-time faculty members serve on the regional or state board of their respective athletic sport. Our Adapted Exercise specialist was the Southern California Representative of the California Association for Post-Secondary Education and Disability from 2013 to 2018.

ESW department, including Health Education, decisions are made at a monthly department meeting. Full-time faculty are expected to attend; part-time faculty and our clerical assistant (Gloria) are encouraged to attend. An agenda is distributed prior to the meetings, with an announcement that allows for additions and other agenda ideas. For minutes, they are documented during meeting, however we need to do a better job distributing them electronically or on paper after the meeting. The department decision-making process involves issues being communicated, discussed, and sometimes debated by both full-time and part-time instructors. Only full-time instructors vote on proposed agenda items/issues that deal with curriculum or staffing. Classified staff are consulted on issues/situations for which they are directly impacted, and the department has a positive, collegial relationship with classified staff (several are directly supervised by facilities and maintenance.)

Exercise Science & Wellness Athletic Courses - Intercollegiate

Issues that cross the boundary between instruction and athletics are discussed at ESW and Athletic Department meetings; issues related strictly to athletics are addressed in the Athletic Department's procedures - please review the Athletic Department Program Review for information on their decision-making process. During the past few years when enrollment strategies, fill rate, and class deletions were discussed, we convened several emergency meetings, and communicated more frequently as a collective unit.

ESW Athletic Coaches attend and have administration roles in the Pacific Coast Athletic Conference (PCAC) and in the California Community College Athletic Association (CCCCAA). These meetings are monthly, biannually, and annually attended. The ESW Athletic Coaches also must stay current on CCCAA Constitution and successfully pass the CCCAA Compliance Exam.

Health Education

HED instructors attend workshops in the Kinesiology discipline, but they also take a proactive role as leaders in workshops. For example, one ESW instructor has served as either a presenter or co-presenter at several conferences throughout the state, i.e. ACSM (American College of Sports Medicine), Southwest ACSM, and PEACH (Physical Education, Athletic Coaching and Health Workshop, 2013, 2014, and 2017) where relevant health and exercise information to educators

and fitness professionals was the focus. One distinguishing change that HED had in the past 6 years is illustrated in the FT % value from Fall16-Fall-17. We went from 47% of our courses being taught by part-time faculty to 62%. This was a direct result in the hiring of our FT nutrition instructor in FA17. Currently our part-time faculty are all either certified as registered dietitians or current in the field of health education. The new full-time nutrition faculty member also participates in several on-campus and off-campus leadership and professional activities as outlined in Section 7, maintaining connections to both local and national organizations in nutrition and dietetics; he is also nearing completion of a Doctorate in Clinical Nutrition. Full-time faculty members from HED are currently serving on Curriculum, and Academic Senate, as well as hiring committees in MNSESW and other divisions on campus.

8.6 Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).

Exercise Science & Wellness

No, although in the last Program Review we showed 11 full-time faculty and in the current one we show 11, we lack 1 full-time Health Education Instructor (Laura Sim) and we are down 2 full-time Instructor/Head Coaches (Rick Trestrail, and Brian Harvey). We did fill a full-time Instructor/Assistant Football coach and added an Instructor/Nutrition RD.

The ratio between full-time and part-time instructors in the ESW Department is currently 11 full-time to 24 part-timers in 2018. Due to Strategic Enrollment Management, a decline in institutional enrollment, and part-time retirements, there has been a significant reduction in the number of assignments to part-time employees since fall of 2013. Due to the enrollment and fill rate requirements set by the institution, the ESW Department has seen a reduction in FTEF/LED for part timers from 13,010 FTEF/LED in 2016 to 11,081 FTEF/LED in 2017. This may temporarily improve the ratio of full-time to part-time, but it is because of the loss of courses rather than a hiring correction.

Challenges the ESW Department face is finding credentialed instructors who can come to campus to teach a 1-unit, 50-minute ES courses twice per week – the scenario is not cost nor time effective for most part-time professionals.

According to the faculty, anecdotal, a majority of full and part-time faculty strongly agree that the procedures for deciding instructional loads are fair and reasonable. Traditionally, our process for working with adjunct faculty is to schedule back-to-back classes in a block format and to match the faculty member with their best time slots to address this availability issue. Also, the AFT – CBA union contract, plays a role how chairs and deans schedule and assign assignment for both full-time and part-time instructors. This contract is strongly recognized and followed in the ESW Department.

Health Education

Currently, current levels of staffing are adequate. Two full-time faculty members teach a full load in health education/nutrition courses (11 sections of the 23 offered) and three additional full-time ESW faculty each teach 1-2 sections of HED 120 as either part of their load or as overload. Adjunct instructors teach the remaining 6 sections. One area to note is that all the HED nutrition courses will be moving to the sub heading of NUTR in FA19 and must be taught by faculty with minimum qualifications in Nutrition and Dietetic Sciences. Any future full-time or adjunct faculty member who wishes to teach those classes must hold those minimum qualifications. We currently only employ faculty with those credentials, so we do not anticipate variation from current staffing due to this change.

- 8.7 If staffing levels are not adequate, give a justification of your request for increased Full Time faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.**

Exercise Science & Wellness

The justification for filling the ESW Instructor/Head Coaching position with full-time faculty members has a two-fold effect in the ESW Department. First, although in the new AFT – CBA allows part-timers to have limited office hours, we find that full-time instructors with office hours have a better student retention and success rate. Second, is the coaching aspect. Although the part-time coaches have done a wonderful job both in the department and on the field, the time commitment is not fair nor is it reasonable. Intercollegiate coaches use their office hours and assigned coaching FTEF/LED for not just coaching and educating students, but to create game schedules, attend conference and state meetings, and be on-campus and available to meet, current and recruited students, and assist students in scholarships opportunities. This responsibility (obtaining scholarships for students), is the unique aspect that the ESW Instructor/Head Coach that no other instructor on campus is reasonable for.

8.8 In the table below, list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers. Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed. If you have questions on how to complete this table, please contact the Program Review Committee Chair.

Position	Funding	FTE/Hours					
		YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Athletic Facilities Lead	GCCCD	FT	FT	FT	FT	FT	FT
Athletic Facilities Senior	GCCCD	FT	FT	FT	FT	FT	FT
Athletic Facilities Technician	GCCCD	FT	FT	FT	FT	FT	FT
ESW Clerical Assistant	GCCCD	FT	FT	FT	FT	FT	FT
Federal Work Studies	GCCCD	PT	PT	PT	PT	PT	PT
Teachers Assistant	VPAA	PT	PT	PT	PT	PT	PT
Life Guards	ESW Budget	PT	PT	PT	PT	PT	PT

*Data Provided by Randy Abshier and Jim Symington Chairs.

8.8 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, give a justification of your request for increased resources.

Exercise Science & Wellness

Athletic Facilities Lead:

Under the direction of the Facilities Director, perform a variety of specialized grounds maintenance work in the preparation and maintenance of athletic fields, surrounding landscape, facilities and equipment. Perform grounds maintenance duties related to the design, layout, installation, maintenance and repair of irrigation systems; application of toxic chemicals for pest, insect and weed control. Prepare, measure, mix, and finish cement areas and complete minor construction projects for athletic areas.

Athletic Facilities Senior:

Under the direction of an assigned supervisor, perform a variety of specialized grounds maintenance work in the preparation and maintenance of athletic fields, surrounding landscape, facilities and equipment. Perform grounds maintenance duties related to the design, layout, installation, maintenance and repair of irrigation systems; application of toxic chemicals for pest, insect and weed control. Prepare, measure, mix, and finish cement areas and complete minor construction projects for athletic areas.

Athletic Facilities Technician:

Under the direction of an assigned supervisor, perform specialized maintenance duties related to the gym, tennis courts and surrounding grounds; perform general custodial and maintenance duties associated with physical education and athletics facilities.

Exercise Science & Wellness Clerical Assistant:

The ESW Clerical Assistant maintains the front office area and the Body Composition Lab of the ESW Department. The ESW Clerical Assistant provides information and assistance to current and prospective students to help facilitate opportunities to maintain and increase student's retention and success. She maintains the latest information to guide students to our course offerings, open course sections, full-time and part-time faculty office hours, and relevant Grossmont College information. The ESW Clerical Assistant also maintains the department's Mental Help table where she posts pamphlet, flyers, and the latest information concerning Grossmont College services. She also directs students to other offices where they can find information they need and informs them of other students' resources available. The ESW Clerical Assistant maintains office supplies, inventory, and necessary office forms, equipment, and conference room scheduling.

Federal Work Studies:

Hired to assist the ESW Clerical Assistant and instructional faculty. The student workers provide front desk and office coverage when the ESW Clerical Assistant is out of the office. Front desk and office coverage might include answering phones, making copies, directing students to classrooms and/or faculty offices, cleaning and maintaining classrooms, and work areas.

Teachers Assistant:

Hired (according to AFT contract) to assist instructors in large classes. HED- Individual instructors may have enough enrollment to allow for hiring a Teacher's Assistant (45 enrollment is minimum for 30 TA hours). Each instructor deems the tasks appropriate for their grading and course format, so job duties will vary depending on the instructor. Most TA's assist instructors in data entry of assignments into Canvas, organizing and filing assignments for online or traditional distribution, as well as grading of some homework assignments.

Exercise Science & Wellness Life Guards:

Under general supervision of the ESW Lifeguard Coordinator, perform a variety of duties to ensure the safe operation and maintenance of pools and related areas and facilities; observe students and maintain safety, order, and discipline at the assigned pool and adjacent area and facilities; respond to emergency situations including to perform emergency water rescue techniques to assist persons in distress; administer CPR/AED and first aid when necessary; participate in ensuring the general safety, cleanliness, and appearance of assigned aquatics amenities including pool and deck areas.

Exercise Science & Wellness

The current non-faculty positions are not adequate for the ESW Department. Equipment technician to clean the yoga mats, mats in the fitness and weight rooms, wipe down all exercise equipment pads.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1 Summarize program strengths in terms of:

Outreach:

The Exercise Science and Wellness Department schedules courses to accommodate students at a variety of times Monday through Saturday. When asked by the institution in 2017 to help complete the Grossmont College online GE degree, the department agreed to create a physical fitness online activity course.

Informal: In-class discussions asking which classes next semester, flyers, email, Canvas announcements.

Formal: Faculty with intercollegiate coaching assignments wear Grossmont-embossed gear, recruit student-athletes, meet with family, conduct one-on-one tours.

The department has participated in the annual Spring Health Fair. This event showcases health-related departments alongside local medical, fitness and wellness, and nutritional professionals. The department has also explored ESW course offerings at local high schools.

HED faculty participate in several campus and community outreach efforts. These include campus events such as the Spring Health Fair and One-Theme/Campus activities. HED/Nutrition faculty have participated in Grossmont College’s Hospital Sim Day to increase the interdisciplinary outreach to students in allied health programs on campus. HED has also discussed coordinated classes with culinary arts to broaden course offerings across disciplines. Additional outreach efforts include coordination with SDSU and Point Loma nutrition programs, which has increased outreach to students who may be affected by impacted nutrition courses. The department has also explored HED/NUTR course offerings at local high schools as well as the Las Colinas detention facility.

We could develop a formal outreach plan as a dept “create information, marketing and communication materials for prospective and incoming students”. One of our faculty members (Beth Kelley) is the faculty rep on a regional Strong Workforce grant – our department programs will be the pilot for the grant work.

Non-proportional impact data

Engagement:

The strength of our student engagement is our strong vision as advocates by providing the institution with current, relevant, and rigorous educational courses in Exercise Science, Health Education, Nutrition, and Athletics. We accomplish this by providing a strong pedagogical, nutritional, and behavioral approach to physical activity and by demonstrating how physical activity impacts skill acquisition, disease prevention, fitness, and sport. Several faculties use engagement strategies learned through professional development activities.

In terms of student engagement and retention, HED courses employ a variety of pedagogical approaches, with content ranging from personal health, public health and nutrition, designed to

meet students where they are in a variety of convenient formats (face-to-face, hybrid and online). Students can apply the information from any HED course to their personal health and become healthier and better humans. Individual instructor efforts to make the information meaningful include homework that connects each student to course material by assignments that evaluate student behavior or attitudes to a health topic or practice. Students are engaged, and teachers are enthusiastic. The faculty vision and expectations of a quality program and the maintenance of academic integrity of the courses, as well as participation of numerous campus-wide committees reflects a departmental commitment to contribute to the growth and success of the HED program and Grossmont College as a whole. Fully qualified and experienced faculty teach in the health education courses, with the nutrition courses HED 155, 158, 159 and 255 taught by Registered Dietitians who also have Master or Doctorate degrees.

Retention:

The department strongly believes that retention can be maintained through a balanced Exercise Science, Health Education, Nutrition, and Athletics curriculum incorporated in academia and exposed by a wide variety of program offerings (exercise performance: skill & fitness; theory courses for GE and majors; Associate degrees and a certification; intercollegiate athletic courses).

Department strategies to improve retention:

- Make-up policy and cards for missed classes
- Extra-credit for participating in campus-wide events such as: health fair, intercollegiate athletic events
- Faculty encourage enrollment in other ES classes to explore new topics and/or the next level
- Faculty connect with individual students to ask about their academic pathway and encourage degree completion/transfer/success

9.2 Summarize program weaknesses in terms of:

Outreach

The Exercise Science and Wellness Department could improve in our relations with counseling department and career center to disseminate accurate information about department course offerings and degree packages. With enrollment in decline, it is challenging to provide course offerings to match the diverse needs of student (i.e., day/evening sections, skill vs. fitness-based, theory classes).

Both the campus and community-at-large are unclear on the nature of the department, for example, some folks are not aware of the lecture and lab component of ours. We could outline strategies to better inform students, counselors, and career center personnel of our offerings. Possible strategies to improve outreach connections with counseling and career center are: invite to department meetings, inform regarding kinesiology careers and specializations, and establish a department liaison.

In terms of outreach, students have reported challenges finding some of HED's course offerings, particularly nutrition, due to confusion with the names and top-codes of these courses. This issue may be rectified when nutrition top-code and course name changes are entered Colleague, making these courses easier for students to find. This change is planned to take place in Fall, 2019.

We only offer one workforce-related certificate, yet the county needs personnel in several areas (for example, lifeguards, youth coaching, and officials). A recent report by the Center of Excellence for Labor Market Research shows a projected kinesiology-related occupation growth rate of 17% in East San Diego County.

