



Fullerton College

Self-study for Physical Education Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Fullerton College Kinesiology, Wellness, and Athletics (KWA) department (formerly Physical Education) serves both the general student population and student-athletes through a wide range of lecture and activity classes delivered in multiple formats: in person, online and hybrid. theory, and intercollegiate athletic courses associated with 22 sponsored sports. The KWA department is unique because our faculty with coaching assignments and Special Project Assistants (SPAs) recruit the majority of students for the intercollegiate athletic courses and to compete in the intercollegiate athletic programs.

The KWA department achieves Fullerton College's mission by developing clear pathways in education. We offer courses, certificates, and degrees for the study of human movement, fitness, sport, and wellness/ health education students can enter the workforce or transfer to a CSU, UC, or another 4-year university. Our current degrees are: Kinesiology Associate in Arts Degree for Transfer, Physical Education Associate in Arts Degree, and Physical Education - Fitness Associate in Science Degree. The KWA department also offers CTE

certificates: Athletic Coach, Personal Trainer, Pilates, and Yoga Teacher Skills. Kinesiology is one of the top 10 majors in the CSU due to project employment in kinesiology-based careers. This past year we have begun to focus on curriculum review and corresponding degrees/certificates to better meet the needs of students and align with industry-standards; hence, the rebranding from *Physical Education* to *Kinesiology, Wellness, and Athletics* Department.

Fullerton College's mission is also met by the structured support system and environment spearheaded by our Athletics program. The KWA department houses a highly regarded intercollegiate athletic program that comprises 32% of annual course offerings. The dual focus on academics and intercollegiate competition for our student-athletes is the result of support systems and an inclusive environment to mentor student-athletes in reaching their academic and athletic goals.

Our general population students also experience this structured support system as they move through our program because of the relationships instructors develop with each student. The department's core values of education for physical literacy, the role of wellness and health education to prevent diseases and improve quality of life through healthy habits are the focus of the activity and theory courses. Our courses, certificates, and degrees are designed to be supportive and inclusive in nature, which allows all students to feel welcomed, understood, and valued.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

Overview:

The following is an overview of the student population served by the PE division, using data provided by the Office of Institutional Effectiveness, focusing on enrollments by ethnicity and gender. Based on the OIE data, we will also look at trends over a five-year period.

Demographic groups with the most enrollments:

KWA department data is broken down into the following: Theory, Activity, Intercollegiate Sports (ICS), and Wellness. Between the academic years 2020–2021 and 2024–2025,

the KWA department experienced a 7.5% increase in student enrollment, rising from 3,443 to 3,701 students. During the same period, Wellness courses saw a notable enrollment growth of 28%, representing an increase of 204 students. The Program Review data combines Kinesiology theory, activity, and ICS to show a KWA department enrollment range from 4,963 to 5,171 over the past five years.

THEORY COURSE DEMOGRAPHICS: Over the past five years, in the Kinesiology theory courses, Latina/o/x/e students improved from 52% to 56%. White students increased from 13% to 17% of the student enrollment, while Black students decreased from 12% to 9%. Female student enrollment decreased from 39% to 42%, while male student enrollment improved from 53% to 56%. Between the academic years of 2020-2021 and 2024-2025, the enrollment for the theory courses decreased from 1,738 to 1,532

ACTIVITY COURSE DEMOGRAPHICS: Over the past five years, the demographics of the activity courses show Latina/o/x/e students have consistently represented the largest population in our department (59% to 61%). White students account for the next largest demographic averaging 15%, following Asian students (13% to 11%). In the Kinesiology activity courses, female students have historically been the largest group but have declined slightly from 51% to 42%, while male students have steadily increased from 45% to 53%.

ICS/ATHLETICS: Over the past five years, the Kinesiology ICS courses, Latina/o/x/e enrollment decreased from 54% to 53%. White student enrollment ranged from 16% to 19%, Black student enrollment decreased from 17% to 11%. Female enrollment decreased from 29% to 22% and male enrollment increased from 68% to 72% over the past five years. The total annual enrollment over the past five years for ICS/Athletics increased from 752 to 1,109.

WELLNESS COURSE DEMOGRAPHICS: Latina/o/x/e students account for 62% of the enrollment for the past five years, while White students decreased from 17% to 13%. Female students decreased from 64% to 61%, while male students increased from 31% to 33% of enrollment over the past five years. The total enrollments over the past five years went from 764 to 1,002.

Underrepresented Student Groups:

American Indian or Alaska Native and Native Hawaiian or Pacific Islander students are consistently underrepresented, 0%-1% of total enrollment and headcount.

Black or African American students have made a slight increase from 4% to 6% but are still underrepresented relative to the total population.

Asian students show a modest increase in enrollment from 8% to 9%-10%, but still a smaller portion of the overall population.

Demographic Shifts and Trends:

Total enrollment has grown from 4,963 in 2020-2021 to 5,171 in 2024-2025 in the KWA department. The share of students identifying two or more races has increased from 6% to 9%, reflecting a trend toward more diverse racial identities. Latina/o/x/e population remains dominant with fluctuations between 57%-61%. White students slightly declined from 17% to 15% in enrollment and headcount. Female representation has declined by 9%, while male and unknown gender categories have increased. Our Latina/o/x/e, White, and Asian student enrollments mirror the student enrollments of the rest of campus. There are more female students enrolled on campus, but the KWA department has declined in female student enrollment. Interestingly, the KWA department enrolls more males on campus when compared to male enrollment for the rest of the campus.

