



C U Y A M A C A  
• C O L L E G E •

# **Comprehensive Program Review and Dean Feedback Report**

Academic - Exercise Science (ES) - (AKHE)

## Increase equitable access to Exercise Science courses

**Program Goal:** Enhance outreach, recruitment, and engagement efforts to increase enrollment among underrepresented student populations in the Exercise Science program, ensuring equitable access across all course modalities.

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Enhance outreach, recruitment, and engagement efforts to increase enrollment among underrepresented student populations in the Exercise Science program, ensuring equitable access across all course modalities. (X)
- **Eliminate Equity Gaps in Course Success:** Enhance outreach, recruitment, and engagement efforts to increase enrollment among underrepresented student populations in the Exercise Science program, ensuring equitable access across all course modalities. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Enhance outreach, recruitment, and engagement efforts to increase enrollment among underrepresented student populations in the Exercise Science program, ensuring equitable access across all course modalities. (X)
- **Increase Completion and Eliminate Equity Gaps:** Enhance outreach, recruitment, and engagement efforts to increase enrollment among underrepresented student populations in the Exercise Science program, ensuring equitable access across all course modalities. (X)

## Decrease equity gaps in retention and success in Exercise Science

**Program Goal:** Address modality-based enrollment disparities among ethnic groups in Exercise Science courses to ensure equitable representation across on-campus, 100% online, and hybrid (<50% online) formats.

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Address modality-based enrollment disparities among ethnic groups in Exercise Science courses to ensure equitable representation across on-campus, 100% online, and hybrid (<50% online) formats. (X)
- **Eliminate Equity Gaps in Course Success:** Address modality-based enrollment disparities among ethnic groups in Exercise Science courses to ensure equitable representation across on-campus, 100% online, and hybrid (<50% online) formats. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Address modality-based enrollment disparities among ethnic groups in Exercise Science courses to ensure equitable representation across on-campus, 100% online, and hybrid (<50% online) formats. (X)
- **Increase Completion and Eliminate Equity Gaps:** Address modality-based enrollment disparities among ethnic groups in Exercise Science courses to ensure equitable representation across on-campus, 100% online, and hybrid (<50% online) formats. (X)

## **Foster an Exercise Science department culture rooted in equity and inclusion**

**Program Goal:** Foster a department of equity and inclusion

**Goal Status:** Active

### **Mapping**

2022 - 2028 Strategic Plan: (X)

- **Increase Hiring and Retention of Diverse Employees:** Foster a department of equity and inclusion (X)

### Program Overview and Update

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**Lead Author**

JT Tomaschke

**Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.**

I gathered input for this program review through one-on-one conversations with faculty and staff, as well as through discussions in our regular department meetings. These conversations focused on course needs, scheduling patterns, student concerns, and requests for both essential and “dream” equipment to support high-quality instruction. I also worked with colleagues in Curriculum, Counseling, Outcomes and Assessment, and Institutional Effectiveness to ensure that scheduling, program planning, and data interpretation reflected the broader student experience. In addition, I met with the OER lead and grant partner to support ZTC development and ensure curriculum updates were incorporated into this review

**Dean/Manager(s)**

Tonie Campbell

**Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.**

I collaborated with the Dean throughout the program review process to discuss the department’s goals, vision, and resource needs. These conversations included updates on curriculum modernization, the launch of the Yoga Teacher Training pathway, and the impact of SAAM and Title 5 requirements on nearly 60 course outlines. I also shared concerns related to facilities, technology, scheduling constraints, and the growing need for classified support. These discussions helped ensure that department goals and resource requests in this review align with broader college initiatives in equity, enrollment, and student success.

### Program Reflection and Description

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**Provide your program’s mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?**

The department currently has a program statement but does not have a formal mission statement. The department does not currently have an official mission statement. I plan to consult with colleagues in Exercise Science to develop a program mission statement by the end of Spring 2026. This process will include reviewing the college mission, gathering input during department meetings, and aligning the statement with our updated curriculum and long-term program goals.