Facilities – current state discussed in section 4.2. For many in the community, performance-based activities are a common draw to come to campus. It is tough to sell our great educational programs when there is nowhere to sit at football or soccer games or see the rust and broken gaps in the pool concrete or sit in a non-air-conditioned gym in the East County heat.

Engagement

Weaknesses that may influence engagement and retention include a lower success rate than desired. This necessitates evaluating methods to improve student performance while maintaining academic rigor in our lecture courses. A barrier to student success is the fact that some students are not ready academically to handle the level of rigor in our theory courses, which makes it difficult to teach to the underprepared student while keeping the more prepared students engaged. In our exercise performance classes, students with language barriers are less likely to succeed and are exposed to additional safety issues because they do not understand the lab directions. We have attempted to rectify this by establishing the recommended preparation of English 110 or ESL 119. These much-needed courses will be discontinued starting in FA19, so we will continue to monitor this issue and consider strategies to improve success and retention, perhaps even reach out to our ESL colleagues. As a department, we could more formally address engagement strategies for our discipline by developing a plan, brainstorming best practices, and formalize our Fitness Specialist program to further develop student leaders.

Retention

The ESW department is unique in that our department offers various skill-level exercise performance courses that serve beginning to advance students. The department also creates a robust and flexible schedule that allows students to take these courses at various times per day.

We could explore the integration of the student success counselors by inviting them to a department meeting and brainstorming ways individual faculty can address students showing early signs of poor performance.

The current state of our facilities gravely impacts our ability for retention and instruction. (No student wants to swim in a pool with broken tiles, exposed metal or take a shower with no hot water.) Please refer to section 4.2 for more details.

9.3 Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

Exercise Science & Wellness

The biggest concerns for the ESW Department are aging facilities. It is well known and a joke at Grossmont College that on any day the pool will be shut down for any reason. This is a difficult situation for our department for enrollment, outreach, retention, and engagement. Anecdotally, we hear from students that they would rather go to a different college in the region because their facilities are better.

Another concern is having only one partial Multi-Purpose stadium. The stadium is an instructional classroom that is used for two departments: ESW and Athletics for Intercollegiate courses. It is a fact that Grossmont College is losing FTES due to the lack of a college level multi-purpose stadium. We have lost football and soccer student-athlete recruits to Southwestern and San Diego Mesa College having multi-million-dollar athletic facilities. These facilities aren't just for their instructional purposes but also generate hundred-of-thousands of dollars in institutional revenue. Currently, our multi-purpose stadium has zero seating. Because our other multi-purpose field is currently used as a temporary parking and construction equipment storage lot, our multi-purpose stadium must fit several courses at one time: example, golf, fitness walking, aerobic fitness & weight training, bootcamp, soccer and possibly an intercollegiate athletic team and/or community member who want to walk on the track. Our only multi-purpose field and track is impacted and does not meet our current needs.

As a department we are relatively middle-aged tenured faculty and do not foresee any retirements in the next cycle.

Keeping a robust class schedule is always a concern with rollercoaster demographics, legislative mandates, and student needs. Our discipline and individual faculty are highly interactive and engaging with students – we work hard to connect with students and then strategize solutions to meet their needs, which often includes personal health and mental health issues, life issues that affect school performance.

An ongoing challenging in the ESW department is finding times and dates for monthly department meetings, particularly for full-time faculty. These meetings are essential for collective collaboration and formal discussion of student learning objectives. Since the majority of our full-time faculty members are also intercollegiate athletic coaches, they often are participating in athletic events on or away from campus 2 to 4 times per week. This challenge is also magnified since ESW full-time instructors need to teach 7 to 9 classes per week to meet their required LED.

Creating and updating curriculum to meet our college mission, student success mandates, community workforce needs, and the fitness industry is at the forefront of our concern and will be addressed on a regular basis. We see the need for a faculty coordinator (.2 LED) of the Fitness Specialist program to oversee our workforce certification efforts. Because of upcoming changes

to CSU entry-level master's degree requirements in kinesiology, the ESW Department needs to develop a consistent relationship with local 4-year institutions.

To help Grossmont College students complete their ESW degrees and certifications, we need a formal process of identifying declared student majors for regular mentoring and degree progress.

Health Education

At this time, in terms of faculty changes, we do not anticipate any decreases in staffing that would affect HED/NUTR courses. With the addition of new programs and curriculum, however, there may be a need to increase faculty in this area in the future. With anticipated growth in this area, budget and faculty issues may also become a concern. Additionally, nutrition faculty continue to keep an eye on national changes to certification programs in nutrition forthcoming from the Accreditation Council in Education in Nutrition and Dietetics (ACEND) in the year 2024 that may influence program offerings and curriculum at the two-year level. While ACEND has historically accredited two-year programs for registered dietitian technicians, they are moving these programs to the baccalaureate level in 2024, with the possibility of adding a new credential at the associate's level at that time. When these changes are delineated, we may wish to consider the development of a certification that would meet ACEND's new criteria.

9.4 Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.

Exercise Science & Wellness

1. Facilities:
 - a. New Aquatics Complex (pool), this has been in Program Review since the middle of the 90's
 - b. Build a college level stadium to the lower Multi-Purpose Instructional Facility (bleachers, press-box, with ADA compliance access)
 - c. Renovate classroom 43-415 and install climate-controlled environment (HVAC)
 - d. The return of the Upper Multipurpose facility that is currently utilized for parking and construction storage
 - e. Construction of a Beach Volleyball facility
2. Create/Update CTE curriculum to meet the needs of the East County of San Diego
3. Allocate Apply for 0.20 LED release time for a faculty coordinator, Fitness Specialist Certificate program. Double the number of FSC graduates
4. Update ESW Department booklet; work collaboratively with Art Department for students to design the cover
5. Update 'core' curriculum materials: assessment tools, best practice assignments, Canvas modules; produce materials with a focus on diversity and inclusion
6. Develop strategic plan to inform campus community on relevance of kinesiology and exercise science
7. Review and update fitness-based classes based on SLO data, student input, and faculty input, future trends and issues; connect SLOs to PSLOs to ISLOs
8. Invest in professional development opportunities related to fitness and exercise, example

CPR

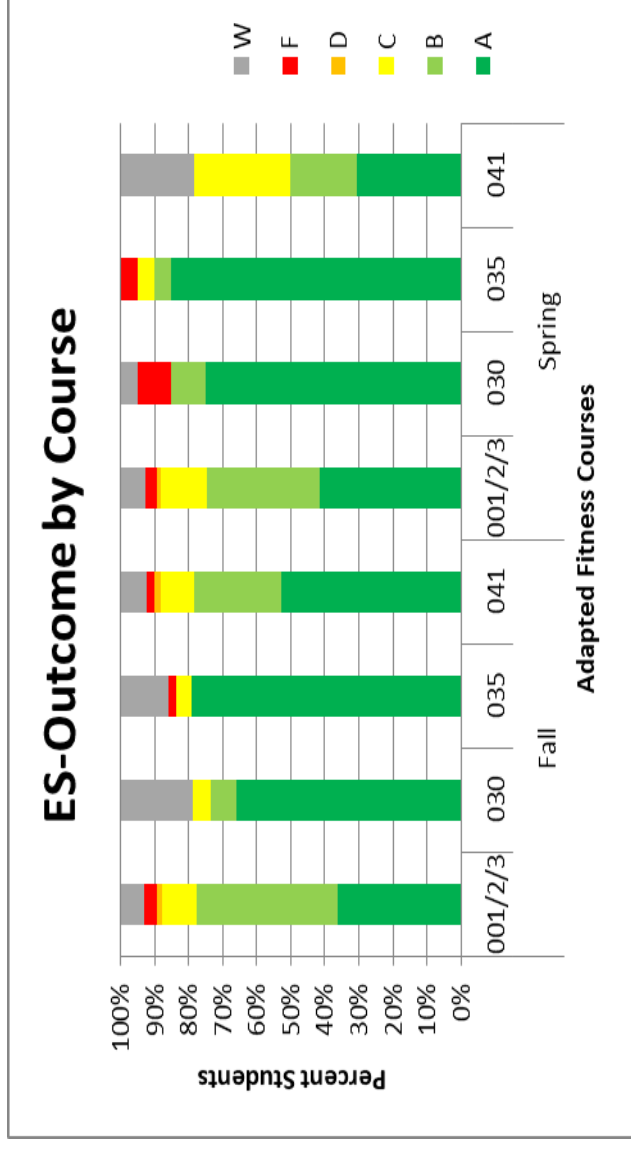
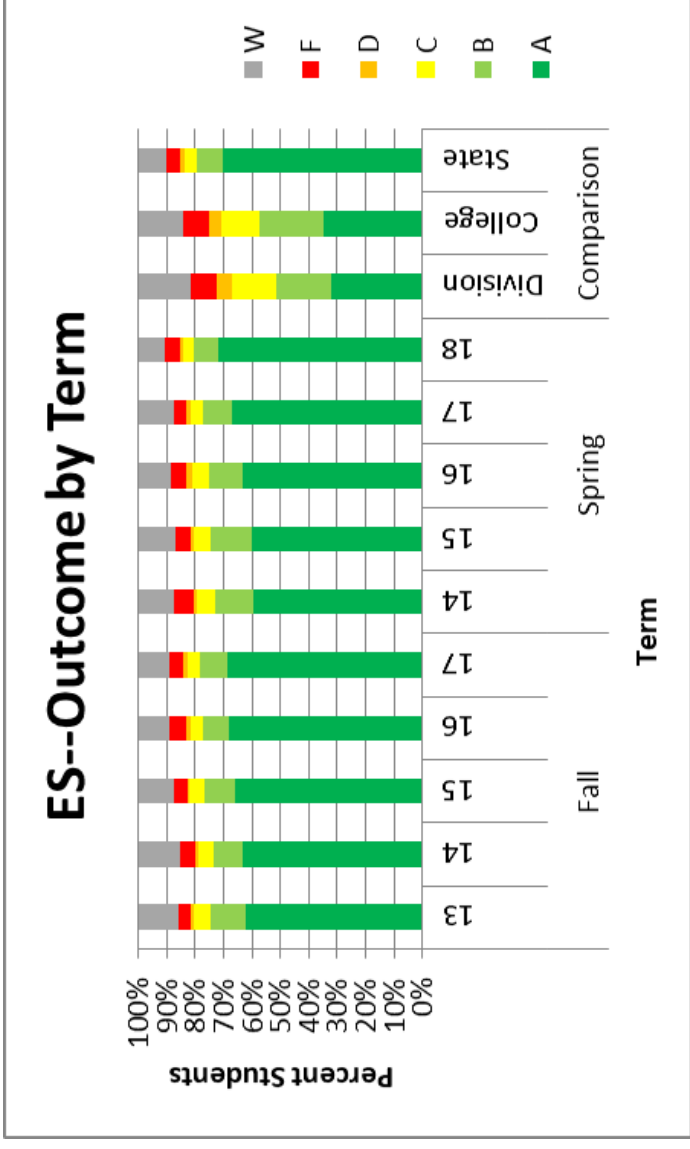
9. Work with relevant departments and administrators to receive annual ESW degree and certificate data – names of student majors and access to student engagement/services resources
10. Assess Adapted Exercise Program
11. Establish regular department meeting schedule where 90% of full-time faculty can attend and contribute
12. Look for ways to better utilize campus services, i.e., Retention Specialists, Early Alert System, Guru
13. Continue to hire full-time faculty with justification as needed
14. Name change of the department to represent all curriculum (Exercise Science, Health Education, and Nutrition).
15. Construct and implement an outreach plan to improve enrollment numbers
 - a. Connect annually with local 4-year institutions

Health Education

1. Continue to develop curriculum that would lead to degree/certificate offerings in nutrition and establish TAG for nutrition program at SDSU; maintain connections and relationships with nutrition programs at 4-year institutions to ensure consistency in curriculum.
2. Dedicated nutrition classroom space with food lab to accommodate new nutrition course offerings and offer hands-on learning environment for other nutrition/health courses
3. Continue outreach efforts to increase visibility of nutrition course offerings and articulation.
4. Department name change to incorporate Nutrition in the title and increase visibility
5. Standardize SLO procedures for HED/Nutrition courses; improve the tracking/reporting process for SLOs
6. Improve consistency within health education courses through periodic meetings sharing best practices
7. Continue to explore off-campus course offerings (i.e. high-school concurrent enrollment)
8. Addition of a practicum for nutrition majors that would include supervised practice experiences (i.e. observation/shadowing, supervised counseling/coaching with student athletes, community engagement/volunteerism)
9. Create student organization (club) for careers in nutrition/dietetics

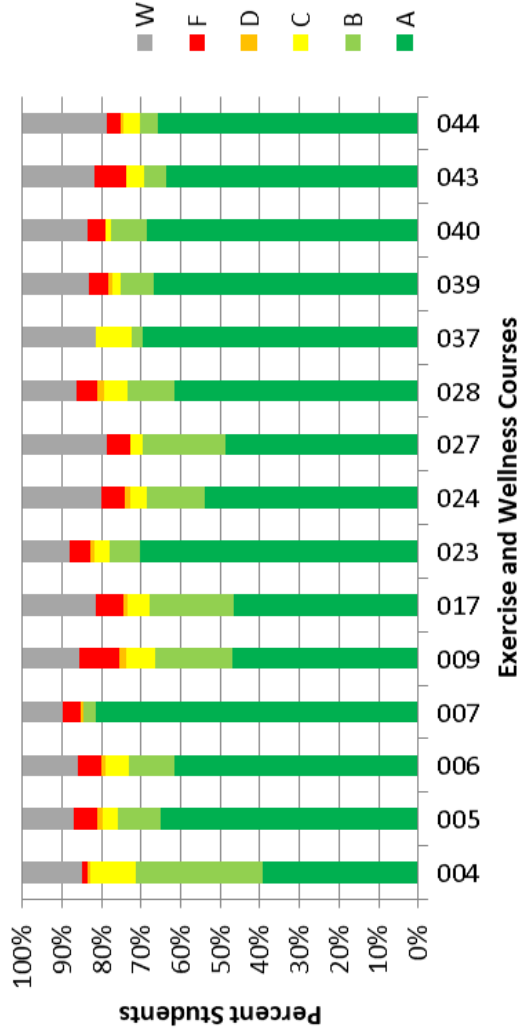
Appendix 1. Grade Distribution Summaries

Exercise Science

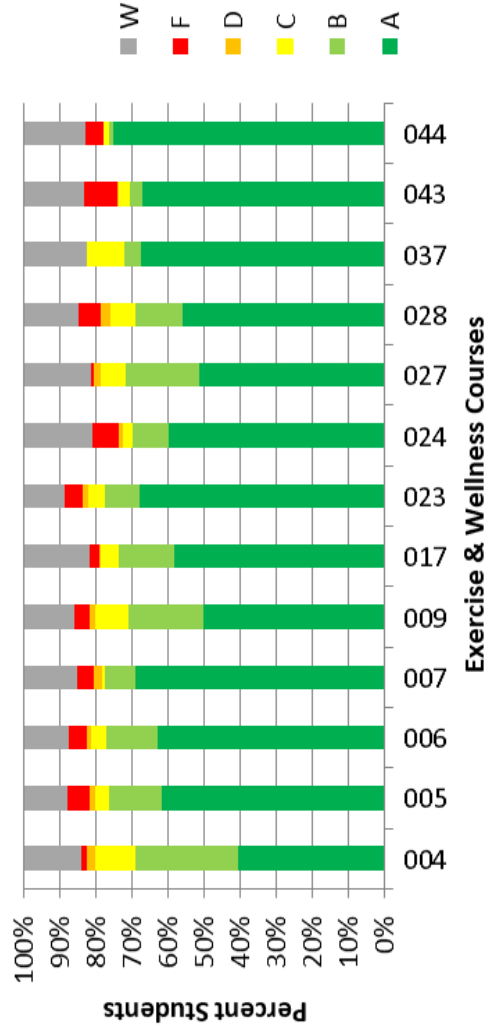


These courses have a small number of students, less than 100 (even as small as 25) represented per course per semester, so a lot of variation is expected.