In the Wellness courses, Latina/o/x/e student population remains dominant at 62%, while white students decreased from 17% to 13% of the enrolled population. Female students declined enrollments in the Wellness program decreased from 64% in the 2020-2021 academic year to 61% during the 2024-2025 academic year, while male student enrollment has increased from 31% in the 2020-2021 academic year to 33% during the 2024-2025 academic year. In the 2020-2021 academic year, the demographics of CTE based on ethnicity is not listed, however, the data shows that 1 Latina/o/x/e and 1 Black student were awarded either a degree or certificate, while in the 2024-2025 academic year, the data shows 2 Black students were awarded either a degree or certificate.

Summary:

Our program continues to serve a predominantly Latina/o/x/e and increasingly gender-diverse student population. While representation among male and multiracial students is growing, some groups—particularly American Indian, Pacific Islander, and Black students—remain underrepresented. To target underrepresented populations, we have strategized to meet their needs through the Strategic Action Plans listed in section 5.2. To support an inclusive and equitable environment, the department may consider: Expanding outreach and support for underrepresented ethnic groups and monitor demographic trends to inform recruitment, retention, and resource allocation. The KWA faculty, athletics program, admissions and records, and student services need to streamline student support services for student-athletes to reduce barriers towards the entire college process. In partnership with the athletics program, the largest student services program on campus, two student service specialists are needed. By using Equity Funds, the two student service specialists will aim to increase retention and success rates of student-athletes and underrepresented students. To monitor demographic trends in greater detail, an Office of Institutional Excellence request for a student-athlete data dashboard was made in the Fall 2025 semester. We also need to implement DegreeWorks so we can collect better demographic data for each of our certificate

programs for targeted programming.

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Over the past 5 years, the KWA department has experienced an overall enrollment increase. The following total enrollment numbers include theory courses, activity, ICS, and wellness courses. In 2020-2021 academic year, the enrollment total was 7,453. In the 2024-2025 academic year, the total enrollment was 8,814. For the 2020-2021 academic year, the KWA department enrollment for 'in-person' data is not complete due to the pandemic. In 2025, the KWA department enrollment for 'in-person' classes is 6,740. The rise in enrollment is attributed to several factors:

- Since the pandemic, students are more interested in gaining evidence-based knowledge and behaviors to improve their own (and their family's) physical and mental health.
 - Positive relationships instructors build with students by creating inclusive and engaging teaching environments.
 - Our reputation for successfully recruiting and transferring student-athletes, many who come from underrepresented groups.
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3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

We need to do a better job monitoring and modifying offerings. This past year, we've increased the variety in course length (i.e., added 10–12-week sections), delivery mode (online, hybrid, in-person), and times (increased evening and weekend classes). Although we have a high fill-rate overall, we have spent more time this year analyzing factors behind low fill rates. Example: our two CTE programs (Yoga and Pilates) have been low. We will be offering classes in evenings and weekends based on discussions with instructors and student feedback. Most kinesiology activity courses are held in person for pedagogy reasons, which helps with persistence and student retention.

2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Course success rates across the department consistently remained at about 85%. Specifically, the annual success rates for all courses fluctuated between 84% and 86%, consistently surpassing the Institutional Set Standard of 62%.

Black male students experienced a substantial increase in enrollment, rising from 127 in 2020–2021 to a peak of 233 in 2023–2024. Correspondingly, Black male students success rate improved markedly from 60% to 91% over the same period.

PE 270: Exercise Nutrition is the only course in the department with a five-year average success rate of 55%, falling below both the Institutional Set Standard of 62% and the Stretch Goal of 80%. We are reviewing the course curriculum for this class as a result.

Several factors may contribute to increased enrollment, including:

- A decline in pandemic-related physical fitness (people want to be and feel healthier)
- Increased emphasis on mental health strategies, skills and knowledge
- A societal shift valuing lifestyle and wellness education
- Clarity that underrepresented groups continue to not receive access to quality healthcare knowledge and services
- Greater recognition of the academic benefits of physical activity
- Technological advancements and innovation within human movement, wellness/health education and sport participation
- Quality reputation of intercollegiate athletic teams
- The return to campus after a pandemic

Despite the overall rise in student enrollment, the number of degrees and certificates awarded has remained relatively unchanged. Kinesiology is a popular major amongst students so it is safe to assume the number of degrees and certificates awarded would increase each year. Some notable factors would be a need to update curriculum, the facilities and equipment look old, outdated, or broken, a need to rebrand the website and the need to do more outreach for degrees and certificates.

2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Overall, Black students in kinesiology courses were below the institution-set standard during the 2020-2021 academic year at 59% but improved to 87% in the 2024-2025 academic year.

Wellness Courses: Over the past five academic years, Black students enrolled in wellness courses have demonstrated the lowest average success rate among all demographic cohorts, with an average 71.4%. Notably, Black female students increased had an average course completion rate was 67%, peaking at 83% in the 2023–2024 academic year.