**Is the program description in the current college catalog up to date and accurate?**

No

**If you answered no above, what steps will you take to revise the college catalog description?**

I plan to revise the Exercise Science and Kinesiology catalog description to better reflect the department’s updated curriculum, transfer preparation, and emerging pathways such as the Yoga Teacher Training program. This work will include reviewing current degree and certificate language and incorporating more accurate descriptions of program outcomes and career preparation. I will collaborate with department faculty during meetings and one-on-one conversations to gather input, and then work with the Curriculum Committee to move revised catalog language forward during the 2026-2027 academic year.

## Comprehensive Program Review

**Describe how your program advances the College's vision of equity, excellence, and social justice through education. How does the program reflect the College's mission and values?**

Our program advances equity, excellence, and social justice by working to create learning environments that support students with diverse backgrounds, abilities, and goals. Several faculty members have completed professional development that strengthens equitable teaching practices, including the Equity-minded Teaching and Learning Institute (EMTLI), the Equity in Pedagogy and Practice Academy (EPPA), and soon the Peer Online Course Review (POCR) training for high-quality online course design. These experiences have helped expand the use of inclusive strategies, clearer course structure, and more accessible materials across multiple courses.

The department is also increasing access through the development of Zero-Textbook-Cost (ZTC) and Open Educational Resources (OER). Through a major grant project, the department is creating a fully OER-based 200-hour Yoga Teacher Training (YTT) certificate. This pathway allows students to complete an entry-level job training program without purchasing a textbook, reducing financial barriers while maintaining high-quality, industry-aligned content. Because yoga teacher training can be cost-prohibitive in private settings, this ZTC pathway expands access to a career field that has not traditionally been available to many community college students.

The department continues to offer beginning-level activity courses that welcome students with a wide range of abilities and fitness backgrounds. Courses are offered in-person, hybrid, and online which helps students who live with disabilities, face transportation issues, work conflicts, or childcare challenges. As curriculum is updated, more faculty are intentionally incorporating clearer learning pathways, accurate scheduling structures, and student-centered content that reflects current best practices in the field.

The program reflects Cuyamaca College's mission by advancing equity and social justice through student-centered and innovative approaches to education. The department creates meaningful learning experiences that recognize and build upon the strengths, backgrounds, and goals of our diverse student population. Through modernized curriculum, the development of pathways such as the Yoga Teacher Training certificate, and a commitment to accessible instruction across multiple modalities, the program supports students in earning certificates, degrees, and transfer preparation. These efforts expand career opportunities and contribute to the social and economic mobility that the College strives to promote for the communities we serve.

## Curriculum Review and Development

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**Have all of your active course outlines been reviewed within the last five years?**

Yes

**Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes.**

We plan to continue significant curriculum updates over the next several semesters to ensure full alignment with Title 5, the Standardized Attendance Accounting Method (SAAM), and current discipline standards. Much of the department's curriculum is significantly out of date, and revising it is essential for accuracy, consistency, regulatory compliance, and program relevance. Nearly 60 Exercise Science course outlines require revision to accurately reflect lecture and lab hours, modality options, student engagement expectations, and updated content.

A major driver of this work is the implementation of SAAM, which requires clearer differentiation between lecture, lab, and activity hours, as well as more precise documentation of contact hours and instructional delivery. Many existing course outlines were developed prior to SAAM and do not meet current state standards. As a result, a substantial portion of the curriculum will need to be rewritten within the next year to ensure compliance with attendance accounting requirements and instructional integrity. This will be a time-intensive, department-wide effort and will strongly influence the sequencing and prioritization of curriculum revisions moving forward.

More work is also needed as a department to redefine our collective goals and purpose, and this broader vision will guide future curriculum development. My colleague and I are currently developing the full Yoga Teacher Training (YTT) pathway, including the 200-hour certificate and the planned 300-hour advanced program. These courses integrate Open Educational Resources (OER) and Zero-Textbook-Cost (ZTC) materials to create an accessible, industry-aligned career preparation option for students.

