

SAN DIEGO
MESA COLLEGE



Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Exercise Science (EXSC), Health Education (HEAL),
Athletics

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

Successes: Creation of 3 new CTE certificate programs (Health Coaching, and Aquatics). Converting over 100 on-campus courses to distance education. Updated the CLOs for over 200 courses. Successful integration of 2 new contract faculty members into the department.

Challenges: Inadequate facilities to grow enrollment (existing Gym, Aquatics Complex, and Stadium can only accommodate one class at a time). Low enrollment in non-prime time slots for on-campus courses.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.

Creation of 2 new CTE certificate programs (Health Coaching, Aquatics). Converting over 100 on-campus courses to distance education. Updated the CLOs for over 200 courses. Developed three new classes for the health and wellness coaching program. Updated personal trainer certificate program curriculum.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

Addition of two much needed contract faculty in Jackie Guidi and Travis Nichols.
Gym bleacher refurbishment reduced safety hazards in an aging and problematic gymnasium.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

Instructional data: While enrollment decreased substantially during 2020/21 and 2021/22, course retention and success rates remained high. Additionally, enrollment in Intercollegiate Athletics courses remained largely consistent, even during the pandemic.

CLO/PLO/ILO: Course Learning Outcomes were updated for over 200 courses, including mapping to Program and Institutional Learning Outcomes.

Degree Completion in Kinesiology remains low, as well as Certificate completion in the Personal Training CTE program. The Health Coaching and Aquatics certificates are new, so no data is available.

Transfer for intercollegiate athletics remains high, including over 1.5 million dollars in athletic aid being earned by Mesa student-athletes on a yearly basis.

Summary and Reflection

Making large capital improvements in the Exercise Science facilities including the Gym, Aquatics Complex, and Stadium will allow the department to grow enrollment. The existing Gym, Aquatics Complex, and Stadium can only accommodate one class at a time, meaning that adding additional sections must be added in non-prime time slots. This has significantly contributed to reduced headcount in EXSC sections during cycles of lower demand.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

While equity gaps continue in enrollment, course success rate, and course retention rate; the success and retention rates have remained much higher than the campus rates of 73.1% and 86.8%, respectively. The Exercise Science courses overall exceed the campus course retention and success rates for that of the campus (81.7% and 87.9%, respectively for EXSC vs. 73.1% and 86.8% for the campus). Health Education courses also exceeded that of the campus, but by a lesser margin (74.3% and 89.7%, respectively for HEAL vs. 73.1% and 86.8% for the campus). However, the Health Education course success rate for Black/African American students is significantly lower than the campus rate at 60.6%, as well as the course retention rate for Black/African American students being somewhat lower than the campus rate at 84.1%.

Equity Gaps for Exercise Science:

Enrollment = Latinx 13,603, White 10,513, Black/AA 3,490, Multi/Other 2,911, Asian 2,579, Filipino 1,275, PI/HN 254

Course Success = PI/HN 86.6%, White 83.0%, Asian 82.9%, Multi/Other 82.4%, Black/AA 80.4%, Latinx 80.2%, Filipino 80.0%

Retention Rate = PI/HN 92.1%, Black/AA 88.5%, Multi/Other 88.4%, White 88.1%, Asian 88.1%, Latinx 87.5%, Filipino 86.5%

Equity Gaps for Health Education:

Enrollment = Latinx 4,768, White 3,253, Asian 1,121, Black/AA 1,073, Multi/Other 831, Filipino 507, PI/HN 60

Course Success = Asian 83.1%, White 79.5%, PI/HN 78.3%, Multi/Other 72.2%, Latinx 71.6%, Filipino 79.3%, Black/AA 60.6%

Retention Rate = Asian 93.1%, Filipino 92.1%, PI/HN 91.7%, Multi/Other 91.3%, White 90.6%, Latinx 89.3%, Black/AA 84.1%

Equity Gaps for Intercollegiate Athletics Courses:

Enrollment = Latinx 1,626, White 1,289, Black/AA 677, Multi/Other 436, Asian 143, Filipino 79, PI/HN 44

Course Success = PI/HN 97.7%, Asian 96.5%, Filipino 96.2%, Latinx 95.9%, White 95.5%, Multi/Other 93.8%, Black/AA 91.0%,

Retention Rate = PI/HN 97.7%, Asian 97.2%, Filipino 96.2%, Latinx 96.1%, White 96.0%, Multi/Other 94.0%, Black/AA 92.3%

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Discussions about outcomes data at department meetings, Zoom meetings, and on-campus meetings have focused on completing outcomes assessments on at least one CLO for over 200 courses in Exercise Science and 325 course sections. The focus of discussions in Health Education centered around collaboration and agreement to use a common measurement instrument to assess one CLO for each of 6 courses and 24 course sections.