Several factors may help explain the lower average success rates among Black students in kinesiology and courses. Instructors need to identify students who are having trouble earlier in the semester by utilizing Starfish and other services. A lack of faculty representation may affect student engagement and outcomes (we have few Black instructors). We have heard from students that socioeconomic challenges, including work and family responsibilities, can also impact academic performance, particularly for Black female students. Emotional and psychological factors, such as a reduced sense of belonging or increased stress, may further contribute to lower completion rates. Course design and delivery methods that do not accommodate diverse learning needs may also play a role. The stable enrollment of Black female students alongside fluctuating success rates highlights the need for more focused support strategies. We need to encourage students to make better use of their Student Advocates.

However, the significant improvement in success rates among Black male students—from 62% to 91%—suggests that targeted outreach, peer support, or institutional interventions may be having a positive effect.

A few kinesiology instructors have taken proactive steps to address these challenges, including participation in campus initiatives such as the Course Outline for Equity program, which aims to strengthen student-teacher relationships. Additionally, some full-time faculty have met with the Distance Education Division Representative to enhance their skills in online pedagogy, further supporting student success in virtual learning environments. We need to include adjunct faculty in these efforts.

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3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

There is a notable underrepresentation of Black/African American students among degree and certificate completers. Over the past five academic years, only four Black (inclusive)

students have earned a degree in Physical Education, despite consistent Black/African American enrollment in both kinesiology and wellness courses.

This gap highlights a significant equity concern and suggests that while access to courses may be improving, completion outcomes are not equally distributed across demographic groups. Addressing this disparity will require a deeper examination of structural barriers, support systems, targeted interventions or student recruitment to ensure that all students have equitable opportunities to persist and complete their academic goals. We can also make more formal efforts to market our degrees/certificates via our website, instructor announcements in class, and participation in outreach events.

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4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

The average time to degree completion within the KWA department is 4.43 years, with students pursuing an associate in arts degree for Transfer (AA-T) completing slightly faster, at an average of 4.22 years. Male students tend to complete their degrees in approximately 4.31 years, with 56% graduating within a 3 to 5-year timeframe. Female students, on average, complete their degrees more quickly, with an average time of 4.07 years. Compared to the institution-wide average of 4.65 years, the KWA department demonstrates a more efficient path to graduation.

In terms of post-degree outcomes, the percentage of students who do not transfer after earning an associate degree is 41%, slightly better than the college-wide rate of 44.7%. More notably, the division exceeds the college average in the “Transfer after associate degree” category, with 68.7% of students transferring, compared to 55.5% across the institution. These figures suggest that students not only complete their degrees more quickly but are also more likely to continue their academic journey through transfer pathways. To provide more targeted marketing and support, we would like more demographic data for our majors and certificate pathways as this information is not readily accessible.

Are there certain groups whose rates are below other student groups?

Statistical analysis of degree completion data within the KWA department reveals that most ethnic groups complete their degrees in less time than the college-wide average of 4.65 years. However, there are two notable exceptions. White students, while close to the institutional average, complete their degrees in an average of 4.68 years—only slightly above the college benchmark by 0.03 years. The second exception involves a single Native Hawaiian or Pacific Islander student who required 9.0 years to complete their degree. While this individual case may not represent a broader trend due to the limited sample size, it highlights the importance

of examining individual and group-level barriers to timely completion.

Discuss any efforts to improve time to completion.

Over the past five years, the faculty have spent time focusing on mentoring student-athletes to improve their completion time. Curriculum mapping has been discussed at the college level in years past, and we are currently engaged in the process of ensuring our degrees are a part of the college wide curriculum mapping initiative. This alignment helps students avoid redundant coursework and maintain steady academic progress.

The proposed renaming and rebranding of the division to *Kinesiology, Wellness, Athletics & Dance* further supports these efforts by more accurately reflecting the academic discipline and industry-practices. The term *Kinesiology* is more current, and including *Wellness* acknowledges the growing emphasis on health education and wellness promotion — areas that have seen increased student interest, particularly in the post-pandemic context. In addition, this past year, the focus of the faculty has been on curriculum review to update our courses, degrees, and certificate offerings.

To support diverse student needs, the KWA department has begun to offer flexible scheduling and modality options, including asynchronous online courses. The department is taking steps to decrease completion time by holding monthly department meetings, conducting in-service workshops to discuss teaching and learning topics. Strengthening collaboration with academic advising, particularly around transfer and career pathways, remains a key strategy to further accelerate time to completion and ensure equitable student outcomes.

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

To describe our CSLO and process, we will separate our KWA courses into three areas: Intercollegiate sports (ISC/Athletics), activity courses, and theory (lecture) courses. Theory courses also include wellness courses. Courses have been assessed in the spring semester utilizing *eLumen* which is currently being changed to *Insights*, where we will evaluate CSLOs through rubrics in Canvas.