## Comprehensive Program Review

Another colleague is developing a new Sports Psychology course, with the long-term goal of building a Sports Psychology degree or certificate pathway. This addition will expand our academic offerings and better support transfer preparation and career exploration in a growing area of student interest. Additional updates will include modernizing Adapted Physical Education courses, revising yoga and fitness offerings to support clearer learning pathways, and adjusting prerequisites, advisories, and course descriptions where needed. As statewide changes such as CalGETC continue to affect enrollment patterns, we will evaluate whether additional courses or certificates should be created, modified, or deactivated to strengthen the overall program, respond to student demand, and attract non-traditional students from the wider community.

**Please upload the 2-year course rotation(s)/schedule(s) for each associate degree covered by this program review.**

[Exercise Science Degree Maps as of 2025.pdf](#)

**For Transfer Programs: How is your program meeting the transfer needs of students, and/or articulation with four-year institutions? If not a transfer program, please enter N/A**

The department supports transfer preparation primarily through the Associate in Arts in Kinesiology for Transfer (AA-T). This degree follows the statewide Transfer Model Curriculum (TMC) and fulfills lower division requirements for students entering California State University (CSU) programs in kinesiology, exercise science, and physical education. The AA-T provides students with a clear, structured pathway that includes 60 CSU transferable units, GE certification (CSU GE Breadth or IGETC-CSU), and 18 units in the major with a C or better. The program learning outcomes, such as understanding fitness components, injury prevention, nutrition, locomotor skill development, and lifelong wellness, align well with CSU lower division expectations and prepare students for upper division coursework in kinesiology and allied health disciplines.

## Student Learning Outcomes (SLO) Assessment

**Please upload an updated, current version of your SLO assessment plan. (Ideally, the updated plan should specify assessment semesters for all service areas over the next 4 years, between this comprehensive program review and the next.)**

[25FA SLO Status 12:1:25.pdf](#)

## Degree and Certificate Programs

**For each degree and certificate indicate how many awards were conferred in the past five years. Please comment on any trends and provide context to explain any increases or decreases.**

Degrees Conferred				
Year	Degree	Degree Title	Conferred	Total FA21-SP25
20-21	CES01	Exercise Science	0	1
21-22	CES01	Exercise Science	1	
22-23	CES01	Exercise Science	0	
23-24	CES01	Exercise Science	0	
24-25	CES01	Exercise Science	0	
20-21	CT013	Kinesiology ADT-CSU	2	26

## Comprehensive Program Review

21-22	CT013	Kinesiology ADT-CSU	6	
22-23	CT013	Kinesiology ADT-CSU	5	
23-24	CT013	Kinesiology ADT-CSU	5	
24-25	CT013	Kinesiology ADT-CSU	8	
20-21	CT014	Kinesiology ADT-ICSU	0	4
21-22	CT014	Kinesiology ADT-ICSU	1	
22-23	CT014	Kinesiology ADT-ICSU	1	
23-24	CT014	Kinesiology ADT-ICSU	2	
24-25	CT014	Kinesiology ADT-ICSU	0	
			TOTAL	31
Relevant, but not "our" degree				
Year	Degree	Degree Title	Conferred	Total FA21-SP25
20-21	CGENA	General Studies - Lifelong Health and Well-Being	3	17
21-22	CGENA	General Studies - Lifelong Health and Well-Being	5	
22-23	CGENA	General Studies - Lifelong Health and Well-Being	3	
23-24	CGENA	General Studies - Lifelong Health and Well-Being	3	
24-25	CGENA	General Studies - Lifelong Health and	3	

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		Well-Being		
			TOTAL	17

From FA20 through SP25, the Exercise Science and Kinesiology programs have demonstrated a steady post-COVID recovery and overall growth. Exercise Science conferred only one degree during this period, reflecting a consistently small cohort. Kinesiology ADT-CSU showed steady and increasing completions, rising from 2 degrees in 20-21 to a peak of 8 in 24-25, for a total of 26 awards over five years. The Kinesiology ADT-ICSU track remained small, with a total of 4 degrees conferred and some fluctuation across semesters. Combined, the three programs conferred 31 degrees between FA20 and SP25, highlighting the Kinesiology CSU track as the primary contributor to overall degree completion while Exercise Science and the ICSU track maintained smaller but consistent participation.

**Indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes).**

Exercise Science AA was updated in Fall 2024.

Language was updated on our ADTs to reflect the new Cal-GETC GE pattern and units in Fall 2024.

**Can students complete the degree/certificate requirements within a two-year period?**

Yes

**How is your program currently assessing its PLOs? Please select all that apply.**

Other

**If you answered "Other" above, please specify here.**

The Exercise Science and Kinesiology programs have not conducted a formal assessment of their Program Learning Outcomes (PLOs) since the previous documentation from 2015–16, and the current PLOs remain unchanged from those originally established in the 2012–13 catalog. The existing 11 PLO statements, which are the same for both the Kinesiology ADT and the local Exercise Science degree, are more numerous than the typical 3–6 used in most programs and show overlap across course categories such as individual sports, team sports, combative courses, and physical fitness courses. No updates or revisions have been implemented to date; however, the department plans to revise and reduce PLO statements as part of upcoming updates to nearly 60 course outlines, aligning them with SAAM state guidelines. The General Studies: Lifelong Health, Well-Being, and Self-Development program offers a useful model for simplification, with three clear, focused outcomes emphasizing daily health practices, basic nutrition principles, and the importance of physical activity across the lifespan, which the Exercise Science and Kinesiology programs aim to emulate.

**Please provide the following for each degree/certificate: • The most recent semester each of your program(s) assessed PLOs; • Brief summary of findings; and • Overview of changes made as a result.**

The Exercise Science and Kinesiology programs have not formally assessed Program Learning Outcomes (PLOs) since their inception, and therefore there is no most recent semester of PLO assessment to report. The current 11 PLO statements, which are the same for both the Kinesiology ADT and the local Exercise Science degree, remain unchanged from the 2012–13 catalog. No formal findings have been generated, and no changes have been made as a result of PLO assessment. Plans for the coming year include revising and reducing the number of PLOs to create 3–6 focused outcomes, which will make it easier to improve our course SLOs to align with the updated PLOs.

**Are all of your degree maps completed?**

Yes



## Comprehensive Program Review

Are the degree maps posted to the college website?

Yes

How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?

We aren't! (yet) The Exercise Science and Kinesiology programs have not formally assessed Program Learning Outcomes (PLOs) since their inception, and therefore there is no most recent semester of PLO assessment to report. The current 11 PLO statements, which are the same for both the Kinesiology ADT and the local Exercise Science degree, remain unchanged from the 2012–13 catalog. No formal findings have been generated, and no changes have been made as a result of PLO assessment. Plans for the coming year include revising and reducing the number of PLOs to create 3–6 focused outcomes, which will make it easier to improve our course SLOs to align with the updated PLOs.

How are your PLO assessments informing improvements/changes to your program?

n/a

## Student Access and Achievement

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Please describe any enrollment changes (increases/decreases) over the past 4 years and the context for these changes.

First, looking at our data, Exercise Science enrollment differs from the college overall in several key ways.

### Gender

- **Female:** Exercise Science is higher (**58.68%**) than college-wide (**55.41%**) by **+3.27%**. This is of note, considering female participation in Athletics lags behind male participation.
- Additionally, while there have been significant increases in both female (+12%) and male (+31%) enrollment, the gap is wider than that college-wide with female 9.3% and male 21.5%.

### Race and Ethnicity

- **White:** Exercise Science is higher (**31.41%**) than college-wide (**25.19%**) by **+6.22%**.
- **Hispanic/Latino:** Exercise Science is lower (**32.13%**) than college-wide (**35.11%**) by **–2.98%**.
- **Middle Eastern or North African:** Exercise Science is lower (**18.31%**) than college-wide (**21.10%**) by **–2.79%**.