ES-Outcome by Course, Fall

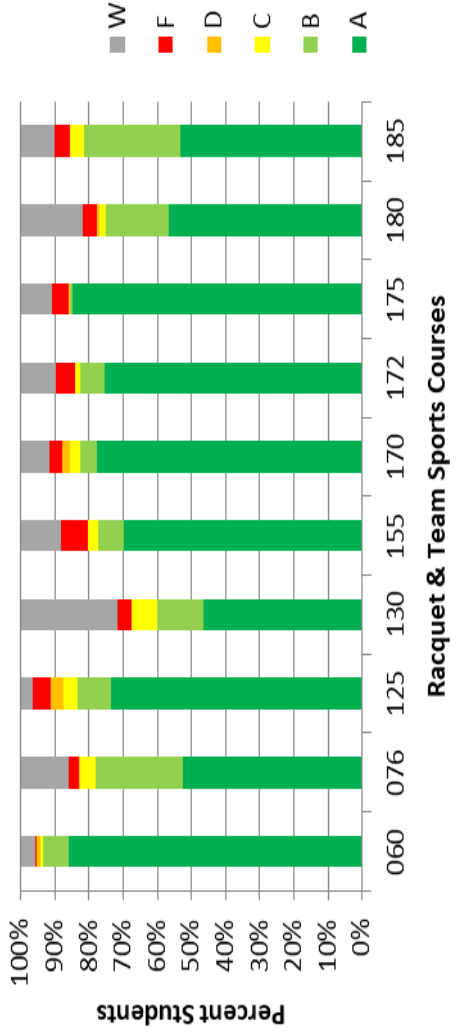


ES-Outcome by Course, Spring

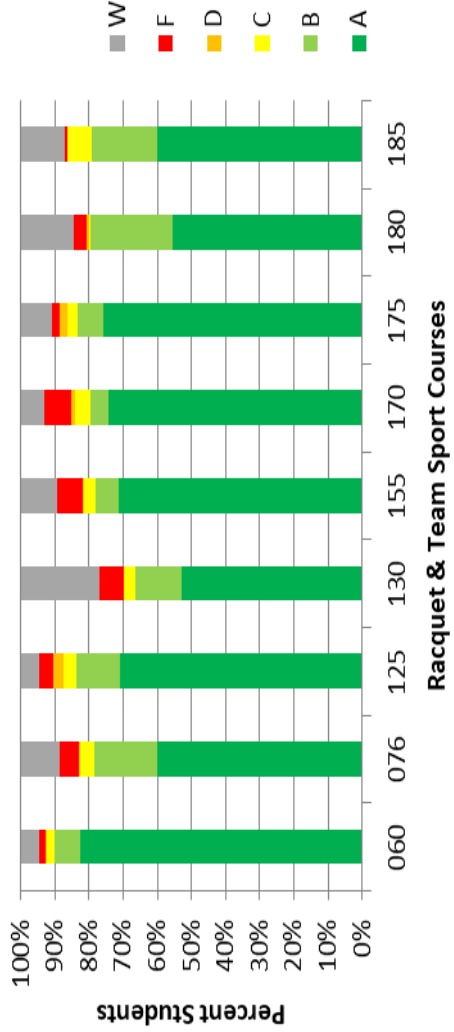


Only courses with at least 50 students total in all sections offered during the program review period are included in these graphs.

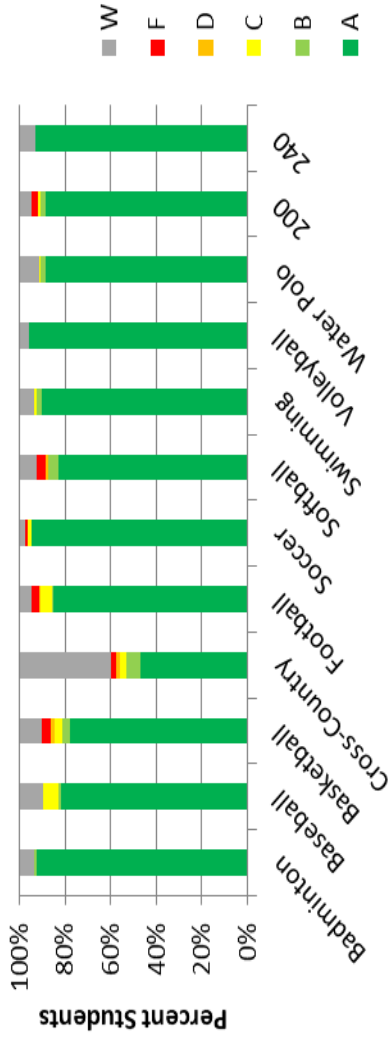
ES-Outcomes by Course, Fall



ES-Outcome by Course, Spring

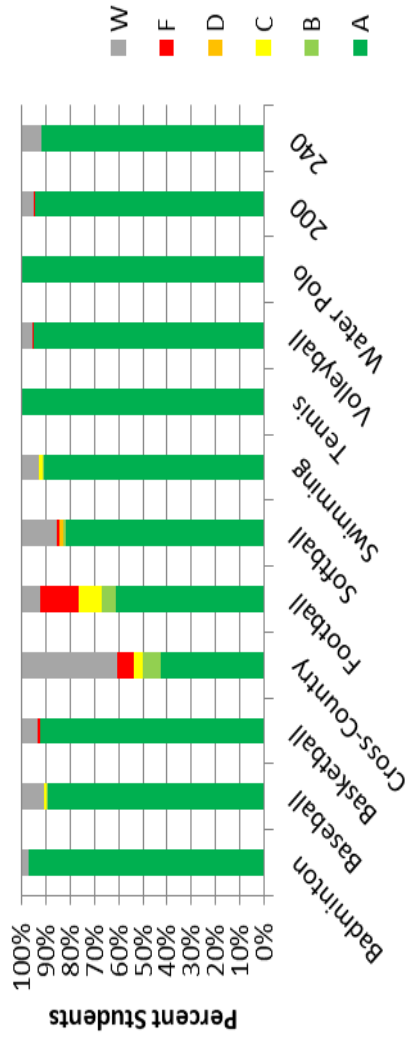


ES-Outcome by Course, Fall



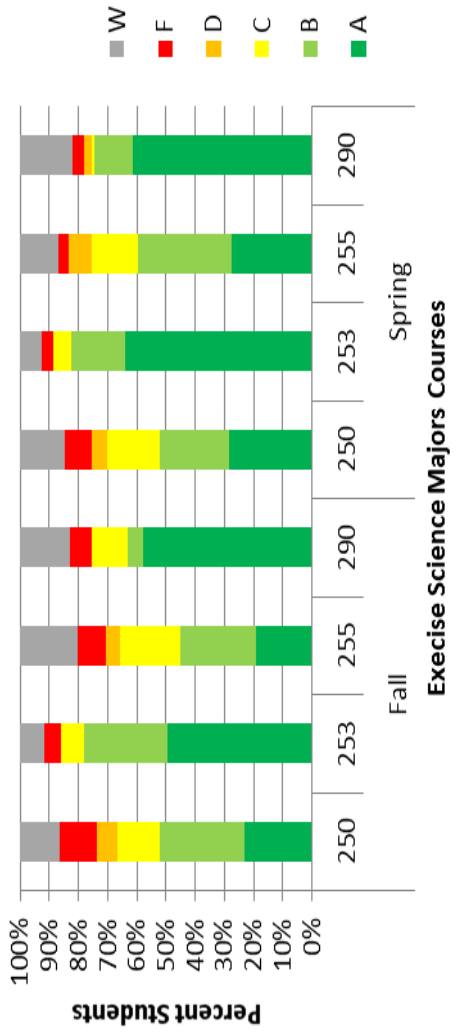
Intercollegiate Athletics Courses

ES-Outcome by Course, Spring

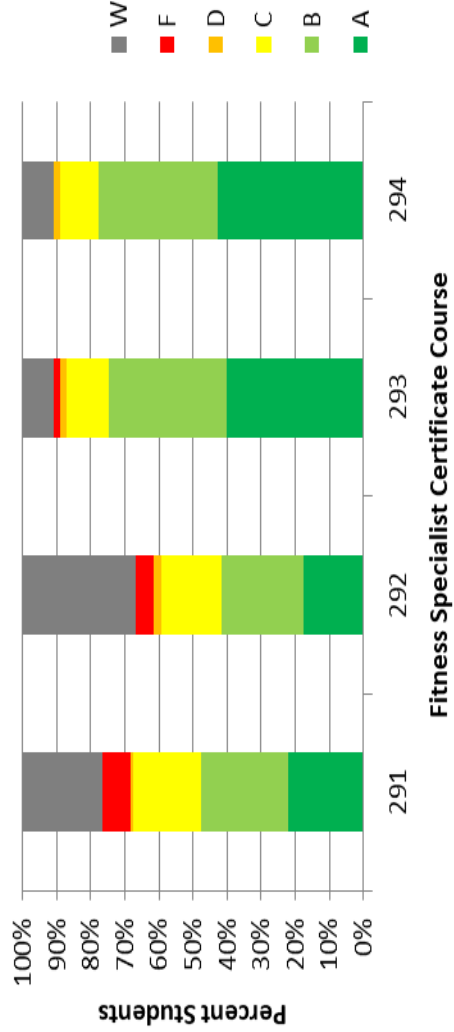


Intercollegiate Athletics Courses

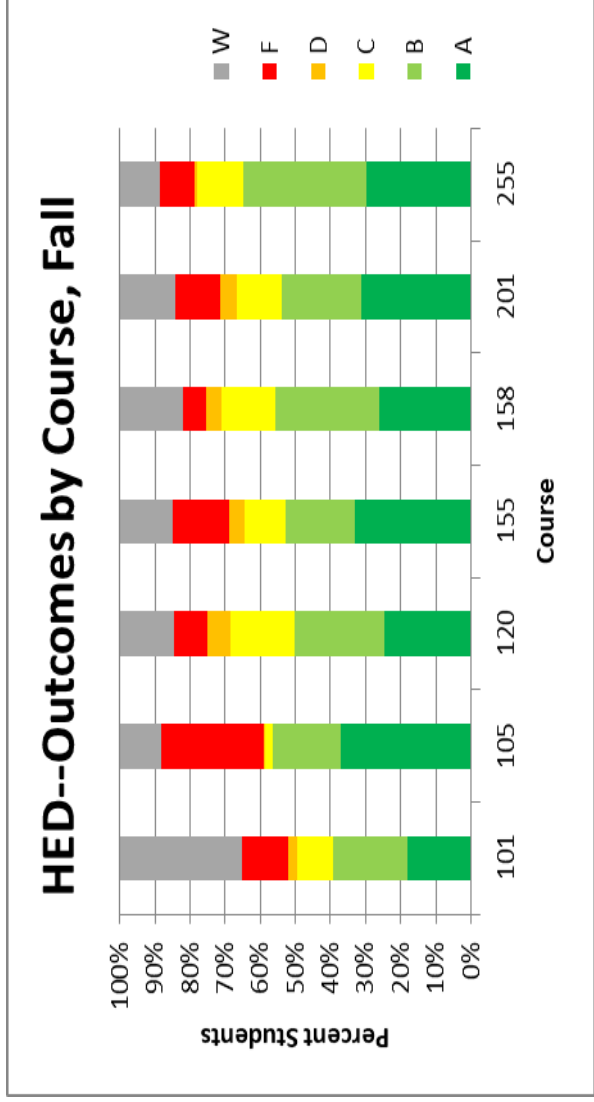
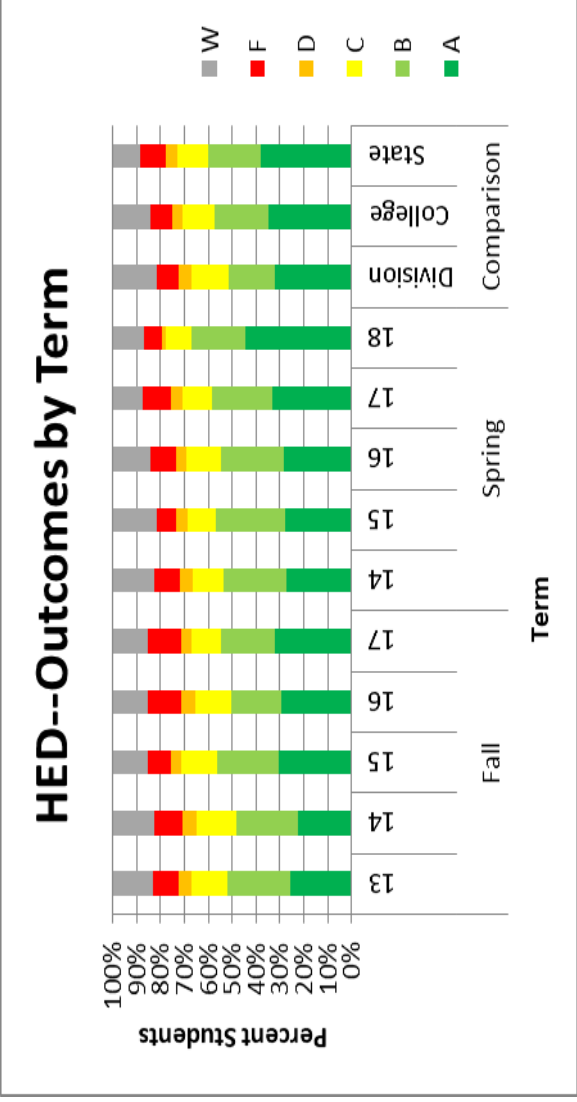
ES-Outcome by Course



