

Comprehensive Program Planning and Evaluation

Approval Status

Not Started

Instructions

The purpose of Comprehensive Program Planning and Evaluation process is to identify what your program is doing well and what your program could improve. The process documents program goals, objectives, and improvements, creates an opportunity to request resources, and serves as an organizational tool for the work required by programs (curriculum, student learning outcomes, etc.). You are encouraged to collaborate with others who may provide valuable insight about your program. For example, admin, part-time faculty, students, faculty in other disciplines, classified professionals, and community partners.

Before completing this form please check the [Review Cycle](#) to see if you should be completing this form or the Annual Program Update form. Additionally, you can look at previous reviews and updates by visiting [Columbia College Program Planning and Evaluation](#).

This form is meant to be used for all programs across the college. This form is broken up into five sections:

- 1. General Information
- 2. Instruction
- 3. Reflection
- 4. Program Goals and Resource Requests
- 5. Additional Thoughts

The Instruction portion of the form is only displayed for applicable programs. However, if it is displayed and some of the questions are not applicable to your particular program, write "N/A"

Users have the option to save and continue later by clicking "**Save**" at the bottom of the page at any point. You can click "**Skip Create an Account**" at the bottom and either copy the link or enter your e-mail to complete later.

Select a program

Athletics/Health and Human Performance

Select the academic year

2024-25

General Information

Who is submitting this form

Nathan Rien

Email of submitter

rienn@yosemite.edu

Direct supervisor

Joe Carranza

Please list the names of everyone that is participating in this comprehensive program planning and evaluation process.

Nathan Rien
Rob Hoyt
Juan Lopez-Gomez
Sara Mitchell
Joey Partridge

Program Staffing

Program Staffing List

Position Type	Position Title	Person Name
Full-time Faculty	HHP Professor	Nathan Rien
Full-time Faculty	HHP Professor/Basketball Coach	Rob Hoyt
Full-time Faculty	HHP Professor/Athletic Trainer/Athletic Director	Juan Lopez-Gomez
Classified	Instructional Support Specialist	Sara Mitchell
Classified	Instructional Support Specialist	Joey Partridge
Part-time faculty	HHP Instructor	Sherrie Newman
Part-time faculty	HHP Instructor	Sara Mitchell
Part-time faculty	HHP Instructor	Tim Parola

Use this space to provide any additional context or information about program staffing.

HHP and Athletics would like to add a full-time Volleyball coach.
This position could have a Sports Information Director (SID) attached to the Volleyball coaching.

Instruction

Curriculum

To help answer the questions in this section, please visit the Course 5-Year Review Tracker, Award 5-Year Review Tracker, and the Course Sunset List on the left-hand side under Curriculum Resources on the [Columbia College Curriculum Committee](#) website. Additionally, you can visit the [Columbia College Dashboard](#) for information on courses, programs, and course-to-program mappings.

Developing New Curriculum

You should talk with your dean and the articulation officer before developing new curriculum. Here are some helpful resources:

- The [Chancellor's Office Curriculum Information System \(COCI\)](#) can be a useful tool for identifying courses and programs at other community colleges which could be useful for future curriculum planning. Click on 'Programs' or 'Courses' in the upper right part of the page.
- [Transfer Model Curriculum Information](#) can provide useful information on associate degrees for transfer.
- [Common Course Numbering \(CCN\)](#) has helpful information for developing course outline of record for courses that need common course numbering.

Important: Columbia College is in the process of transitioning from eLumen to Canvas Insights for SLO assessment. Contact the College Research and Planning Office for more information about how your SLOs are mapped.

Are there any courses or academic awards that will be up for review soon or are past due?

Courses PAST DUE and faculty informed that these need to be updated as of 2/18/25:

HHP 18A- Yoga I (DE Addendum)

HHP 18B- Yoga II (DE Addendum)

HHP 76- Sports Conditioning

HHP 82- Varsity Basketball (Men)

HHP 86- Varsity Volleyball (Women)

Academic Awards:

Kinesiology is "Expiring Soon." The tracker indicates that it has 182 days left.

Spoke with Elissa Creighton and she said that she is checking with Curriculum Chair and Articulation Officer to see if the Kinesiology will be included in the Curriculum priority this Spring 2025.

Do you have plans to create new courses or new awards? If so, describe the new curriculum and the timeline for implementation.

Yes, we are planning to introduce a new Outdoor Recreation and Fitness certificate program designed to promote lifelong wellness, environmental appreciation, and practical outdoor skills. The program focuses on active, low-barrier entry sports such as paddleboarding, hiking, pickleball, and backpacking—activities that support both physical and mental health and are growing rapidly in popularity nationwide.