### Age

- **Under 20 years:** Exercise Science is lower (**21.57%**) than college-wide (**29.00%**) by **–7.43%**. This seems somewhat surprising considering Exercise Science includes Athletics.
- **40+ years:** Exercise Science is higher (**19.49%**) than college-wide (**15.45%**) by **+4.04%**.

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### Educational Goal

- **Degree Only:** Exercise Science is higher (**23.93%**) than college-wide (**15.10%**) by **+8.83%**.
- **Other:** Exercise Science is lower (**13.03%**) than college-wide (**21.86%**) by **-8.83%**. I believe this is due to persons taking Exercise Science courses for personal enrichment.

### Full-Time / Part-Time Status

- Unsurprisingly, likely due to Athletics being part of Exercise Science, **Full-time status (12+ units):** Exercise Science is higher (**55.09%**) than college-wide (**44.63%**) by **+10.46%**.

In the future, we anticipate a loss in enrollment due to CalGETC changes.

### What is the program doing to increase student enrollment or access?

The Exercise Science/Kinesiology courses are designed to accommodate diverse student needs by being offered in multiple modalities, including in-person, hybrid, and online formats. Notably, the online courses continue to serve large numbers of students each semester.

To better serve students, the programs plan to survey the student body to determine preferred class times and course interests. Based on these insights, schedules will be adapted to include more evening and Saturday classes, supporting students who balance work and other commitments. Faculty employ student-centered teaching practices, and several instructors have enhanced their skills through professional development opportunities such as EPPA, EMTLI, and POCR, ensuring instruction is both engaging and equitable.

Finally, due to changes under CalGETC that no longer require Exercise Science, the department must look beyond serving only the traditional transfer student and more intentionally embrace the community role of the community college. To maintain or grow enrollment, the program will need to actively draw members of the public to the college through sport and exercise classes designed for lifelong participation and wellness. Accomplishing this requires facilities that support evening access; however, the current lack of lighting in outdoor instructional spaces significantly limits the department's ability to offer night classes and expand community participation, creating a substantial barrier to enrollment growth.

### What is your program's overall course success rate? How has it changed over the past 4-5 years?

Over the past five years, the Exercise Science/Kinesiology programs have maintained an average course success rate of 83%.

Success rates were consistent at 83.5% from 2020–21 through 2022–23, dipped slightly to 80.5% in 2023–24, and rebounded to 82.5% in 2024–25, reflecting generally stable student achievement.

Relative to college-wide success rates, the Exercise Science program generally performs at or above the college average across most groups. Female students average 4% higher and male students 9% higher than their college-wide peers. By race/ethnicity, the program exceeds college-wide success rates for African American/Black (11%), Hispanic/Latino (12%), Asian (5%), White Non-Hispanic (4%), Multiple Races/Ethnicities (9%), Pacific Islander (20%), and Unknown/Non-Respondent (5%) students. Success rates are on par for Middle Eastern/North African students (0%), but lower for American Indian/Alaskan Native students, who are 21% below the college average.

### Which groups are experiencing equity gaps in your program for success rate and/or retention rate?

Equity gaps in the Exercise Science and Kinesiology programs are primarily observed among African American/Black, American Indian/Alaskan Native, Middle Eastern/North African, Hispanic/Latino, and students identifying with Multiple Races/Ethnicities. These gaps are more pronounced in course success rates than

## Comprehensive Program Review

retention rates, though certain terms also show retention disparities. When compared to college-wide spring data, the program performs better in all racial/ethnic groups except American Indian/Alaskan Native, where retention and success rates remain lower than the college average.

Most notable:

- African American/Black: Lower success rates (as low as 68%) and some retention gaps (81–85%) compared to White students.
- Middle Eastern/North African: Success gaps in multiple terms (71–80%) and retention gaps in some terms (~87%).
- Multiple Races/Ethnicities: Success gaps in several terms (76–80%).