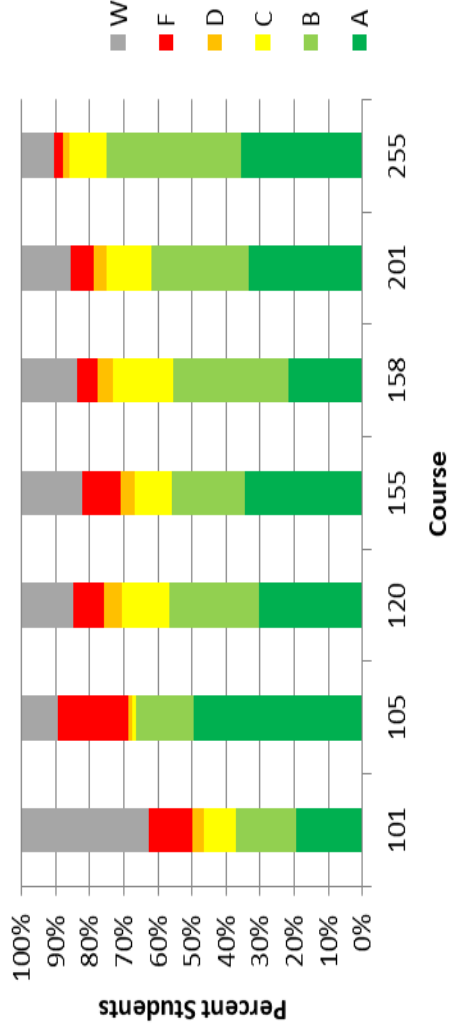
ES-Outcome by Course



Health Education

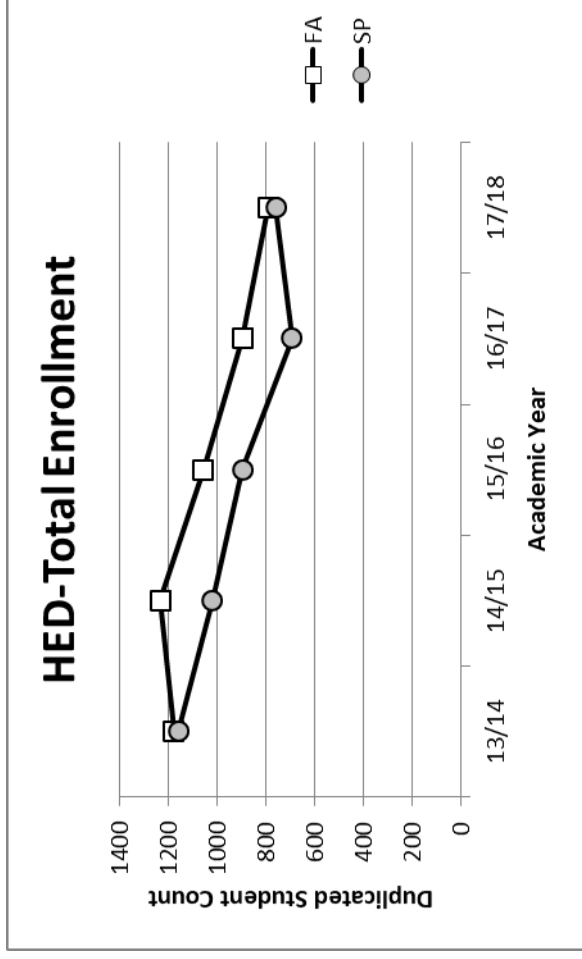
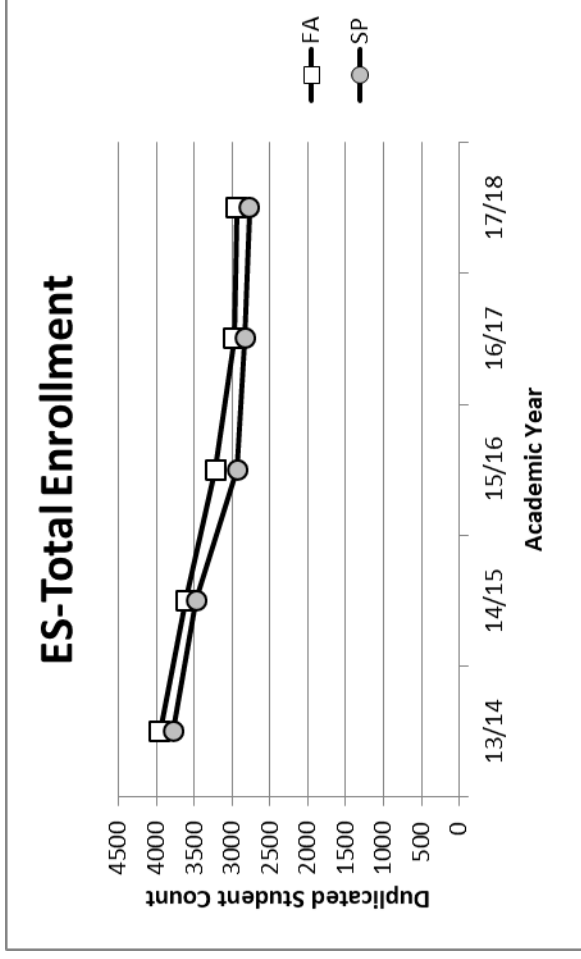


HED--Outcome by Course, Spring



Appendix 2. Enrollment Data

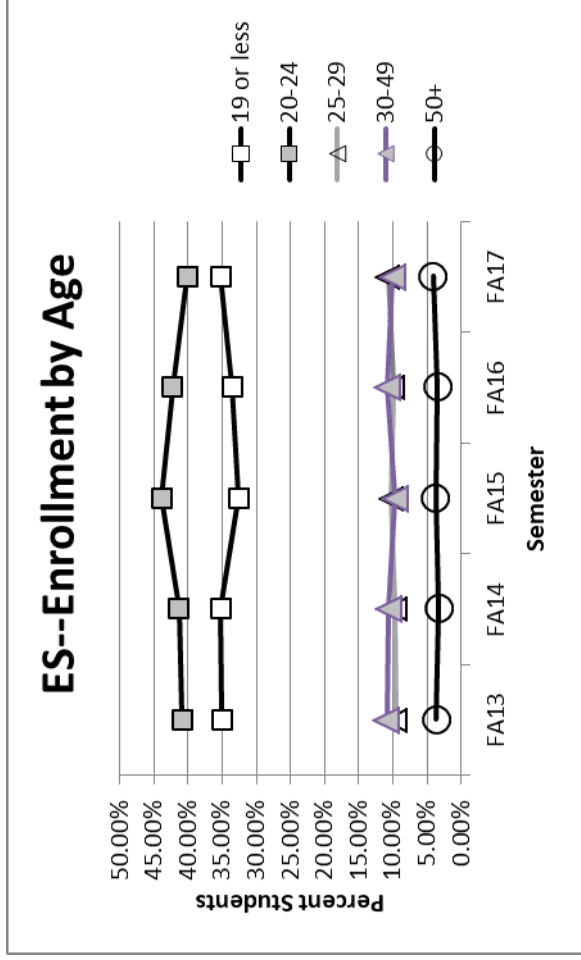
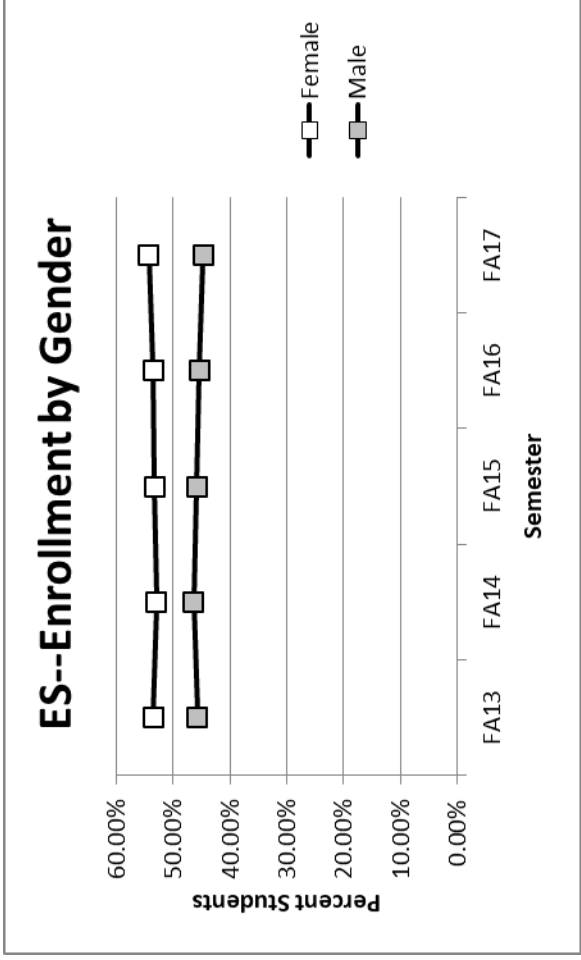
Total Enrollment



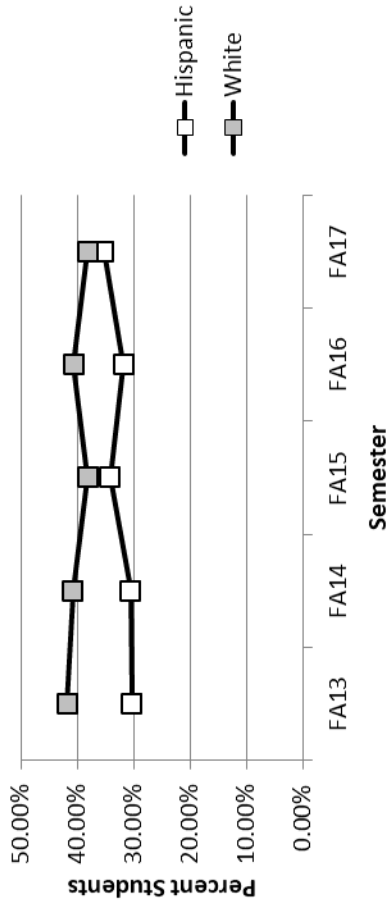
Both departments show declines in enrollment over the program review period that are as large or larger than the overall college pattern.

Enrollment Disaggregated by Gender, Age, Ethnicity

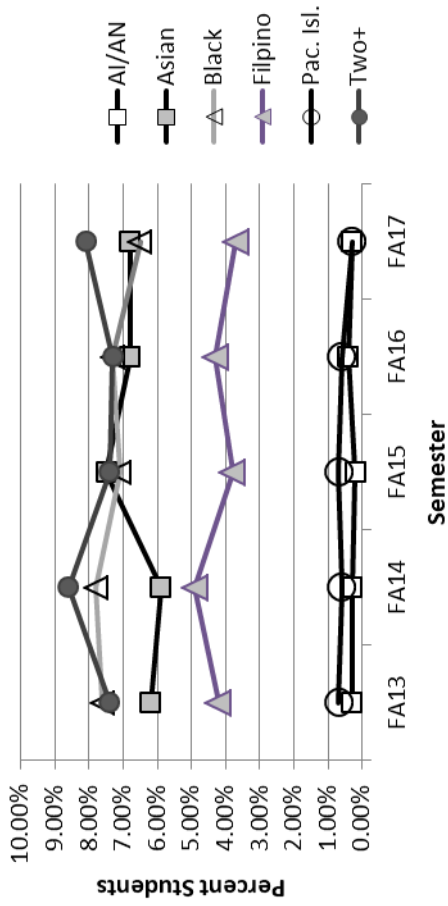
Exercise Science



ES--Enrollment by Ethnicity, Hispanic & White

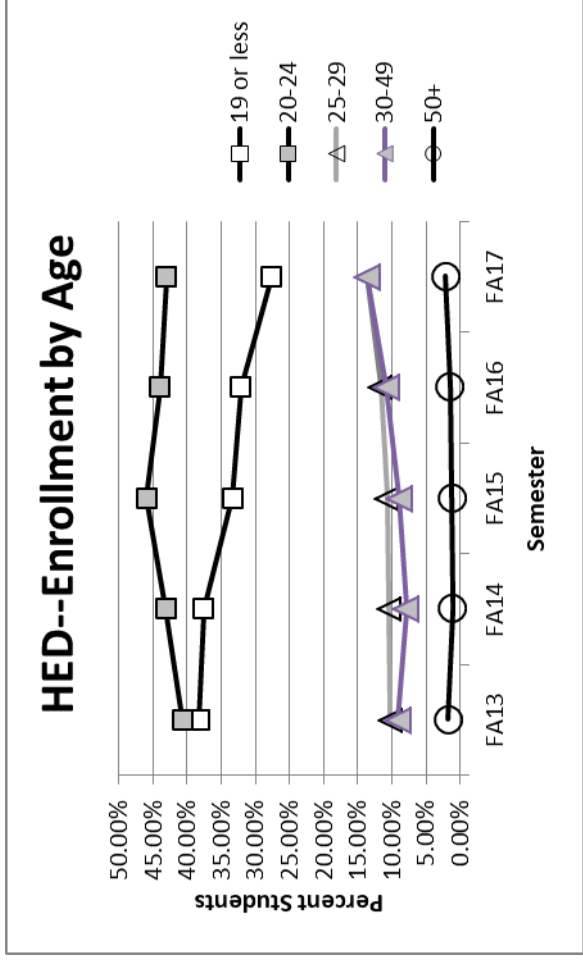
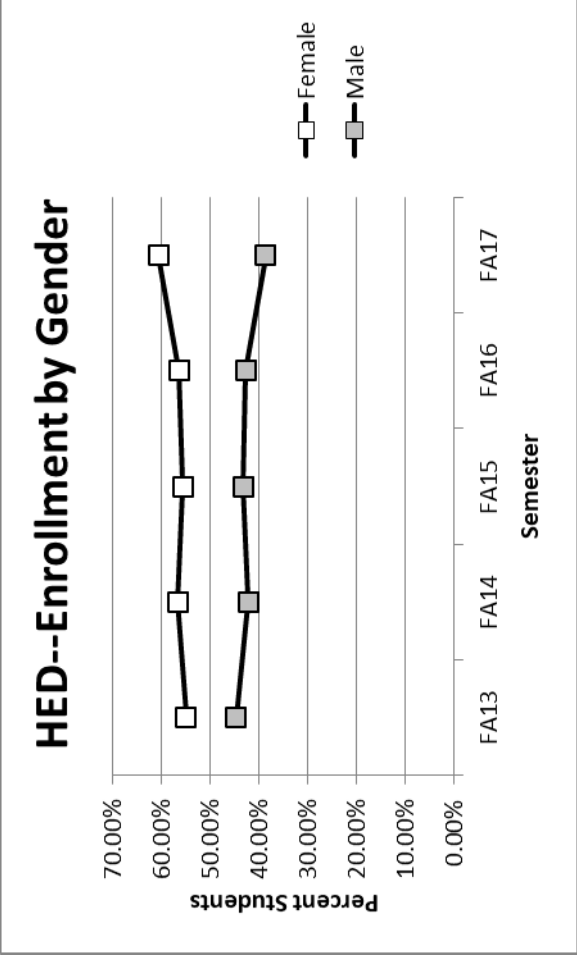