New Curriculum Overview:

This program will provide students with the knowledge, skills, and safety training to enjoy and lead outdoor and recreational activities. It's ideal for students pursuing careers in recreation, education, health, or personal wellness.

Core Activity Courses:

Introduction to Stand-Up Paddleboarding (SUP)

Fundamentals of Hiking and Trail Safety

Introduction to Pickleball

Backpacking and Wilderness Skills

Supporting Coursework:

Outdoor Leadership and Group Facilitation

Environmental Stewardship and Leave No Trace Principles

Basic First Aid and CPR Certification

Fitness and Conditioning for Outdoor Activities

Optional Electives:

Yoga for Outdoor Athletes

Map Reading, Navigation, and GPS Use

Adaptive Recreation and Inclusive Programming

Capstone Experience (Optional for Certificate):

Weekend expedition or service-learning project in collaboration with local parks or outdoor nonprofits

Timeline for Implementation:

Fall 2026: Develop curriculum and obtain internal approvals; identify instructors with specialized outdoor certifications (e.g., American Canoe Association, Leave No Trace Trainer, Wilderness First Aid).

Spring 2027: Establish local partnerships (e.g., state parks, community centers, and recreation organizations); begin program promotion.

Fall 2027: Launch program with first offerings of paddleboarding, pickleball, and hiking; backpacking course added in Spring 2027.

This program is designed to be inclusive, experiential, and accessible to students of all fitness levels. It will also support the college's goals around wellness, community engagement, and hands-on learning.

Yes, we would like to develop a new Associate of Science (A.S.) in Athletic Training and Sports Medicine program designed to prepare students for immediate entry into the workforce or seamless transfer to a four-year institution. The program addresses the growing demand for skilled support professionals in sports medicine, fitness, and rehabilitation settings.

New Curriculum Overview:

This two-year program will provide a strong foundation in health sciences, injury prevention, and hands-on clinical experience. Key elements of the curriculum include:

Core Courses:

Introduction to Athletic Training

Human Anatomy and Physiology I & II

Injury Recognition and Prevention

First Aid & Emergency Response

Therapeutic Exercise and Modalities

Basic Nutrition and Wellness

Kinesiology

Support & Elective Courses:

Health and Fitness Assessment

Sports Psychology

Medical Terminology

Intro to Strength and Conditioning

Clinical Experience:

Structured practicum experiences in local schools, gyms, and physical therapy clinics

Supervised observation and skill practice in real-world settings

Career Readiness:

Students will also complete a professional development course covering résumé building, job search strategies, and interview preparation.

Timeline for Implementation:

Fall 2026: Finalize course outlines and begin the curriculum approval process through the college's curriculum committee and state-level agencies.

Spring 2027: Develop partnerships with local high schools, rehab centers, and fitness facilities for student placements; begin outreach and marketing to potential students.

Fall 2027: Launch of the program with the first student cohort.

Graduates will be well-prepared to pursue careers as athletic training aides, physical therapy techs, or fitness specialists, or to continue their education in a bachelor-level athletic training or kinesiology program.

Are there likely changes in state laws that may affect your program?

No. Potentially, the Kinesiology degree could be going through common course numbering in the next few years. These are considered administrator changes.

Do you need to update the content of your Course Student Learning Outcomes (SLOs) or Program Student Learning Outcomes (PSLOs)?

No.

Are all CSLOs mapped to ISLOs/PSLOs?

Yes. However, expired courses are up for curriculum review.

For CTE programs, describe how local advisory committee input informed curriculum decisions.

NA

Course Offerings

To help answer this question, please visit the [Columbia College Course Enrollment Dashboard](#) and download the [Past Course Offerings Excel File](#).

Reflect on past course offerings. Are offerings sufficient for students to complete the program in two years? Have you had discussions with your dean about the program two-year plan? As you reflect on the two-year plan, think about the modality of the course offerings (in-person, hybrid, online, online live). Are the course modalities offered meeting student needs?

Yes. Yes. Yes.

Course Enrollment Trends

To help answer this question, please visit the [Columbia College Course Enrollment Dashboard](#) for helpful information.

Review course enrollment trends in the program (census enrollment, FTES, average fill-rates, waitlists, modality, etc.). Describe how these trends inform program goals and plans.

The HHP and Athletics department is holding steady at approximately 75.5-86.9 FTES by academic year over the past 5 years.

Student Success and Learning

To help answer these questions, there are two resources to address student success and learning at Columbia College: 1) The [Columbia College Course Success Dashboard](#) for course success and retention rates and 2) Student Learning Outcomes (SLOs) assessment data.

Important: Columbia College is in the process of transitioning from eLumen to Canvas Insights for SLO assessment. In the absence of quantitative data for SLOs please provide your own observations about student learning in the program.