### **What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?**

Several department and institutional factors may contribute to lower success rates for certain student groups. Within the department, challenges include limited flexible scheduling that accommodates working students, inconsistent application of equity-based instructional practices, a lack of basic functional technology in several classrooms, which makes delivery of higher-level information more difficult for all students, and potential language barriers that may affect student learning and engagement. Additionally, the program serves a slightly older student population, with 4.05% more students over the age of 40 compared to the college-wide average, which may further influence scheduling needs and the delivery of instruction.

### **How has this data shaped your comprehensive program review goals and action steps?**

The program plans to use data on success, retention, and equity gaps to guide its comprehensive review goals and action steps. Previous program goals were largely item-oriented rather than focused on closing equity gaps, so the department will need to start almost from scratch. To address identified gaps, the program will survey students to tailor course schedules, expand evening and Saturday offerings to accommodate working students, and implement student-centered, culturally responsive teaching practices to better support underrepresented groups. Faculty will continue professional development through EPPA, EMTLI, and POCR, and the program plans to seek Community of Practice funding to collaborate with colleagues on revamping the department PLOs, SLOs, and CORs in light of SAAM changes. This initiative will also support advocacy for usable, up-to-date classroom technology to improve delivery of higher-level instruction.

### **Discuss your department/discipline's plan for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.**

The department will support inclusive hiring practices by participating in equity-minded training and intentionally reviewing job qualifications and position announcements to reduce unnecessary barriers to employment. In particular, the department emphasizes the use of equivalency, rather than relying solely on the standard requirement of a master's degree in Kinesiology, especially for coaching positions. This approach allows lived experience, professional practice, community engagement, and culturally responsive teaching to be recognized as valued assets alongside formal education.

### **What other qualitative or quantitative data, if any, is the department/discipline using to inform its planning for this comprehensive program review?**

The department is developing a survey for students enrolled in Exercise Science and Kinesiology courses to gather direct feedback on scheduling needs and barriers, and interest in transfer, career, and fitness classes. Faculty also engage in ongoing conversations with counterparts at other colleges to understand broader trends and emerging practices. In addition, anecdotal faculty classroom observations and individual conversations with students provide insight into student engagement, access issues, and community demand.

## Distance Education Course Success (If Applicable)

### **If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?**

For distance education courses, faculty are regularly reminded of RSI requirements during meetings, through posted guidance materials, and by sharing examples of effective practices. Unless during an evaluation cycle, there is no process to routinely evaluate online courses for RSI compliance, so implementation relies largely on faculty professional responsibility. Additionally, there is currently no formal accountability mechanism for not practicing RSI, so adherence depends on individual faculty commitment and professional responsibility.

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**If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?**

Analysis of Exercise Science retention and success rates from Fall 2020 through Spring 2025 shows generally positive outcomes relative to college averages, with some variation by course delivery modality.

Fully online courses also show slightly better retention (1–2%) and modestly higher success (4%).

Courses with less than 50% online content show mixed results, with retention slightly below average in Fall (-2%) but slightly above in Spring (+3%), and success rates near or slightly below the college average.

Courses with more than 50% online content show the most variability: in Fall, success rates were far above average (+13%), while in Spring, retention was far below average (-13%). However, these high-percentage online courses had very small enrollments (40 students in Fall, 29 in Spring over five years) and have not been offered in the last two years, and we don't plan to offer these in the future.

So, if looking at data excluding the >50% online, ES has an overall DE retention rate 2% higher and a success rate of 5% higher than the college.

Of note, on-campus courses consistently demonstrate slightly higher retention (2–3%) and notably higher success rates (11–12%) compared to the college average.

Given these patterns, the department will continue to monitor retention and success across modalities, support faculty in implementing best practices for online engagement and Regular and Substantive Interaction, and prioritize course design and student support strategies for courses that continue to be offered.

## Career Exploration and Program Demand (Career Education Programs Only)

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**Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?**

No (Skip to the question at the end of this section starting with "What do the latest labor market data reveal ...")

## Strengths, Challenges & External Influences

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**Please describe your program's strengths.**

**Our strengths:**

- The program provides hands-on, experiential learning that engages students.
- Some faculty use flexible instructional strategies, including choice-based learning, to accommodate diverse learning styles.
- Recent curriculum expansion, including ES 121 and Yoga Teacher Training courses, broadens student opportunities and aligns with industry trends. And the YTT certification will facilitate students being able to work right after completing.