ES--Enrollment by Ethnicity, Other



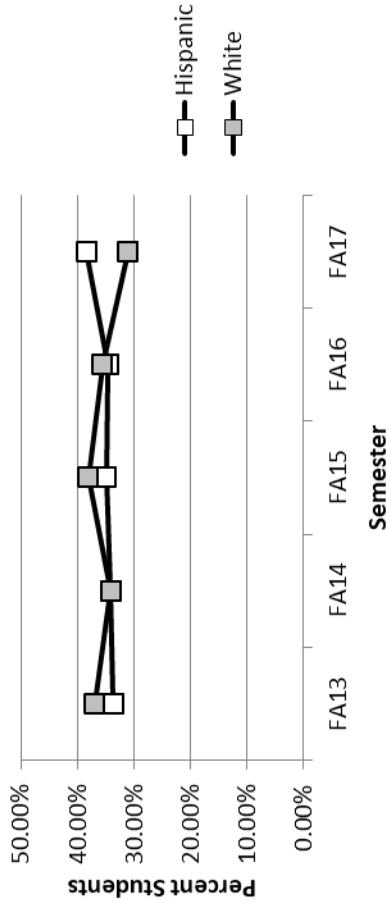
Students of color enroll in slightly higher percentages in ES courses than in the college, although enrollment of black students has declined slightly.

Health Education

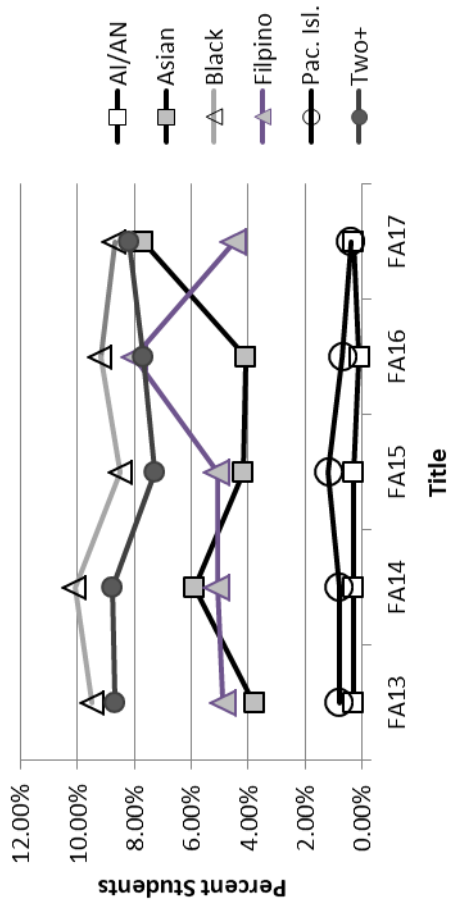


Enrollment of younger students has declined over time in a pattern that does not match the enrollment of students at the college.

HED--Enrollment by Ethnicity, Hispanic & White



HED--Enrollment by Ethnicity, Other



Enrollment in HED courses by students of color is slightly higher than the college overall.

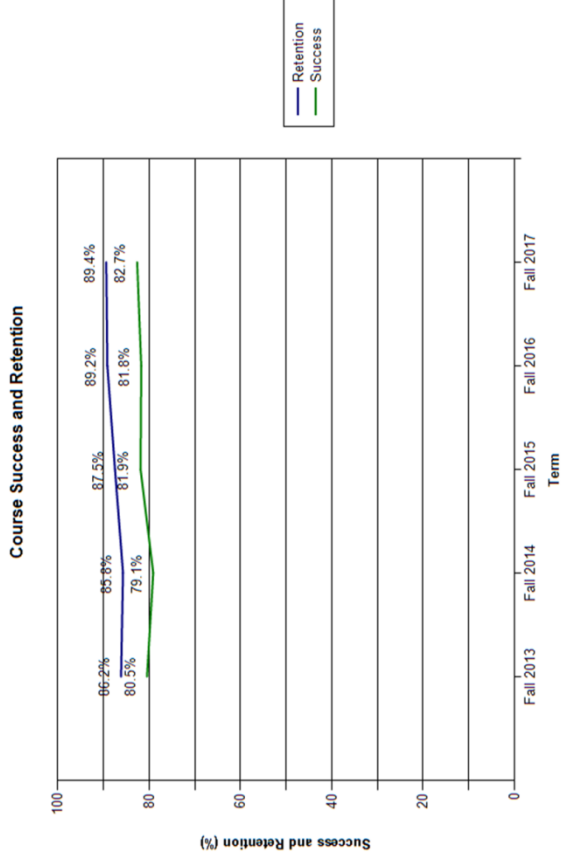
Appendix 3. Student Retention and Success Data

College 5-YR Averages: Success 69% and Retention 84%

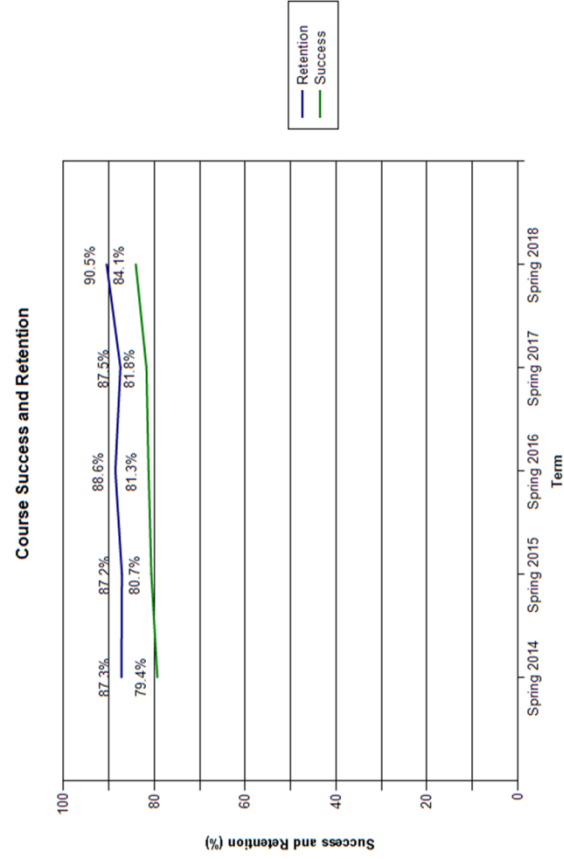
College Targets: Success 75% and Retention 85%