In the area of ISC/Athletics, faculty/head coaches individually review CSLO's. In the past, only full-time faculty reviewed and made changes to CSLO's. Since Spring of 2025, full-time

faculty have been reviewing all CSLOs and course outlines and reaching out to adjunct faculty for their input. For ISC/Athletics courses, we have been informally discussing CSLOs to ensure they meet the needs of all 22 sports. Our department has not collectively met to discuss SLO results but moving forward, the department will schedule a time during Flex Day of each semester.

In the area of the KWA activity courses, these courses include clearly defined CSLOs but the department is planning to review and further develop the PSLOs. These outcomes focus on skill acquisition, knowledge of physical fitness components, and the development of lifelong health and fitness habits. Individual faculty use assessment results to identify what is working and what needs improvement, for example: changes in assessment tools or materials. Course adjustments may include revising instructional strategies, update course materials, or modifying assessments to better align with learning outcomes. The faculty do not have a formal, collective process for discussing CSLOs for activity courses and will plan for a Flex Day session each semester. These discussions also need to include adjunct faculty.

In the area of KWA Theory, CSLOs are developed by full-time faculty and are designed to reflect cognitive, affective, and psychomotor domains relative to the discipline of Kinesiology or Wellness. Assessment of CSLOs is individually conducted by the faculty through a variety of direct and indirect measures, including exams and quizzes to evaluate theoretical understanding,

Written assignments and reflections are used to assess critical thinking and application of concepts, and class discussions and presentations to gauge communication and a mixture of skills.

Individual faculty analyze this data to identify trends, strengths, and areas for improvement. The analysis includes quantitative values such as pass rates and rubric scores and qualitative feedback from students and instructors. As department, the faculty need to discuss CSLOs for theory courses, especially faculty who teach the same course.

Course adjustments may include revising instructional strategies, updating course materials, or modifying assessments to better align with learning outcomes. PSLO changes may involve curriculum redesign, professional development for faculty, or changes in sequencing of courses to enhance learning progression. Professional development is of particular importance in the areas of yoga, Pilates, and personal training to increase the sections of these courses.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Since the last review, our program has undergone updates aimed at updating courses to improve access for students. Most notably, we revised the Athletic Coaching Certificate in 2023.

As stated in the introduction, we are transitioning our department from *Physical Education* to the *Kinesiology, Wellness, and Athletics* department. This shift reflects a broader, more holistic approach to health education and wellness promotion, human movement performance, and aligns with national trends in higher education and workforce development. As part of this transition, we are actively resubmitting our curriculum to ensure it meets the updated departmental goals and accreditation standards. Additional updates are planned for the certificate programs, revamping the course schedule to target non-traditional students, and offering dual enrollment courses for high school students.

Looking Forward

Based on emerging needs in the discipline, industry, and student population, we plan to implement the following changes:

- **Integration of Wellness Promotion and Health Education courses:** Recognizing the importance of mental well-being in physical performance, we aim to incorporate content on personal fitness and wellness, nutrition for optimal health, mindfulness and meditation, substance abuse prevention, an introduction to health and wellness, health education fundamentals, and stress management techniques into our core curriculum.
- **Technology and Data in Coaching:** We plan to introduce content that teaches the use of wearable technology, performance analytics, and video analysis in athletic coaching courses.
- **Expanded Career Pathways:** To support diverse career goals, we are exploring stackable certificates and interdisciplinary electives that connect kinesiology with fields such as administration of justice, nutrition, humanities, ethnic studies, and natural sciences.
- **Community and Inclusive Practices:** In order to further develop as professionals

and improve access for our students, the department is investigating in joining CCCPEKD professional organization, participating on statewide Kinesiology work groups on transfer pathways, and exploring community internship partnerships for our CTE students

- **Service-Learning Projects:** As part of the curriculum revision, the department is considering adding Service-Learning Projects to our courses. For example, Personal Trainer students do fitness assessments and consultations for employees.

These changes are designed to ensure our program remains relevant, rigorous, and responsive to the needs of our students and the communities we serve.

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

Students in our program would benefit from a variety of experiential learning activities intentionally embedded in coursework and supported through departmental partnerships. These include:

- **Internships:** Through collaborations with local schools, athletic organizations, and wellness centers, students gain hands-on experience in coaching, fitness instruction, and program development. Our Athletic Training program has a stellar reputation as annual preceptors for graduate athletic training students who intern with us (over 23 students!). We would like to develop a strategic plan to formally set up internships for our kinesiology majors and CTE students.
- **Group Projects:** Many courses incorporate individual projects and moving forward, the goal is to incorporate team-based projects that simulate real-world scenarios, such as designing training plans, conducting performance evaluations, and analyzing movement patterns.
- **Goal setting, teamwork, and leadership:** Students in Intercollegiate athletics are mentored to work on goal setting, teamwork, and leadership within their sport during their ISC courses and in their team settings. Next year, the Athletics program will complete their self-study, and we are working with student-athletes to create a Student Athletic Advisory Committee to focus more on these skills.
- **Clinical and Field Placements:** Currently, the Pilates Clinic and PE 199

Independent Study, offer opportunities for supervised fieldwork in kinesiology activities (such as Pilates), athletic training, and wellness settings. This allows students to apply theoretical knowledge in practical environments. As part of the curriculum review, the department is looking for other opportunities for our students.