The Department Outcomes Coordinator for Exercise Science for the beginning of the cycle was Ed Helsher. The current DOC is Nathan Resch.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Summary and Reflection

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

Current practices in Exercise Science that impact the above equity gaps are centered on creating meaningful course learning outcomes and that assessments are broadly relevant to ensure that the needs of all students are considered. Several exercise science activity classes (EXSC 124 and 139) had been previously converted from flexible class times to specific class times, and these are being reassessed to determine if student needs are better met with one format and/or the other.

Current practices in Health Education that impact the above equity gaps may be contributed to by the greater portion of health education classes being delivered online compared to in-person classes in this domain. Perhaps the equity gap is related to reduced access to things like Wi-Fi, distraction-free places to study/complete work, etc. for online students

Current practices in Athletics that impact the above equity gaps are the focus on contact hours with student-athletes in practices, training, study hall, and recruiting activities.

What other factors (internal or external) might also impact the above data trends and equity gaps?

Factors –

A significant factor that has affected students is the issue of course repeatability. Currently, students are not able to repeat Exercise Science activity courses. EXSC activity courses may have beginner (A level) through advanced (D level) sections, but this system has shown to be a difficult pathway for students to navigate. The department and others in the state have continued lobbying for a return to the former system of students being able to repeat specific activity courses up to 4 times. Additionally, adding non-credit options for additional access to facilities that the local community currently has difficulty gaining access.

The removal of Area E from the CalGETC lower division breadth requirements poses a grave threat to enrollments in HEAL 101. The current legislation moves it to an upper division course, despite courses in this area not being offered as upper division courses in the CSU system. We feel that Area E provide vital skills and knowledge for students in important life areas that are not addressed in other areas, such as nutrition, mental health, physical health, and the effect of social justice issues on health and well being.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Summary and Reflection

Facilities Improvement

Unit Goal: Improve facilities as part of the Mesa 2030 plan to enable the Gym, Aquatics Complex, Stadium, and Dance Complex to accommodate 2 or more classes simultaneously, as well as better serving student learning and safety.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Increasing enrollment, retention, and success in exercise Science courses via improved facilities for the Mesa 2030 project. Exercise Science courses overall, and Intercollegiate Athletics focused Exercise Science courses exceed the campus course retention and success rates (81.7% and 87.9%, respectively for EXSC vs. 73.1% and 86.8% for the campus). Exercise Science courses overall, and Intercollegiate Athletics focused Exercise Science courses have a track record of course retention and success among Mesa’s diverse student groups, including those that have equity gaps campus wide. Updating and expanding exercise science facilities to accommodate larger class sections and/or multiple sections will increase the number of students in courses that promote academic success and have demonstrated equity success.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024</p>	

Equity Gap Reduction

Unit Goal: Determine the causes of and reduce the equity gap that is evident for Black/African American students in Health Education classes.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Summary and Reflection

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Evaluation of data to determine the contributing causes to lower retention and success rates among Black/African American students in Health Education courses may include, but are not limited to examination of: Drop/Withdrawal survey data, CLO completion rate for online vs. on-campus sections, course learning outcomes, and course learning outcome assessment.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024</p>	

Increase the Number of Tenure-track Faculty.

Unit Goal: Increase the number of tenure-track faculty. Retirements and hiring freezes have decreased the number of tenured and tenure-track faculty and increased the reliance on adjunct faculty. The department is requesting an additional tenure-track faculty member in each of the following areas of Exercise Science, with a specialty in coaching: Women's Soccer, Women's Volleyball, Baseball, Strength and Conditioning Coach for all athletic teams. Additionally, the department is requesting additional classified professionals to better meet the needs of students and our instructional mission. Athletic Trainer, Sports Information Director/Event Coordinator, Groundskeeper are critically needed to meet the needs of students and instruction.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p>	

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan: Hire additional tenure-track faculty in Women's Soccer, Women's Volleyball, Baseball, and a multisport Strength and Conditioning to facilitate greater student success and transfer among Mesa's 500+ student athletes. Hire additional classified professionals to support student success and safety as Athletic trainer, SID/Event Coordinator, and athletic/exercise science area grounds keeper</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024</p>	

Address legislative impacts

Unit Goal: Address legislative impacts such as AB 928/CalGETC

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2029 - 2030