Exercise Science

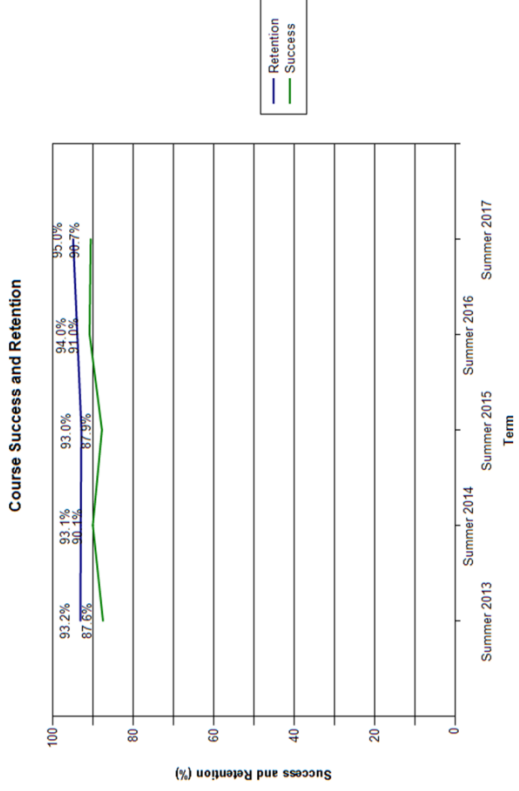
All Students: Fall



All Students: Spring

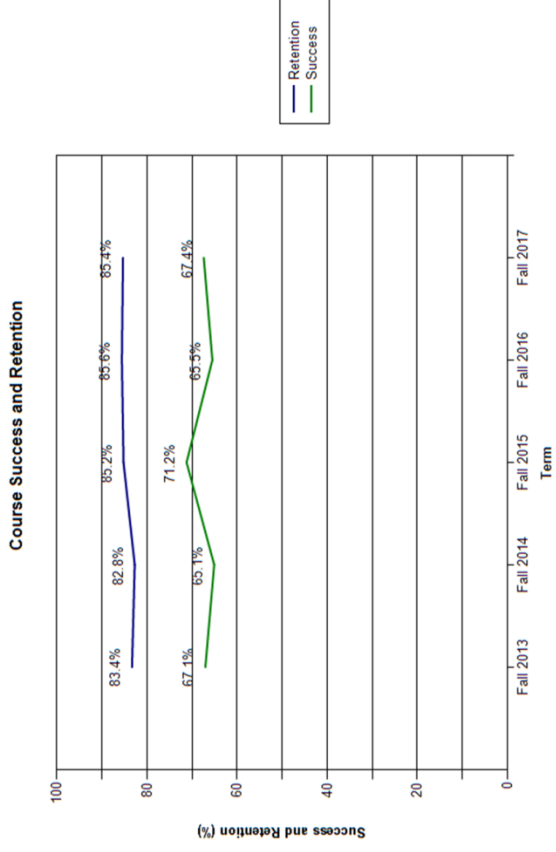


All Students: Summer

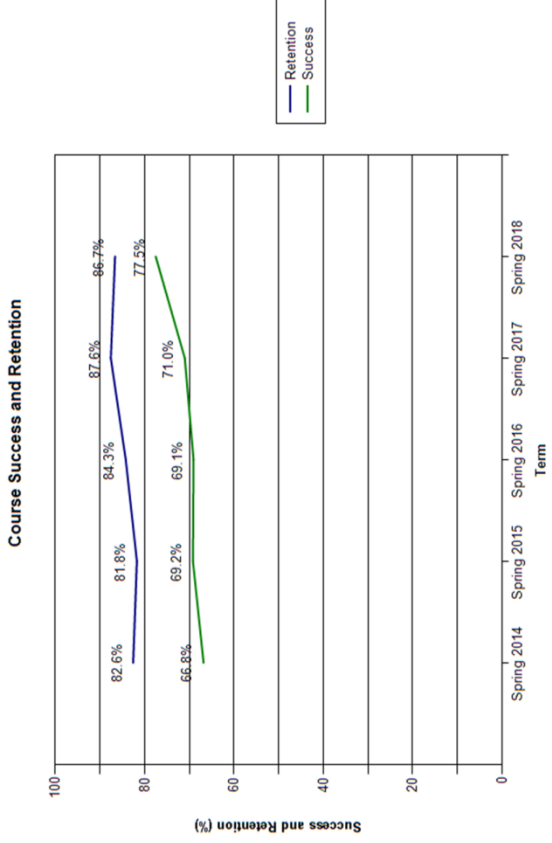


Health Education

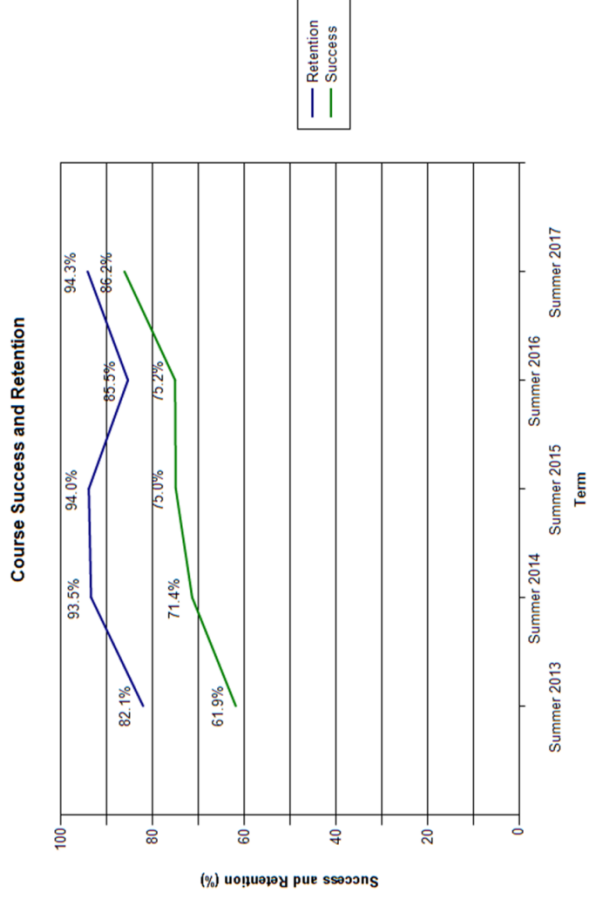
All Students: Fall



All Students: Spring

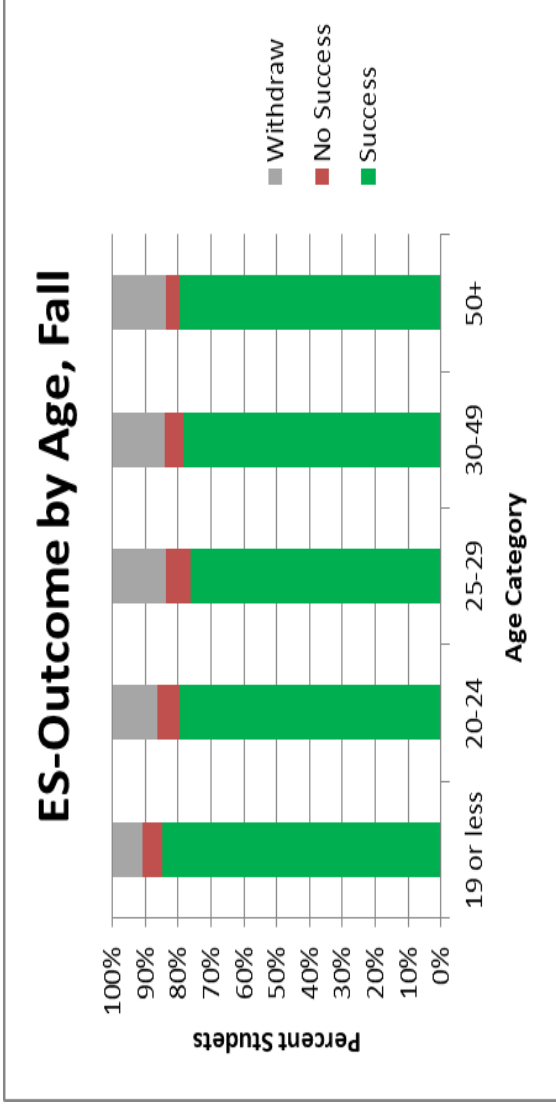
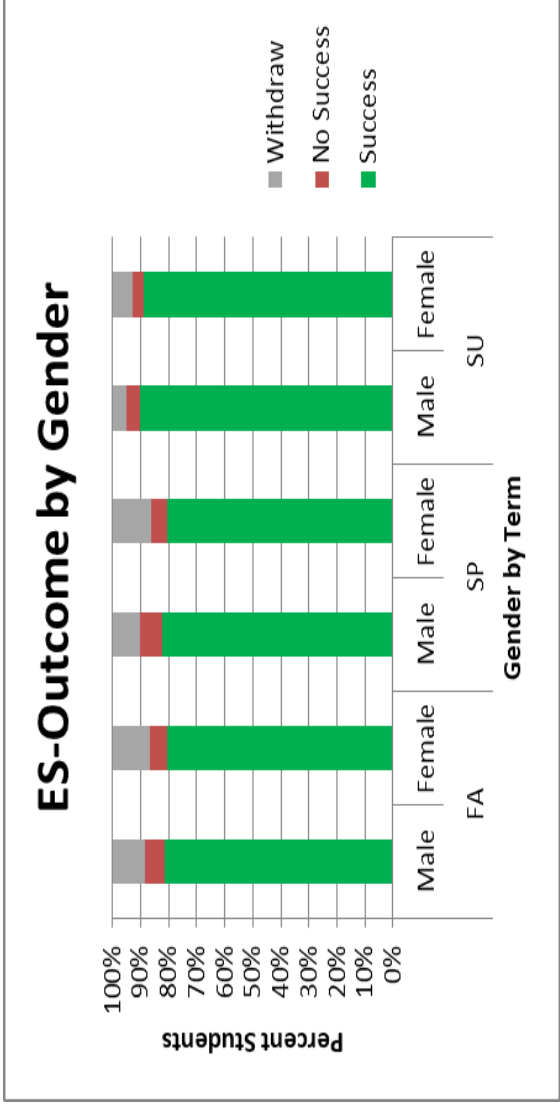


All Students: Summer



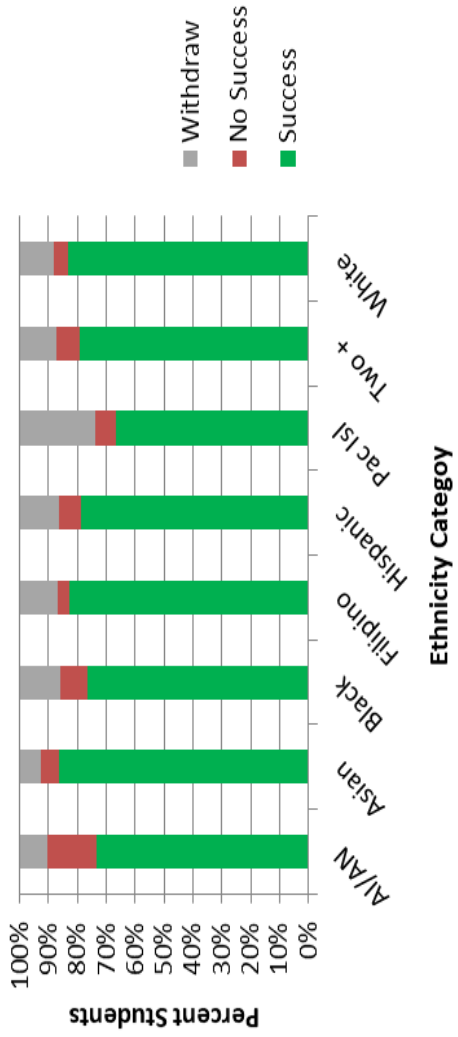
Student Success & Retention and Disaggregated

Exercise Science



Data for Spring have the same pattern so are not shown. These patterns match the college overall, except for unusually high success in the <19 age class.

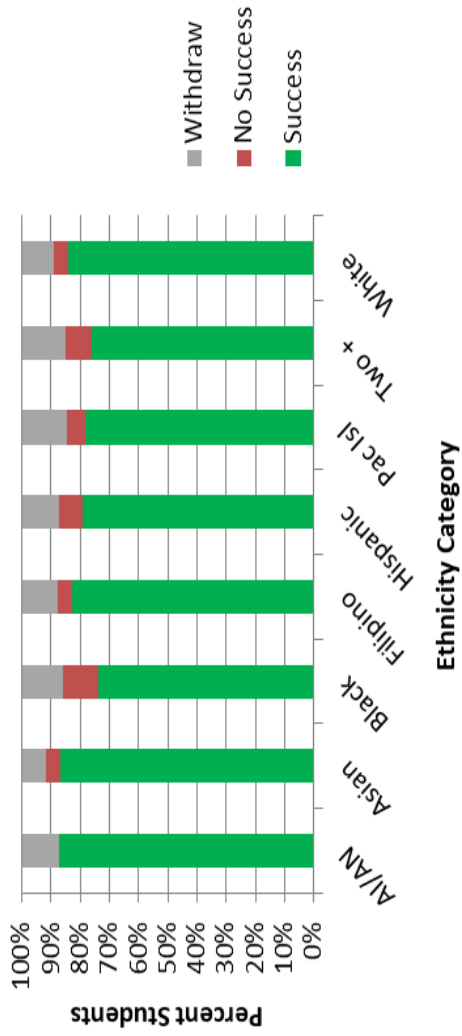
ES--Outcome by Ethnicity, Fall



Fall	Success	No Succes	Withdraw
A/AN	30	7	4
Asian	832	62	69
Black	1042	127	192
Filipino	554	26	88
Hispanic	4237	398	743
Pac Isl	38	4	15
Two +	1067	110	168
White	5539	317	796

Overall success and retention are high compared to the college. Success gaps between major ethnic groups are also much smaller than for the college overall. There are barely enough American Indian/Alaska Native and Pacific Islander students to show the data, so tables are included to show the sample sizes. The largest equity gaps exist for these groups, however. Variation in the groups between Fall and Spring can be attributed to small sample size.

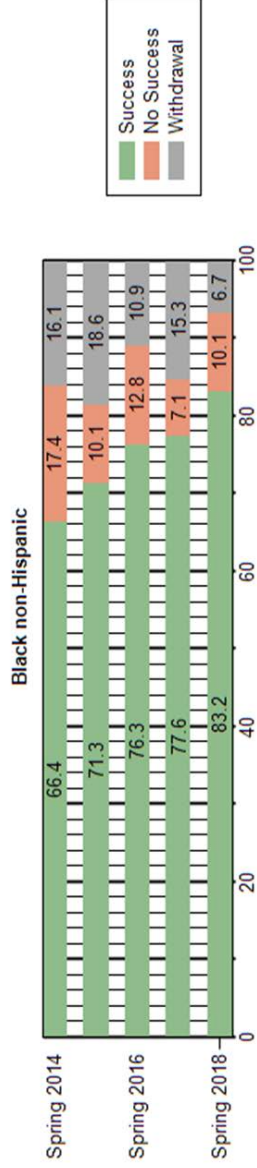
ES--Outcomes by Ethnicity, Spring



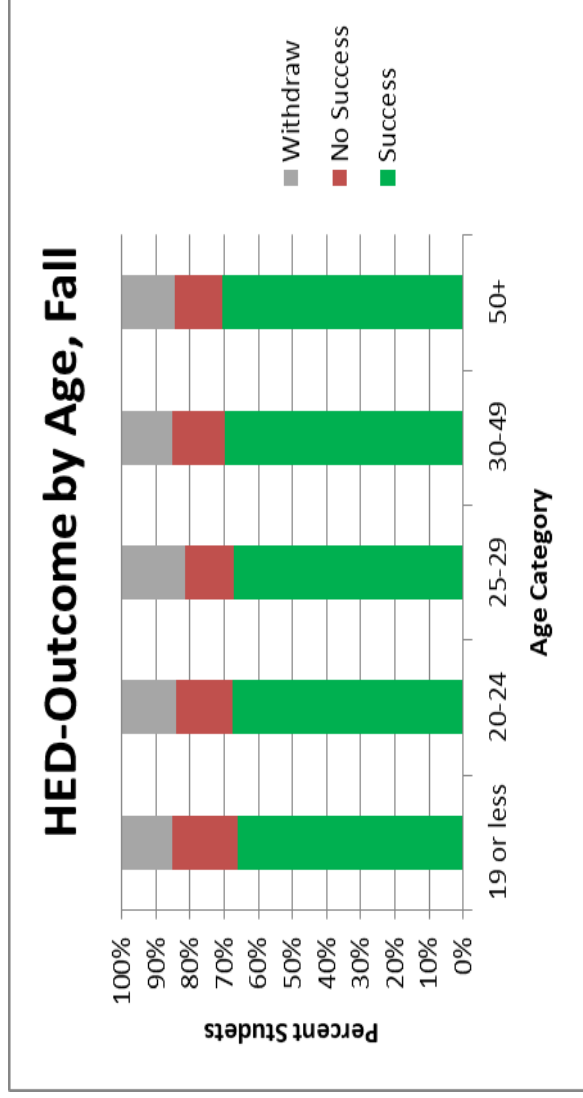
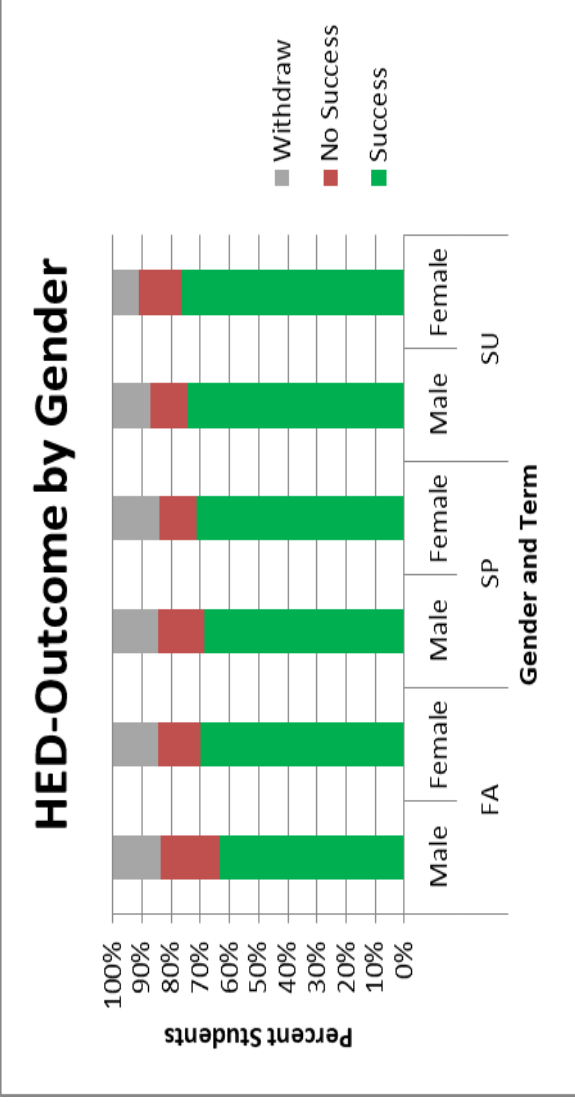
Spring	Success	No Success	Withdraw
AI/AN	35	0	5
Asian	923	55	86
Black	879	142	170
Filipino	477	28	70
Hispanic	3998	393	646
Pac Isl	25	2	5
Two +	1046	120	207
White	5214	323	666

Trends Over Time

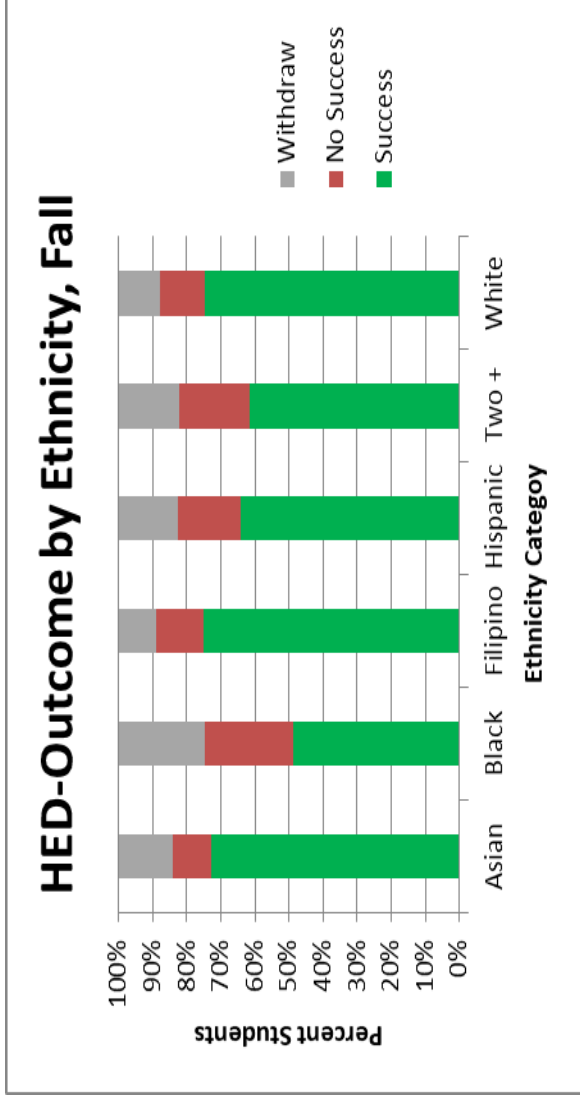
In Spring, there is a consistent increase in success over time. This pattern is consistent for all the groups that represent large numbers of students, for example, Black,



Health Education



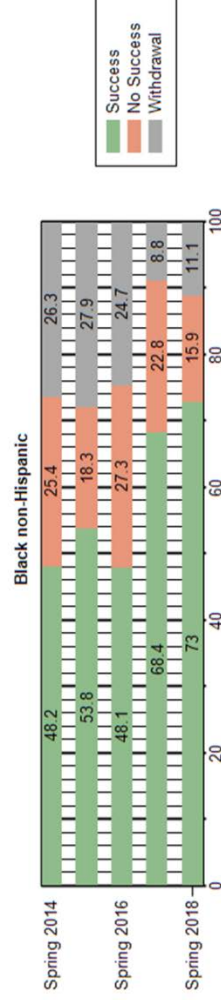
Data for spring show the same pattern, so are not included. These patterns generally match the college.