**Please describe your program's challenges.**

**Challenges:**

- Program Learning Outcomes (PLOs) have not been revised since their inception, creating misalignment with current curriculum and industry expectations.
- Student Learning Outcomes (SLOs) were outdated, and while many have recently been updated, consistent assessment practices are still being established.

## Comprehensive Program Review

- Scheduling issues: not being allowed to schedule 1.5hr classes twice a week if they are lecture/lab, which prevents fully face to face class options.
- Resource constraints, including faculty workload with most classes capped at 50 students, limited equipment, and inadequate space, pose instructional challenges, safety concerns, and limit student retention and success.
- Despite a 30 percent enrollment increase since 2020, budget allocations have not kept pace, restricting program capacity and support services.
- Enrollment has declined recently, with a 5 percent loss from SP24 to SP25 and a 6.6 percent loss from FA24 to FA25. While CALGETC changes formally took effect in Fall 2025, future enrollment declines are likely.
- Waitlist management has been restricted, as up to 25 students have been on waitlists in the past two semesters, but additional sections have not been approved, limiting access and enrollment.

**Please describe external influences that affect your program (both positively and negatively).**

### **Internal Factors:**

- Faculty expertise, collaboration, and commitment to student-centered learning, ideally, more faculty would be on board.
- Existing classroom and lab resources, which are currently limited relative to enrollment growth and new curriculum needs.

### **External Factors:**

- Statewide curriculum changes, including SAAM and CALGETC.

### **Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?**

Exercise Science has several opportunities to advance the College's goals related to equitable access, persistence, completion, and workforce preparation over the next four years. Our program's hands on, experiential curriculum supports student engagement and persistence and can be strengthened through more intentional, student centered scheduling and clearer course pathways. Recent additions such as the Yoga Teacher Training curriculum provides direct workforce alignment and support the College goal of increasing awareness of career education programs that lead to immediate employment and long term career mobility.

A significant opportunity exists to strengthen the mechanism for connecting Exercise Science and Kinesiology majors within the Academic and Career Pathways structure. The program could begin by identifying majors and intentionally connecting them to a faculty mentor who provides program specific guidance, career and transfer planning, and early support. As enrollment grows, this model could expand into a cohort structure that builds community, improves persistence, and supports equity by providing consistent academic and career guidance.

Revising and streamlining Program Learning Outcomes and continuing to align Student Learning Outcomes with equity focused assessment practices offers an opportunity to directly address equity gaps in course success and persistence. Using disaggregated data to inform curriculum and instructional decisions aligns with the College's emphasis on equity minded teaching and continuous improvement. Historically, adjunct faculty, who make up approximately 80 percent of Exercise Science faculty, have not been intentionally included in this work. Actively inviting adjunct faculty to participate in curriculum revision and assessment discussions recognizes their disciplinary expertise and instructional experience, increases shared understanding of program goals, and fosters greater investment in collective efforts to improve student outcomes and ensure all faculty are aligned and up to date. Finally, enrollment demand and waitlist data provide an opportunity to advocate for data informed scheduling, additional sections, and improved resource allocation. Addressing capacity constraints supports equitable access, reduces delays to completion, and contributes to a sustainable teaching environment for faculty, aligning with College goals related to student success and employee wellbeing.

Comprehensive Program Review

Program Goals

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Program Goals Status

I have updated the progress on my previous goals.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

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### Dean Approval and Feedback

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**I have reviewed the program review with the author and provided feedback.**

Yes - Review and feedback complete

**Feedback**

We (Chair and myself) met prior to the December 1, 2025 preliminary deadline. We discussed the previous goals and new goals for the department. The current submission is not complete and shall need updating in multiple sections inclusive of the Program mapping, SLO mapping and elimination of goals set for the 2024 cycle and include new department goals discussed in our November 19, 2025 meeting.