These opportunities are designed to reinforce classroom learning, promote professional growth, and prepare students for careers in coaching, wellness, and human performance.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

Our program is currently navigating several significant external influences that are shaping curriculum decisions and departmental structure:

- **Vision 2030:** This initiative will influence how we look to improve equity, access and workforce development for our students. The interdisciplinary approach of Vision 2030 aligns with the rebranding of our department to now be named, Kinesiology, Wellness, and Athletics Department.
- **CALGETC (California General Education Transfer Curriculum):** While designed to streamline transfer, CALGETC has raised concerns about the exclusion of Physical Education, Health Science, and similar courses from the core GE pattern. This shift may reduce enrollment in PE courses and impact faculty load and student engagement in kinesiology and wellness-related disciplines. We're concerned that campus communities do not release the importance of physical activity and individual health behaviors in reducing healthcare costs and mortality.
- **Common Course Numbering (CCN):** As part of our curriculum revision process, we are renumbering courses to align with the CCN principles.
- **PE Graduation Requirement Controversy:** A growing concern is the reduction or elimination of PE as a graduation requirement at the community college level. This trend, driven by shifting General Education priorities and transfer-focused reforms, is seen by many educators as an attack on the value of physical education. As part of a comprehensive community college, we are advocating for students to develop physical and wellness literacy

These influences are prompting us to rethink how we position kinesiology and wellness promotion/health education within the broader academic and transfer landscape. Our curriculum updates and departmental restructuring are designed to respond proactively to

these changes while preserving the integrity and relevance of our discipline.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

The most recent data shows that the Kinesiology, Wellness, and Athletics (KWA) department is currently comprised of 15 full-time faculty members and 44 part-time adjunct faculty members for the 2024–2025 academic year. Of the 15 full-time faculty members, 13 serve as coaches in our Athletics program. We also have eight classified staff members (two Administrative Assistants, two Equipment Coordinators, three Athletic Trainers, a Sports Information/Marketing rep), a non-faculty Division Dean, and a non-faculty Athletic Director.

The population of our faculty and staff is not reflective of the students we serve. Please refer to the table below:

Ethnicity	Faculty	Student
American Indian or Alaska Native	N/A	0%
Black/African American	9%	5%
Hispanic/Latina/o/e/x	34%	60%
Asian	9%	9%
White	34%	15%
Native Hawaiian or Other Pacific Islander	2%	0%

Unknown	N/A	2%
2 or more races	11%	9%

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2. Describe your program’s staffing changes since fall 2021. How have these changes impacted your program’s ability to achieve its strategic action plans?

Since fall 2021, the KWA department lost three full-time faculty members and added one faculty member who also serves as the softball coach. While we have lost 3 full-time faculty members since the 2020-2021 academic year, the Athletics program has gained five full-time Special Project Assistants (SPAs) who serve as Head Coach for Women’s Golf, Men’s Water Polo, Women’s Water Polo, Swim & Dive, and Women’s Volleyball. We also gained an additional co-head Athletic Trainer. The proportion of part-time faculty rose from 43% in 2020–2021 to 52% in 2024–2025. One equipment manager earned full-time status during the 2022-2023 academic year.

These staffing changes have hindered progress on Strategic Action Plans (SAPs), particularly in efforts to improve student success in Certificate Programs. One of the retired full-time faculty members helped lead our Pilates Certificate program. With no direct replacements, the promotion of these pathways has declined. We have redirected Department Coordinator tasks, so they serve as the point person for questions about the CTE programs.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

From the 2020-2021 academic year to the 2022-2023 academic year, faculty members only

met once per semester. Since the 2023-2024 academic year, faculty members now meet monthly to discuss topics such as curriculum, committees, distance education, and other pertinent department discussions. We do not currently have regular discussions on equitable practices but plan to add this topic to future meetings. However, these discussions do occur with individual faculty members.

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

Unfortunately, we have not had these conversations in the past five years in department meetings. However, some faculty members have had these conversations. This has impacted their individual late work policy, attendance, policy, and new rubrics that emphasize student growth and effort over performance alone, especially in skill-based assessments.

3. What additional areas of professional development could help your faculty and staff engage in this work?

To deepen our equity work, faculty would benefit from professional development.

To better support students facing personal/mental challenges, faculty need professional development in trauma-informed teaching practices. The faculty can complete the CORE training over the summer and adjunct faculty can be encouraged to complete the CORE training as well. The faculty need professional development in appropriate strategies they can implement to better serve black and Latina/o/x/e students. Lastly, Data literacy workshops are needed to help faculty analyze student performance trends and identify equity gaps.

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

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

The KWA department installed five televisions and a new stereo system in the Strength Lab to enhance instructional delivery and student engagement. However, due to limited funding, we were unable to acquire heart rate monitors, energy output tracking devices, iPads, cameras, or video equipment for our athletic program.

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

The student success rate for students in the Certificate Programs has increased from 11 students receiving certificates in the 2020-2021 academic year to 14 in the 2024-2025 academic year. Below is each certificate with the completion numbers for the past 5 years.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Personal Trainer	3	N/A	N/A	2	3
Yoga Teacher Skills Certificate	N/A	N/A	N/A	N/A	N/A
Pilates	6	1	3	3	5
Athletic Coach Certificate	2	1	2	N/A	6

A significant increase in student success did not occur and this can be attributed to CTE faculty retirements of faculty, course scheduling, little to no outreach and need for reviewing/updating curriculum. We are currently revising our courses, certificates, and scheduling to expand student access and improve student success rates.