American Indian/Alaska Native and Pacific Islander data are not shown since sample size is too small. Data for spring show the same pattern, so are not included. There are equity gaps for the Black, Hispanic and Two + groups.

Trends Over Time

In spring and summer terms, there has been an overall increasing success rate across the program review period. This pattern can be seen in most disaggregated groups as well--males, females, by age, and for the major ethnic groups. For Black students the increase was a sudden jump rather than a gradual increase, but that might be due to smaller sample size (therefore more variation).



Instructional Operation and Outline Updates

ES 001	December 2013
ES 002	December 2013
ES 003	December 2013
ES 004A	May 2013
ES 004B	May 2013
ES 004C	May 2013
ES 005A	May 2013
ES 005B	May 2013
ES 005C	May 2013
ES 006A	May 2013
ES 006B	May 2013
ES 006C	May 2013
ES 007A	May 2013
ES 007B	May 2013
ES 007C	May 2013
ES 008A	December 2017
ES 008B	December 2017
ES 008C	December 2017
ES 009A	May 2013
ES 009B	May 2013
ES 009C	May 2013
ES 017A	May 2013
ES 017B	May 2013
ES 017C	May 2013
ES 021A	May 2013
ES 021B	May 2013
ES 021C	May 2013
ES 023A	May 2013
ES 023B	May 2013
ES 023C	May 2013
ES 024A	May 2013
ES 024B	May 2013
ES 024C	May 2013
ES 026	December 2017
ES 027	April 2004
ES 028A	May 2013
ES 028B	May 2013
ES 028C	May 2013

ES 029	May 2014
ES 030	December 2013
ES 035	May 2014
ES 037A	May 2013
ES 037B	May 2013
ES 037C	May 2013
ES 039	December 2018
ES 040A	May 2013
ES 040B	May 2013
ES 040C	May 2013
ES 041	April 2007
ES 043A	December 2013
ES 043B	December 2013
ES 043C	December 2013
ES 044A	May 2013
ES 044B	May 2013
ES 044C	May 2013
ES 047	April 2002
ES 051	April 2002
ES 060A	December 2013
ES 060B	December 2013
ES 060C	December 2013
ES 076A	December 2013
ES 076B	December 2013
ES 076C	December 2013
ES 125A	May 2014
ES 125B	May 2014
ES 125C	May 2014
ES 130A	December 2013
ES 130B	December 2013
ES 130C	December 2013
ES 155A	December 2013
ES 155B	December 2013
ES 155C	December 2013
ES 170A	December 2013
ES 170B	December 2013
ES 170C	December 2013
ES 171A	December 2013
ES 171B	December 2013

ES 171C	December 2013
ES 172A	December 2013
ES 172B	December 2013
ES 172C	December 2013
ES 175A	December 2013
ES 175B	December 2013
ES 175C	December 2013
ES 176A	December 2016
ES 176B	December 2016
ES 176C	December 2016
ES 180	December 2013
ES 185A	December 2013
ES 185B	December 2013
ES 185C	December 2013
ES 194	December 2013
ES 200	May 2016
ES 201	May 2016
ES 203	December 2018
ES 204	May 2016
ES 206	December 2018
ES 207	May 2016
ES 208	May 2016
ES 209	December 2018
ES 210	December 2018
ES 211	May 2016
ES 212	December 2018
ES 214	May 2016
ES 215	December 2018
ES 216	May 2016
ES 218	December 2018
ES 219	May 2016
ES 221	December 2018
ES 222	May 2016
ES 224	December 2018
ES 225	May 2016
ES 228	December 2018
ES 229	December 2016
ES 230	December 2018
ES 231	May 2016

ES 233	December 2018
ES 234	May 2016
ES 240	December 2018
ES 250	May 2012
ES 253	May 2019
ES 255	December 2013
ES 262	December 2013
ES 263	December 2013
ES 290	May 2017
ES 291	May 2015
ES 292	May 2015
ES 293	May 2015
ES 294	May 2015
ES 296	May 2015
ES 297	December 2016

Date: January 31st, 2018

To: Randy Abshier, Exercise Science & Wellness and Health Education Department Chair

From: M. Denise Aceves, Articulation Officer

Re: Exercise Science & Wellness, and Health Education • Program Review Checklist

The process of articulation is two-fold. First, transferability must be established. A transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a “sending” campus that are comparable or acceptable in lieu of specific course requirements at a “receiving” campus. Thus, articulation identifies courses that a student should take at community college to meet university degree requirements.

In response to your request for articulation information, Exercise Science & Wellness and Health Education courses at Grossmont College are well-articulated. All formal articulation with our 4-year public education partners can be found at ASSIST.org, which is the public articulation repository available to current and potential college students. Please note that ASSIST.org currently only reflects articulation information through 2016-2017.

A significant number of courses in these disciplines are transferrable to both CSU and UC Systems, with some only being transferrable to CSU. There are courses in these disciplines that assist transfer students to meet one or all the following baccalaureate degree requirements: major preparation, general education requirements or provide elective unit credit. For example, *Realities of Nutrition* (HED 255) is transferrable to both CSU and UC and assists students in meeting a CSU General Education Breadth requirement in the Lifelong Learning and Self-Development area. All courses that have received transferability and additional articulation designations are notated as such at the end of each course description in the Grossmont College Catalog. The courses with course to course articulation by department or major with specific CSUs and UCs can be found on ASSIST.org.

Locally, our public 4-year educational partners include: San Diego State University (SDSU), California State University San Marcos (CSUSM) and the University of California, San Diego (UCSD). The Exercise Science and Health Education courses at Grossmont have course to course articulations in two departments and three majors at SDSU, click on links below. Similarly, at CSUSM the Exercise Science and Health Education courses are articulated in by department in Kinesiology and Physical Education. Students can earn limited elective unit credit in Physical Education to all [UCs](#).

SDSU

By Department: [Exercise Science](#), [Nutritional Sciences](#)

By Major: [Foods & Nutrition](#), [Kinesiology](#), [Fitness Specialist](#) & [Paraphysical Therapy](#)

San Marcos

By Department: [Kinesiology](#), [Physical Education](#)

By Major: [Kinesiology](#)

The Exercise Science & Wellness and Health Ed. department is encouraged to review their course to course articulations with the other CSUs and UCs on [ASSIST.org](#) and work with me, the Articulation Officer, to develop new articulations.

The Exercise Science & Wellness and Health Education Department has also completed the local curriculum process for the Kinesiology AA-T, in compliance with Senate Bill 1440. To this end, the Exercise Science & Wellness and Health Education Department has worked collaboratively with the Curriculum Committee, Instructional Operations and the Articulation Officer. Similarly, the department has been responsive to Course Identification (C-ID) required for the degree. We are still awaiting approval for this AA-T by the California Community College Chancellor's Office and ACCJC.

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and text books listed be current. The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital. Students benefit when we can easily articulate our courses in Exercise Science & Wellness and Health Education. Below I have listed the link to *The Course Outline of Record: A Curriculum Reference Guide Revisited*, a document adopted by the Academic Senate for California Community Colleges in Spring 2017, as well as the latest standards for CSU GE Breadth and IGETC.

Curriculum Resources

- [The Course Outline of Record: A Curriculum Reference Guide Revisited](#)
- [Guiding Notes for General Education Course Reviewers](#)
- [Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.9](#)

You are welcome to contact me directly at mariadenise.aceves@gcccd.edu with any questions regarding this report.

Library Resources for ESW and HED

Books

The Library Exercise Science area call numbers GV 201 – GV 1198.995, has 524 print books, 247 electronic books, and 17 print reference books, for a total of 788 books.

The Library's Health Education section, RA 781-RA 781.85, has 50 print books and 16 electronic books (no print reference) for a total of 66 books.

Books are purchased using a complex allocation formula to ensure that departments get their fair share of the \$28,000 annual library book budget. The allocation allows for a book budget of \$667 in ESW this year, and \$260 for HED. However, the library was able to exceed HED's actual expenditures this year – to \$830.

There are also two online reference book collections that contain thousands of entries about ESW and HED. These collections, or databases, are called *Gale Virtual Reference Library* and *Credo*.

All electronic materials, whether books or journal articles, can be accessed anytime, anywhere.

Periodicals (magazine articles)

Most of the ESW and HED periodicals are in electronic format, within library periodical databases. This allows for keyword searching, and anytime, anywhere access.

There are several multi-disciplinary databases with lots of articles on ESW and HED. For instance, Academic Search Premier and General OneFile offer access to thousands of articles in that subject area.

Additionally, the library subscribes to some specialized databases in our subject area – *Food Science Source* and *Health Source* are two of them.

DVDs, Media

The library owns several streaming video databases that cover all topics, including the databases *Films on Demand*, *Intelecom*, and *Swank*.

December 2018

Exercise Science and Wellness Department Program Review-Follow-up Questions

After reading each report the program review committee develops a list of follow-up questions. This allows us to get a deeper understanding of your department's operations and guides our commendations and recommendations for the next program review cycle (6 years). We have tried to make the questions clear and very specific to minimize the effort needed to answer them. Please have the answers to the questions below back to me by **email no later than October 4, 2019**.

Section	Question	Response
1.1	<p>1.1A - Is there more up-to-date data from Indiana University-Purdue University than 2006? (Claims 87.5% of health care costs are related to individual lifestyle).</p> <p>1.1B - What is the relationship between the disciplines of Exercise Science, Health Education and Nutrition relative to Kinesiology?</p> <p>“Kinesiology Health Ed and Nutrition”?</p>	<p>1.1A – Please see attached data and references</p> <p>1.1B – ES, Wellness & Nutrition – Kinesiology is the broad-based discipline that addresses the study of human movement. At the lower-division level, majors primarily focus on scientific foundations and movement experiences, so ‘exercise science’ is the proper title. Additionally, we are aligned with SDSU’s School of Exercise and Nutritional Sciences (they don’t refer to themselves as a kinesiology department.) There are a few community colleges who use ‘kinesiology’ in their department title, but it technically incorrect use of the term. Historically, exercise, health, recreation, and nutrition were all within the same discipline. As each area began to specialize in the 1970’s, separate and distinct fields evolved. At the 4-year level, some departments house all three or many other arrangements – faculty at that institution decide the department title and foci.</p>
1.2	<p>Please specify which goals are from 2006 and which are from 2012.</p>	<p>The following goals are in both the 2006 and 2012 Program Reviews because no progress has been made on these goals. We are frustrated to continue to write these PR goals for decades.</p> <ol style="list-style-type: none"> 1. Install cooling system in 43-415 (increases revenue-generation when not in use on weekends) 2. Install lighting on the tennis courts and football/track facilities to accommodate increased enrollment and revenue-generation. Lack of lighting impedes our ability to increase revenue by offering FTES generating classes in the evening. 3. A new pool - the existing pool does not meet the needs of our diverse student population, nor the intercollegiate aquatic programs. Our disabled students continue to have issues getting

<p>access into the pool. Additional significant funds are spent annually to rent pools for both adapted classes and intercollegiate teams — an avoidable expense if a new (or renovated) pool was constructed. Additionally, classes are commonly cancelled due to chemical issues with the pool water due to an antiquated) chlorination system. There are issues with consistent maintenance and cleanliness of the pool. A lack of consistent, adequate, professional maintenance of all ESW facilities -including cleanliness and equipment maintenance – has resulted in unnecessary expenses and poor student experience. We can and need to do better.</p>		
<p>2.1A –No HED or NUTR courses need deletion at this time. No ESW courses need to be deleted at this time.</p>	<p>2.1A - Are there any courses that need to be deleted? 2.1B - Are all courses updated in catalog?</p>	<p>2.1</p>
<p>3.1A – HED SLO’s stopped using TracDat in 2014. Currently data is stored and shared in DropBox 3.1B- HED – Changes made based on outcomes assessments were made by individual instructors to their teaching methods (putting emphasis on areas that needed improvement), work assignments (project instructions or directions for clarification) including added media for student clarification (adding videos to Blackboard/Canvas to assist with clarification of material). 3.1 C- See Attachment for HED/SLO Education- there are no PSLO’s. The assessments were shared in HED meetings or via email at the beginning of each semester with feedback given by instructors- discussions also took place about revising SLOs and for HED 120 and HED/NUTR 155 using the publisher’s already established SLO tracking system (MyLab & Mastering) to assist the collecting of data for instructors.</p>	<p>3.1A - Is SLO data entered into TracDat? 3.1B - What changes are made based on SLO outcomes assessments? 3.1C - What were the SLOs for Health Education and how did the assessments inform teaching?</p>	<p>3.1</p>
<p>3.5A - HED/NUTR- See attached example of SLO data in DropBox 3.5B – Our SLO data gives examples of how we assess success/skills 3.5C – Are you referring to our core curriculum? If so, we’ve noticed the beauty of academic freedom at work here. Each faculty has a different focus and style of addressing the core. Based on the students in the class, an instructor might spend more time on application principles after assessing that basic facts are known.</p>	<p>3.5A - Please share an example of the SLO data maintained in Drop Box. 3.5B - How do you assess success/skills? 3.5C - Students may take multiple ES courses; how do you prevent duplication or build on previous knowledge?</p>	<p>3.5</p>