Please reflect on the student success trends in the program's courses.

Students continue to be successful in the HHP and Athletics programs.

What has the process of assessing course SLOs revealed about the program's courses? Beyond formal SLO assessment, describe any observations about student learning in the program's courses.

Students seem to be very happy with all course and program offerings. The majority of students are meeting or exceeding course and program expectations.

What improvements / innovations has the program made to ensure quality instruction?

We plan to enhance our programs through several key initiatives. First, we will invest in new equipment to help students build and expand their skill sets across multiple disciplines. In addition, we are expanding our course delivery options by offering both online and hybrid formats to better support students' diverse goals, schedules, and degree requirements. Course durations will also be adjusted, with a mix of short- and long-term formats available to meet students' individual needs.

Facility improvements are also a priority. We will be remodeling both the upstairs and downstairs areas of Oak Pavilion, including upgrades to the track and bleachers. Additionally, Oak 12 will be designated as the team room for Men's Basketball and Women's Volleyball, creating dedicated spaces to support team development and cohesion.

Describe how these data inform program goals and plans.

We have been able to continue offering a robust program that meets the needs of its students. And we continue to make strides with finding funding sources to maintain current equipment and expand our equipment offerings and facility upgrades.

Academic Awards and Transfer

To help answer this section, please visit the [Columbia College Academic Awards Dashboard](#) and the [Transfer Summary](#) report.

Please comment on the trends in academic award completion and transfer (if appropriate) in the program.

There was a steady rise from 2014-15 through 2021-22 in overall degrees awarded. For the past two years the degrees awarded has leveled off back to 2016-2018 degrees awarded numbers. And of those that have earned a degree in Kinesiology of Sport Science 84.6% have transferred to a CSU, Private or Out-of-State 4 year college. This is a really good indicator of student success and transformational progress.

Reflection

Additional Data (Optional)

This field is an optional area to provide any observations from additional research that you may have done or that was provided by the Columbia College Research and Planning Office.

Our department is seeing an influx of dual-enrolled high school students in the lecture courses that it provides.

Student Equity

To help answer this question, please use the [Columbia College Course Success Dashboard](#), the [Columbia College Program Snapshot Dashboard](#), and the [Course Success PPG-1 Excel File](#). For student equity data related to student services, please contact the Columbia College Research and Planning Office.

What equity gaps have you observed in the program? What strategies have you used to address these gaps? What additional strategies will you try in the future?

About 77% of our students are first-generation college students, and our largest age group is the 18-24 year old students that make up 70.42% of our student population. We also help educate an older non-traditional population, as about 20% of our enrollment is students between the ages 30-49.

Because we offer a diverse set of course modalities, we address each students unique learning needs.

Strengths, Weaknesses, Opportunities, Threats (SWOT)

Please reflect on the program's strengths, weaknesses, opportunities, and threats.

Strengths

What are the program strengths? Are there specific aspects of the program that are exemplary or could serve as a model?

We feel that our 2-year plan is robust and offers students a wide variety of classes to choose from in order to meet their specific goals. Some students have worked towards a degree in Kinesiology, Sport Science,

and Behavioral and Social Sciences, and been successful in earning all three within two years.

We also allow students to repeat activity courses through the course audit and stack numbering system.

Weaknesses

What are the program weaknesses? What areas could the program improve?

Athletics would certainly like to expand its program through additional sport offerings and the hiring of another full-time sport coach (i.e. volleyball head coaching position).

Opportunities

What are the opportunities for expansion, improvement, or development for the program? Are there professional, discipline, or community trends or best practices that could enhance the program?

Athletics would certainly like to expand its program through additional sport offerings and the hiring of another full-time sport coach (i.e. volleyball head coaching position).

Sports to consider:
Women's Tennis, Cross Country, Soccer, Basketball, Flag Football, and Softball.
Men's Tennis, Cross Country, Soccer, and Baseball

Threats

Are there any threats to the continued success of the program? Please describe any trends that could have a negative impact on the program. Are there future laws or funding changes that may affect the program?

State funding and budget cuts is always a concern. However, coming out of a pandemic, it is crystal clear that we need to continue offering health and wellness based courses and programs to help solidify a more healthy overall population and community. With rising health care costs and increased diagnosis of depression, it is imperative that we continue to educate or students about the various dimension of wellness.

The reduction in the two unit activity requirement of the past couple years has significantly harmed the physical education of our students and the programs offered.