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

Progress in this area has been hindered by insufficient funding for essential fitness testing equipment. One of our head coaches is housed in the Fitness Testing room which reduces access to equipment used in our CTE programs. As a result, students have had limited access to valuable hands-on learning experiences that support skill development and academic success.

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

We have completed an inventory of outdated equipment and noted which equipment needs to be replaced or repaired. We will need to collaborate with M&O to remove broken equipment and outline both a cleaning and maintenance schedule for our equipment and facilities.

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

Five new Special Project Assistants (SPAs) were hired as full-time head coaches who do not hold full-time faculty positions.

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

The hammer throwing area of the track has not yet been constructed.

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

This SAP is currently in progress via the negotiation process.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

All but two of the seven Strategic Action Plans were operational needs relating to facilities and equipment. The lack of funds negatively impacts the learning experiences for both our general population students and student-athletes. For example, our Strength Lab and Wellness Center are filled with damaged and non-working equipment and unsafe flooring. It

is challenging to retain students once they see the poor state of these facilities – we hear that our sister college has new flooring and equipment and students would rather go there. The poor state of the Strength Lab affects not only our classes but also the athletics program because of the health and safety concerns of our student-athletes. A strength lab coordinator, under the direction of the athletics program, is necessary to promote program safety when working with student-athletes in both group and individual settings, collaborating with faculty, SPAs, and coaches. Our faculty are required to deal with a lack of resources (facilities, technology, and equipment) that negatively impacts Student Learning Outcomes and safety of our students at Fullerton College.

SAPs

Strengthen access to CTE certificate programs by establishing strategic partnerships and modifying certificate course schedules to include non-traditional school hours.

Short Description:

Conduct a comprehensive review of the KWA department certificate programs to ensure alignment with current college standards and evolving industry needs, i.e., diversity of working professionals. This SAP aims to cultivate strategic partnerships with local businesses and organizations, creating pathways for student internships and opportunities for career advancement. Many fitness/sport/wellness/health careers are actively recruiting underrepresented populations into their industry to serve diverse populations. To promote equitable access to our certificate programs, courses will be scheduled during non-traditional school hours, evenings, weekends, and online.

Measurable Outcomes:

- (1) Increase certificate completions from 14 to 20 by 2026–2027 and increase by 5 each year after
- (2) Create an application process to easily identify students in our CTE programs; (3) Revamp our internship/service-learning courses to ensure partnerships are aligned with industry needs and reflect diversity

College Goals:

- 1.2. Increase equitable usage of apprenticeship/internship; 1.3 Night, weekend, online degree program

SAP Phase:

New

Resource Requests

Strengthen access to CTE certificate programs by establishing strategic partnerships and modifying certificate course schedules to include non-traditional school hours.

Enhancement:

Conduct a comprehensive review of the KWA department certificate programs to ensure alignment with current college standards and evolving industry needs, i.e., diversity of working professionals. This SAP aims to cultivate strategic partnerships with local businesses and organizations, creating pathways for student internships and opportunities for career advancement. Many fitness/sport/wellness/health careers are actively recruiting underrepresented populations into their industry to serve diverse populations. To promote equitable access to our certificate programs, courses will be scheduled during non-traditional school hours, evenings, weekends, and online.

Personnel-Related:

Consult with Director, Career Education/Instructional Partnerships and Programs Dept.; Consult with Student Equity and Achievement Committee (SEAC); Review educational partnerships (i.e., Yoga Alliance) Collaborate with Ericka Adakai, Ziza Delgado & Anita Juarez; Work with Dean to connect with community and business leaders \$1,500 to pay adjunct faculty for ancillary work in connecting us (i.e., yoga and Pilates studios for internship opportunities).

Resource Category:

Adjunct Faculty

Quantity:

1

Unit Cost:

\$1,500.00

TotalCost:

\$1,500.00

Expand retention and persistence for traditional and non-traditional students by improving maintenance of instructional classrooms.

Short Description:

The KWA department must collaborate with the Maintenance & Operations department to ensure instructional areas are clean and safe. We want to target non-traditional students by offering more classes in the evenings and weekends, but our facilities are suffering from years of deferred maintenance.