<p>3.5D - Specific fields in Tracdat. Does DropBox use the same fields? 3.5E - Who is the SLO person?</p>	<p>3.5D- HED/NUTR use the same forms used to report data into Tracdat-DropBox contains the files of the summary of data for each course. 3.5E- HED/NUTR SLO person is Cheryl Kerns-Campbell. The ESW SLO person is Jim Symington.</p> <p>4.1A – Agreed. Most science-based disciplines involve instructional lab areas that house expensive equipment and/or require regular routine maintenance. Repair and replace is much more costly when maintenance is not handled – the pool was built in 1961 when the college was started.</p> <p>4.1B – (To clarify, is the PR committee now asking all departments how they propose to fund buildings and facilities? This seems gravely outside of 10+1.) Other colleges in the state have used community funds; coincidentally, our faculty have spoken with faculty throughout the state, and the overall input is that it is not an effective instructional tool(we are happy to share what we know if folks are interested.) For over 30 years our department has highlighted that investing in ESW/Athletic instructional areas for rental outside of non-peak instructional times is excellent for revenue-generation, and outreach.</p> <p>4.1C - #1: Pool. The pool has been on the <i>next-on-the-list</i> item on the CAMPUS Facilities Master Plan for decades. Students, community partners, faculty, the campus community, have all given their feedback that this instructional lab space is in need of maintenance (now replacement). The ESW and Athletic departments have consistently followed campus and district operational and shared governance processes to no avail. #2: Multi-purpose field/stadium:. We currently have asbestos-ridden temporary buildings, port-a-potties, temporary bleachers on one side, a partially functioning putting green, and a few lights powered by generators. (note: the new track and field was deferred maintenance scheduled to be completed over 7 years ago) #3: Air conditioning in 43-100 (gym). this is a health/safety issue for both students and faculty. It is also a work condition issue for faculty . . . how many other faculty spend their day in a hot non-air conditioned room without air-circulation (it’s often cooler outside with the ambient breeze.)</p>
<p>4.1</p>	<p>4.1A - Pool is exceptionally expensive. 4.1B - What funding models have you explored for funding a new pool? Miramar and Southwestern use community funds which allows for dual access. This may be of interest since there may not be many other community pools in the area. 4.1C - What are your top three facilities concerns? 4.1D - Why is the football field not an acceptable soccer field? 4.1E - Does Grossmont have a soccer team?</p>

<p>4.1D - Grossmont has 15 intercollegiate teams, one of which is the women's soccer team. Along with the Athletics Department, the ESW Department works to enhance student engagement, outreach and retention through an athletic experience – both for spectators and student-athletes. Student-athletes fall into under-represented populations that Grossmont is working to serve better.</p> <ul style="list-style-type: none"> • 4 intercollegiate athletic teams share one 25-meter pool: men's swimming, women's swimming, men's water polo, women's water polo, men & women's diving. The adapted aquatics program, beginning/intermediate swimming, and swimming for health and fitness classes also use this classroom. • 5 intercollegiate teams share a single gymnasium: women's volleyball, men's volleyball, women's basketball, men's basketball, women's badminton. The following ESW classes also use this one indoor multi-purpose facility: beginning/intermediate basketball, volleyball, and badminton. (Note: when it rains, this facility is also used by any outdoor ES class or intercollegiate athletic team.) • Our only outdoor multi-purpose field is shared by 2 intercollegiate teams: football and women's soccer. This instructional classroom is also heavily used by classes in beginning/intermediate golf, beginning/intermediate soccer, aerobic fitness and weight training, fitness walking, boot camp, yoga, and stress reduction. It also serves as an overflow area when other facilities are not available, i.e., when the baseball and softball fields are re-seeded. Note: many community members use this facility during peak instructional hours and is rented in non-peak hours. This is a high-demand heavily used resource. • ESW instructional facilities are packed. Other campus activities also use these same instructional facilities: Dance and AOJ Departments, faculty/staff wellness program 		
<p>5.1A- HED/NUTR- Our Cultural Aspects course started in Fall of 2017 and is just starting to build a healthy enrollment. We cannot justify adding another section at this time, but it is always our desire to create additional sections if enrollment need occurs.</p>	<p>5.1A - Have you added more sections of cultural aspects of F&N to capture increased enrollment? 5.1B - Have you considered updating other HED courses in a similar manner?</p>	<p>5.1</p>

<p>5.1C - What other options have you explored for online ES courses?</p> <p>5.1D - What are other colleges doing?</p>	<p>5.1B- FA 2018 we put through several course modifications during the curriculum cycle (added a new Nutrition course 205; changed all nutrition courses sub heading to NUTR from HED; and are in the process of adding a TAG program for Nutrition. We have an agreement with Cuyamaca college that they will focus on growing and developing curriculum for PH, and we will focus on developing Nutrition. This has allowed each of the colleges to move more successfully in a consistent direction with available resources (available staff and LED allowance).</p> <p>5.1C – Online lab classes aren’t effective pedagogically for disciplines that focus on psychomotor domains; we are happy with our one online ES 007 ABC Walking for Fitness class. We did add a summer section of ES 250 – Introduction to Kinesiology for majors in 2018 and 2019.</p> <p>5.1D – Grossmont, San Diego Mesa, and Mira Costa Colleges are the only ones offering any online courses for ES activities. The only class offered for these three colleges are the Walking for Fitness courses.</p>
<p>5.6A - Why are there no awards of the Athletic Training AS degree in the last five years? (Currently you can get an athletic training associate degree leading to an MA in athletic training degree)</p> <p>5.6B - What do your PSLOs look like for this degree?</p>	<p>5.6A – The department recently discussed SDSU’s revised Athletic Training Degree with them and here is a summary: “We are encouraging transfer students from the community colleges to transfer into our kinesiology – fitness specialist undergraduate degree program. We are adding an introductory physics course and a care and prevention athletic training laboratory course to the pre-major course list, so that it will align with the prerequisites for the master’s program in athletic training. We are now encouraging programs to not label a degree, even at the AA level, as athletic training, since this can be confusing to some as a certification to practice in the field. We will provide marketing and advertising brochures/web links to the community colleges for recruitment of students.” Because the athletic training discipline is moving to an entry-level master’s degree rather than a bachelor’s degree, we will most likely remove it from our degree package.</p> <p>5.6B The PSLO’s are: students will understand and demonstrate skills and appreciation of exercise science principles. Identify principles for maintaining an active and healthy lifestyle.</p>

6.1	What types of materials and how many do you have on reserve in the library?	<p>6.1- The Reserve book system in the library does not protect copies of our textbooks (stacks are not secured), so we have quit supplying books on reserve at the library. Each HED instructor has access to an extra copy of the text that students can check out on a person to person basis. The instructor for ES 250, Intro to Kinesiology does the same.</p>
7.0	What outcomes or results can you share regarding the Health Fair and its impact on students?	<p>7.0- We do not take any data from the health fair- this event is sponsored by Student Health Services, but student participation is high when our instructors, ES and HED, either bring their classes to the Health Fair during class or give extra credit for attending.</p>
8.1	<p>8.1A - What strategies have you used that have helped grow summer enrollments?</p> <p>8.1B - Besides decreasing course maxes to increase fill %, what strategies has the department taken to increase enrollments in low-fill courses? For example, have you reduced the number of sections offered or changed days/times of offerings?</p> <p>8.1C - What limitations are there on growing enrollments in courses that will fill?</p>	<p>8.1A We promote summer classes in our semester-length for retention & persistence.</p> <p>8.1B We didn't decrease class maxes to increase fill rates; rather, we right-sized classes to meet the needs of the students according to the student's participation in the class (p. 71). Our class maxes were dramatically increased when the college was attempting to accommodate more students. The classes max changes, in consultation with the divisional dean and VPAA, were approved and have been implemented not just in the summer but in the regular semester courses as well. Overall, we have decreased the number of sections in Fall, Spring, and Summer sessions. A once-flourishing evening class offering of classes has become just a handful of sections.</p> <p>8.1C The limitations are our facilities. Without lights on the Multi-Purpose Field, Tennis Courts, or a pool that can accommodate multiple events, we are locked in offering daytime courses in these facilities.</p>
9.1	<p>9.1A - What efforts do you make to recruit life-long learners from the community (not only athletes)?</p> <p>9.1B- Are there dual enrollment options you can explore?</p> <p>9.1C - What are your plans for community outreach?</p>	<p>9.1A - Many of us have local connections and invite/recruit folks to take advantage of our classes. The biggest deterrent we hear is the poor quality of the instructional facilities in ESW. Local high schools have better facilities. No one wants to take a golf class with only four golf drive stations and a concrete putting green. No one wants to take a swimming class with when the pool is dirty and closed many times. No one wants to take a badminton, basketball, volleyball class when it's over 100 degrees with no fans.</p>

<p>9.1B – met with High Tech HS about possible dual enrollment options, and another health-charter school is interested in working with us once our Fitness Specialist Certificate program is revamped. There have been discussions offering HED 120 – Personal Health & Lifestyles at Las Colinas. We have an informal relationship with SDCOE where several males students in juvenile detention take HED120 class each semester.</p>	
---	--

Responses to Questions from Section 1.1

- 1.1A - Is there more up-to-date data from Indiana University-Purdue University than 2006? (Claims 87.5% of health care costs are related to individual lifestyle).
- Based on 2016 data from the Centers for Medicare and Medicaid Services (CMS), the Centers for Disease Control (CDC) estimates that 90% of America’s \$3.3 trillion in healthcare costs are directly related to chronic and mental health conditions. <https://www.cdc.gov/chronicdisease/about/costs/index.htm> Four of the ten leading causes of death in the United States are directly correlated to sedentary lifestyle and poor diet. Cardiovascular disease, cancer, diabetes, and stroke claimed the lives of just under one million Americans in 2016 alone. <https://www.cdc.gov/nchs/fastats/leading-causes-of-death.htm> Presently, one out of every five adults, and one out of every three children are obese, putting them at a much higher risk for these chronic diseases. Obesity alone is estimated to cost our healthcare system nearly \$150 billion annually. A sedentary lifestyle also puts Americans at risk for these chronic health conditions. In 2015, the US Department of Health and Human Services estimated that a failure to meeting physical activity guidelines costs the nation \$117 billion annually for related health care costs. <https://www.cdc.gov/chronicdisease/about/costs/index.htm>
 - **“The pandemic of physical inactivity is associated with a range of chronic diseases and early deaths. Conservatively estimated, physical inactivity cost health-care systems internationally 53.8 billion worldwide in 2013.”** The economic burden of physical inactivity: a global analysis of major non-communicable diseases. [Lancet 2016: 388: 1311-24](https://www.cdc.gov/physicalactivity/about-physical-activity/why-it-matters.html)
 - **Why physical activity matters:**
 - 1 in 2 adults live with a chronic disease - only half of adults get the physical activity they need to help reduce and prevent chronic diseases
 - \$117 billion in annual health care costs are associated with inadequate physical activity
 - Regular physical activity reduces risk of depression and other mental health conditions, improves attention, cognitive function, and some measure of academic performance; as well as many benefits for healthy aging
 - Physical Activity, Centers for Disease Control and Prevention: <https://www.cdc.gov/physicalactivity/about-physical-activity/why-it-matters.html>

- Diabetes can cause heart disease, kidney failure, and blindness, and costs the US health care system and employers \$237 billion every year (note: 5% of diabetes is attributed to autoimmune issues; 95% is attributed to overweight, physical inactivity, and poor eating habits.) American Diabetes Association. Economic Costs of Diabetes in the U.S. in 2017. *Diabetes Care* 2018; 41(5): 917-928.

**PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

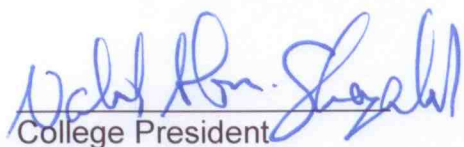
The committee recommends maintaining this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:

1. Curriculum development and improvement in the following:
 - offering the Kinesiology AA-T
 - updating and developing Nutrition curriculum to ensure transfer to SDSU
 - creating the online ES 007 walking course, which led to fully online degree
2. Commitment to Intercollegiate athletics and top-notch faculty/coaching that leads to student success (i.e. DeVore Trophy)
3. Promoting health and nutrition for students, faculty, and staff through a variety of on- and off-campus engagement activities (i.e. Health Fair, One-Theme/One-Campus films, Employee Wellness course, guest lectures and speaking engagements)

Committee recommends the following:

1. Explore offering short-term activity courses that would allow courses to meet 3 days per week
2. Develop a process to thoughtfully collect, analyze, and share SLO data in order to improve teaching and learning
3. Enter SLO data in TracDat
4. Manage course offerings to increase % fill
5. Continue working through college processes to secure funding for facilities improvements that will result in increased enrollments


College President


Program or Department Chair


Academic Program Review Chair

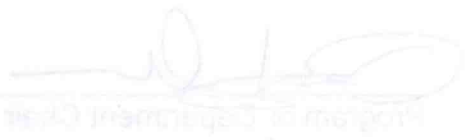
EXERCISE SCIENCE AND WELLNESS

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2013-14	87.8	635.8	81.8	571.1
2014-15	79.9	568.6	71.2	469.6
2015-16	73.2	519.6	74.3	483.3
2016-17	64.7	470.0	65.4	399.8
2017-18	67.4	468.3	74.3	427.5

Committee recommends the following:

1. Explore offering short-term activity courses that would allow courses to meet 3 days per week.
2. Develop a process to thoroughly collect, analyze, and share SLO data in order to improve teaching and learning.
3. Enter SLO data in TracDat.
4. Manage course offerings to increase fill.
5. Continue working through college processes to secure funding for facilities improvements that will result in increased enrollments.


Program Review Chair


Program Chair


College President