Program Goals and Resource Requests

The purpose of this section is to establish program goals and request resources related to those goals. Please set at least one measurable goal to work toward. Some examples of goals include reviewing, changing, or adding curriculum, increasing enrollment or modifying delivery modalities, increasing student learning and success, or improving student equity. **Resource requests are not goals. Resources are used to achieve goals.**

Goal 1 Title Full-Time HHP Professor and Sport Coach (Volleyball)

Goal 1 Status In-Progress

Map Goal 1 to one or more Strategic Plan objectives:

Reduce Equity Gaps

Maintain Institutional Stability

Please provide a description the goal or provide an update on a previous goal's status and resource requests.

This has been a program goals since the departure of Raelene Juarez to administration. We would like to have a full-time position opened for a full-time volleyball coach. This is only equitable to the female population that we serve in the Athletics program.

Goal 1 Resources

Resource Type	Item Name	Brief Description	Cost (estimate)
Faculty Member	FULL-TIME HHP PROFESSOR /VOLLEYBALL COACH	This position would provided full-time instruction in the Health and Human Performance Department and also a full-time Women's Volleyball Coach..	120000

Goal 2 Title

Updated and New Equipment for Activity Courses and Athletics

Goal 2 Status

In-Progress

Map Goal 2 to one or more Strategic Plan objectives:

Increase Award Completion

Increase Transfer Readiness

Reduce Equity Gaps

Reduce Barriers to Completion

Increase Workforce Readiness

Maintain Institutional Stability

Please provide a description the goal or provide an update on a previous goal's status and resource requests.

Maintenance and upkeep of gym and activity equipment is an ongoing expense that is required for the safety and well-being of students in our department. New equipment is always preferred (and necessary) as current equipment upkeep is extremely costly and sometimes the shelf-life has expired. For example, some bench pads are deteriorating and no longer safe. This also ensures that safe equipment is provided for each student.

Goal 2 Resources

Resource Type	Item Name	Brief Description	Cost (estimate)
Equipment	Free Weights	Dumbbells, Kettlebells, Plates, Bars, etc.	30000
Equipment	Weight Machines	Leg Press/Extension, Curls/Tricep Machines, Seated Row & Lat Pull downs, etc.	30000
Equipment	Cardio Equipment	Treadmills, Ellipticals, Row Machines, Bicycles, Jacob's Ladder, Stair Master, Etc.	99990

Miscellaneous Resource Requests

This section is for making resource requests that may not be related to program goals. Examples include but are not limited to staffing outside of the program, campus facility needs, collegewide improvements that could benefit all programs, etc.

Additional Thoughts

What else would you like to share about the program? Has the program had successes that were not reflected in this form? Are there opportunities for improvement at the college that would positively influence the program (for example, a position that serves students across campus, or a service that could be added or expanded)? Additionally, if you have any feedback on this Program Planning and Evaluation process, please provide it here.

We have a wonderful department that is staffed by full-time and part-time faculty, along with classified staff (instructional assistants) that help with HHP, Athletics, Forestry Corp. and Fire Science. We are proud of the work we do and the modes of educational delivery that we offer to our students.

Adding a dedicated counselor to support Athletics would be a tremendous asset for both our student-athletes and coaching staff. This role would provide targeted academic, personal, and transfer guidance, helping student-athletes navigate the unique challenges they face while balancing academics and athletics. Additionally, partnering with the college’s Culinary Department has the potential to make a significant impact on student-athlete nutrition. Collaborating on meal planning, workshops, or performance-focused food services could greatly enhance both classroom success and athletic performance.

We collectively have helped contribute to Accreditation, Academic Senate, Classified Senate, and several campus committees over the years, and are very proud of the work we provide. More importantly, we take tremendous pride in the programs we offer to our students. Thank you!

Program Planning and Evaluation Feedback

Instructions

The purpose of the Program Planning and Evaluation Feedback form is to provide feedback on completed Program Planning and Evaluation forms. After feedback is recieved, the Columbia College Research and Planning Office will combine the completed forms and feedback and post them online.

Select your program

Athletics/Health and Human Performance

Select the academic year

2024-25

Submission date

Friday, March 28, 2025

Feedback on Program Planning and Evaluation form

I spoke with Juan and the rest of the faculty on this. Juan is updating the submission to include new curriculum to include new sports course such as pickle ball, new outdoor education courses in the near future, DE Addendums to existing courses. The entire group is working with the ASHP office and Kristina on updating the budget to include new equipment and better budget allocation. There was also a major planning meeting with district on: 1. new bleachers, new track and resurfacing the court 2. remodeling the locker rooms and bathrooms, new team room in Oak 12. The MOU for the athletics director was reworked to increase support for that role to ensure better compliance with CCCAA, title IX, etc. ASHP is also revisiting the coaching stipend or lack of one for volleyball as their is an institutional barrier preventing PT instructors a coaching stipend. Once the PPE submission is revised by the athletics director I will embed comments as needed. Joe Dean ASHP