Measurable Outcomes:

1) Increased enrollment and completion rates for non-traditional students. 2) Reduced student complaints

College Goals:

1.3 Night, weekend, online degree program; 2.3 Increase access to affordable course materials

SAP Phase:

New

Resource Requests**Expand retention and persistence for traditional and non-traditional students by improving maintenance of instructional classrooms.****Enhancement:**

The KWA department must collaborate with the Maintenance & Operations department to ensure instructional areas are clean and safe. We want to target non-traditional students by offering more classes in the evenings and weekends, but our facilities are suffering from years of deferred maintenance. Collaboration with Facilities and Maintenance & Operations (M&O) to outline weekly and end-of-semester priorities; develop documentation process of maintenance efforts; streamline work request process

Personnel-Related:

Collaborate with Facilities and Maintenance and Operations (M&O)

Resource Category:

Other

Quantity:

1

Unit Cost:

\$0.00

TotalCost:

\$0.00

KWA equipment to enhance the learning experience for all students.**Short Description:**

To align with best practices, new and/or replacement of instructional equipment and materials are

needed so students can continue to persist towards earning certificates and degrees

Measurable Outcomes:

1) Increased enrollment of Latino, Black/African American and overall students in our classes. 2) Annual student survey would measure an increase in satisfaction. 3) increase revenue generation from facility rentals

College Goals:

1.3 Night, weekend, online degree program; 2.6 Reduce equity gap in persistence for Black/AA students; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment

SAP Phase:

New

Resource Requests

KWA equipment to enhance the learning experience for all students.

Enhancement:

To align with best practices, new and/or replacement of instructional equipment and materials are needed so students can continue to persist towards earning certificates and degrees. The following needs are requested: • Tennis racquets and nerf balls for students to check with the equipment room coordinator and learning tool balls for different athletic abilities (\$1,000) • Yoga mats (20) (\$300). • Studio mirrors for the Pilates and yoga classrooms (\$1000) • Fitness equipment: set of 20 cones (\$35), two agility ladders (2) \$60s, six all-purpose balls \$55), and exercise mats for activity courses (\$1,000 25 @ \$20 each = \$500). • Golf clubs, Golf Guide Mats (10 @ \$16 Amazon), portable Whiteboard (\$40),

Personnel-Related:

N/A

Resource Category:

Equipment

Quantity:

1

Unit Cost:

\$2,990.00

TotalCost:

\$2,990.00

Rebrand physical and digital spaces to reflect and attract our multicultural and multiethnic student populations and surrounding community

Short Description:

Develop culturally appreciative physical and digital spaces to engage Latina/o/x/e, Black/African American, and non-traditional students. We predominantly serve a Latina/o/x/e population at FC and, culturally, this population has a core value for preferring warm, personal relationships and welcoming environments. To continue to attract the Latina/o/x/e population our physical spaces must be welcoming, supportive, and safe – places where students want to learn. The same is true for our non-traditional student and Black/African American populations.

Measurable Outcomes:

1) Increased Latino, Black/African American, and non-traditional students overall and in our certificate and degrees. 2) Increased completion of certificate and degrees. 3) Increased satisfaction via student surveys. 4) Greater participation in marketing events.

College Goals:

1.3 Night, weekend, online degree program; 1.5 Outreach strategies for prospective students/family

SAP Phase:

New

Resource Requests

Rebrand physical and digital spaces to reflect and attract our multicultural and multiethnic student populations and surrounding community

Enhancement:

- Revise department (and division) websites with images and information reflective of our multicultural and multiethnic community; include practical information for majors; links to forms, resources, and frequently asked questions (\$500)
- Marketing materials: create a promotional video, degree and certificate brochures, and posters promoting physical activity and healthy habits specifically target to our diverse student body (\$1500).
- Purchase booth materials for use at on-campus and off-campus events (signage with rebranded name, marketing materials, tablecloths, (\$1500).
- Paint murals on building 1200 and the Hive that reflect our programs and the students we serve (\$2,000)
- Collaborate with various departments to assist with improvements to equipment in the Strength Lab, create artwork in our instructional spaces, and facility redesign ideas(provides an applied lab opportunity for welding, drafting, and art students)

Personnel-Related:

No.

Resource Category:

Equipment

Quantity:

1

Unit Cost:

\$5,500.00

Total Cost:

\$5,500.00

Hiring a Strength Lab Coordinator to increase health, safety, instruction, efficiency, cleanliness, and comprehensive overview of the Strength Lab for all students.

Short Description:

The KWA department is requesting the hiring of a Strength Lab Coordinator as a Special Projects Assistant (SPA) to increase health, safety, instruction, efficiency, cleanliness, and comprehensive overview of the Strength Lab and outside strength areas. This role will provide essential oversight into implementation of health and safety protocols, equipment maintenance and upgrades, inventory management, athletic program development, Strength Lab scheduling, and fundraising support.

Measurable Outcomes:

Less accidents and preventable injuries that could have a student stop persisting towards graduation; Enhanced physical space; Improved retention rates.

College Goals:

2.6 Reduce equity gap in persistence for Black/AA students; 3.3 Reduce equity gaps in transfer attainment

SAP Phase:

New

Resource Requests

Hiring a Strength Lab Coordinator to increase health, safety, instruction, efficiency, cleanliness, and comprehensive overview of the Strength Lab for all students.

Enhancement:

The KWA department is requesting the hiring of a Strength Lab Coordinator as a Special Projects

Assistant (SPA) to increase health, safety, instruction, efficiency, cleanliness, and comprehensive overview of the Strength Lab and outside strength areas.

Personnel-Related:

This role will provide essential oversight into implementation of health and safety protocols, equipment maintenance and upgrades, inventory management, athletic program development, Strength Lab scheduling, and fundraising support. The Strength Lab coordinator will work directly with students in both group and individual settings, collaborating with faculty, SPAs, and coaches to promote program safety. Additional responsibilities include: • Establish standard operating procedures for facility use ensuring safe and proper use of equipment • Develop and execute comprehensive strength and conditioning programs for athletic teams • Coordinate with Maintenance and Operations to ensure the facility and equipment remain functional, clean and properly sanitized. This position will directly contribute to improving the experience, performance, and retention of student-athletes, as well as overall institutional excellence. In addition, a Strength lab coordinator would enhance student success by developing inclusive, evidence-based training programs to improve physical and mental health, academic engagement, athletic performance, increased course completion, certificate attainment and degree progression. A strength lab coordinator would assist in closing equity gaps by providing equitable access to strength and conditioning resources, mentorship, and internships for all student-athletes, including those from underrepresented populations. Finally, a strength lab coordinator would collaborate with student services such as UMOJA, Men of Color, and Puente, to expand holistic student support, integrating physical health and wellness with essential needs resources such as nutrition, mental health and academic guidance.

Resource Category:

Non-Faculty Personnel

Quantity:

1

Unit Cost:

\$65,000.00

TotalCost:

\$65,000.00

Student-Athlete Enrollment Workgroup

Short Description:

Create a workgroup to streamline enrollment processes for Black/African American and Latina/o/x/e student-athletes to improve access and reduce time barriers related to financial aid, eligibility, counseling, and transfer.

Measurable Outcomes:

Increase in applications, enrollment, retention, persistence and course completions among targeted student athlete groups. 2) Analyze student athlete data to assess progress

College Goals:

1.4 Reduce equity gap in Black/AA college enrollment; 2.6 Reduce equity gap in persistence for Black/AA students; 3.3 Reduce equity gaps in transfer attainment

SAP Phase:

New

Resource Requests**Student-Athlete Enrollment Workgroup****Enhancement:**

Create a workgroup to streamline enrollment processes for Black/African American and Latina/o/x/e student-athletes to improve access and reduce time barriers related to financial aid, eligibility, counseling, and transfer. Use equity funds if needed. Collaborate with A2MEND, Ethnic Studies, Admissions & Records (A&R), Financial Aid, Counseling and Office of Institutional Effectiveness.

Personnel-Related:

No.

Resource Category:

Other

Quantity:

1

Unit Cost:

\$0.00

TotalCost:

\$0.00

Resource Requests

Renovate KWA department instructional areas to mitigate health and safety issues and optimize learning environments

Enhancement:

Updating specific KWA department instructional areas (strength lab, wellness center, yoga, Pilates, tennis courts, pool, track, soccer field, and spin room) ensures these learning spaces are safe, modern, and welcoming to our diverse student population. Safe and well-functioning learning environments help to attract Latina/o/x/e, Black/African American, and non-traditional populations to campus. We want to target these groups, especially for evening and weekend classes but our facilities are suffering from years of deferred maintenance. Equity Funds, Strong Workforce and Perkins could be used to meet these needs. The following operational needs are requested (we guessed at the dollar amounts as this falls outside of our expertise).

- o Replace the Strength lab floor to address health and safety issues and increase enrollment of all students (\$200,000)
- o Create a plan to remove and replace damaged equipment in the Wellness Center for safety reasons and to increase enrollment (\$100,000)
- o Resurface 8 tennis courts and add pickleball lines to back two courts to improve access and revenue generation opportunities (\$132,000)
- o Add additional beach volleyball sand court to offer more course opportunities, home competitive experiences for student-athletes, increase enrollment, generate revenue (\$300,000).
- o Renovate crumbling cement at the pool to address health and safety issues (\$30,000) (long-term: renovate entire swimming pool deck (\$500,000)
- o Add a section of mirrors to the Pilates and yoga classrooms to enhance teaching and learning (\$1,000)
- o Replace dirty, bug-infested carpet and remove children's bathrooms from Spin and Pilates studios to address health and safety issues and student complaints (\$30,000).
- o Resurface track to address safety issues, and build a Hammer-throwing area to host events and generate revenue (\$547,800)
- o Add air conditioning to the lower 1700 building to for safety reasons - Currently, there is no AC in Athletic Training rooms, locker rooms, concession stand, and ticket booth (\$250,000)
- o Install updated movable desks and chairs in 1205, 1206, and Wellness classroom (\$280,000). (larger students cannot fit into the current desks)

Personnel-Related:

Collaboration with M & O and facilities

Resource Category:

Facilities

Quantity:

1

Unit Cost:

\$1,870,800.00

TotalCost:

\$1,870,800.00

Cleaning and maintenance of KWD physical activity classrooms

Enhancement:

Developing a cleaning and maintenance schedule for the KWA department physical activity

classrooms (strength lab, wellness center, yoga, Pilates, tennis courts, pool, track, baseball field, softball field, soccer field, and spin) will allow for these spaces to be clean, safe, and welcoming to our student populations. These enhancements will improve student learning and achievement because students will learn in a safe and clean classroom. This will increase persistence in completing courses and earning certificates and degrees.

Personnel-Related:

No Collaborate with M & O for a regular cleaning schedule.

Resource Category:

Other

Quantity:

0

Unit Cost:

\$0.00

TotalCost:

\$0.00