

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Kinesiology/Athletics/Dance
Faculty Contact: Mikel Schmidt

Academic Year: 2013-2014
Program Review Submission Date: March 25, 2013

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

“Mens sana in capore sano”

The division of Kinesiology, Athletics, and Dance directly adheres to the College Mission and Diversity Statements, Institutional Priorities and other major institutional planning documents.

Relationship to Mission and Diversity Statements:

“The college is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community. College of San Mateo fosters a culture of excellence and success that engages and challenges students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation.”

Kinesiology: The department continues to deliver exceptional offerings in activity courses to assist students in fulfilling their health and wellness goals, as well as their requirement for the AA degree, and AA-T degree. The intent of our course offerings is to deliver activities students can engage in throughout the duration of their lives; to ensure quality of life through health and an active lifestyle. A departmental requirement for all students enrolled in our activity courses is the Division Fitness Test which is administered early in the semester (pre) and at the end of the semester (post). The assessments include: Resting Heart Rate, Abdominal Strength, Exercise Recovery Heart Rate, Flexibility, and Body Composition. These assessments are also used to assess Student Learning Outcomes. The results are then shared with students to help them understand their physiological changes through engaging in an active lifestyle. Recently, the department has redirected FTES to more career or workforce training courses. We now offer students certificates in Pilates Teacher Training, Yoga Teacher Trainings, Personal Training, and Group Exercise. These certificate programs were developed to address the reaffirmation of the Board Core Values of Transfer, Workforce Development (CTE), and Basic Skills. In partnership with the San Mateo Athletic Club, the certificate programs are supplemented by CEC's they offer. Many of our students gain employment in SMAC and other privately owned fitness centers throughout the bay area and many employees of SMAC are enrolling in our certificate programs to increase their level of expertise. What we have achieved in this partnership is a mutually beneficial, symbiotic relationship that serves the best interest of our students.

Athletics: The department continues to provide exceptional opportunities to students interested in competing in intercollegiate athletics. Students enrolled in our programs continue to achieve great academic and athletic success, as evidenced by the percentage of those who matriculate to four-year universities to continue to study and compete. Additionally, a large majority of our eligible student-athletes receive scholarships. In a study done in 2009/10-2010/11 assisted by PRIE, we found approximately 80% of our eligible (those who completed their second year of eligibility) student athletes transferred, with over 1.6 million dollars in scholarship awards. Of the 80% that matriculated, the largest percentage was by Caucasian students (45.9%) followed closely by

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African American students (32.8%). Pacific Islander students consisted of 8.2% of our matriculating students. While not directly comparable, it should be noted as a point of reference that 11 African American students and 5 Pacific Islander students transferred to CSU in 2010/11 from the general student-body, clearly indicating our programs are working well to keep underrepresented students engaged in the academic process, and providing them a platform by which to matriculate. Out of 61 students that transferred, the majority were from underrepresented groups (54.1% compared to 45.9%).

CSM Student Athlete Transfers by Sport, 2009/10 - 2010/11

Sport	Numbers of Athletes and Percents of Total					
	2009-10		2010-11		Both Years Combined	
Football	26	42.6%	24	45.3%	50	43.9%
Baseball	16	26.2	14	26.4	30	26.3
Swim/Water Polo	6	9.8	6	11.3	12	10.5
Track/Cross-Country	7	11.5	1	1.9	8	7.0
Basketball	3	4.9	5	9.4	8	7.0
Softball	3	4.9	3	5.7	6	5.3
Total	61	100%	53	100%	114	100%

CSM Student Athlete Transfers by Ethnicity, 2009/10 – 2010/11

Ethnicity	Numbers of Athletes and Percents of Total					
	2009-10		2010-11		Both Years Combined	
African American	20	32.8%	13	24.5%	33	28.9%
Asian	3	4.9	8	15.1	11	9.6
Filipino	1	1.6	0	0.0	1	0.9
Hispanic	3	4.9	4	7.5	7	6.1
Native American	1	1.6	0	0.0	1	0.9
Pacific Islander	5	8.2	6	11.3	11	9.6
White	28	45.9	22	41.5	50	43.9
Total	61	100%	53	100%	114	100%

CSM Student Athlete Transfers by Type of Institution, 2009/10 – 2010/11

Institution Type	Numbers of Athletes and Percents of Total					
	2009-10		2010-11		Both Years Combined	
In-State Public	22	36.1%	10	18.9%	32	28.1%
In-State Private	3	4.9	12	22.6	15	13.2
Out of State	36	59.0	31	58.5	67	58.8

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Total	61	100%	53	100%	114	100%
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Dance: Out of all of our departments, the dance program, while providing exceptional cultural and artistic opportunities to our students, continues to languish without a full-time faculty member. The department now consists exclusively of adjunct faculty who continue to display exceptional professionalism, but are hamstrung by limitations. Load has continued to fall from a high of 1200 during a time when a full-time faculty member led the department, to 543 for the spring, 2013 semester. The faculty have developed an AA in dance, which currently is being considered by COI, and many of them have led the development of our certificate programs. The comprehensive multi-cultural curricular offerings in dance continues to expose students to their own cultural heritage, as well as expose students to other cultural backgrounds, thereby capitalizing on an important component of the diversity statement.

Relationship to Institutional Priorities:

1. *Improve Student Success* – All departments within the division have at the forefront of their mission, student success. As explained in the section above under *athletics*, it goes without saying that the resources and attention directed to our student-athletes have paid dividends with regard to student success. Each athletic program now has assigned to them an academic advisor, who spends countless hours advising, programming, and ensuring matriculation. Persistence, success, and retention continue to remain high. In looking at success and retention, the department continues to excel and surpass those of the general student body, while withdraw rates continue to remain extremely low.

Indicators	2009-2010	2010-2011	2011-2012
Success %	96.2%	92.7%	96.3%
Retention %	98%	97.3%	98%
Withdraw %	2%	2.7%	2%

These numbers show that our student athletes remain engaged in the academic process, and continue to persist.

2. *Promote Academic Excellence* – Because our student-athletes are successful on the fields and in the classroom, they are highly sought after by major universities throughout the country. We have student-athletes who have matriculated to some of the most highly competitive athletic and academic institutions in the nation, including UC Davis, Cal Poly, LSU, USC, Oregon, Washington, and Arizona, to name a few. If a transfer student from a community college receives a scholarship to a university to compete and study and does not succeed, that particular athletic program is locked in to that scholarship for the duration of that student's career at that institution, whether they continue or not. As such, this becomes a gamble for many university coaches whose job depends on the success of their programs. Because our student-athletes are fully prepared for transfer both academically and athletically, the gamble is not as risky, so university coaches actively seek and recruit our student-athletes. With regard to our certificate program graduates, the faculty have created programs that are relevant and prepare students in a rapid fashion to enter the workforce. This has been validated by the feedback we have received from employers and by our Advisory Board, which consists of leaders in the industry. Last, it goes without saying our new Fitness Center and Aquatics Center have provided world class facilities by which our faculty can expose students to an appreciation of engaging in an active lifestyle.

3. *Promote Relevant, High-Quality Programs and Services* – Perhaps the most crucial service the athletics department provides to our student-athletes is academic advising. The model we now have in place and supported by the institution is direct, hands-on advising, a model that has been extremely effective for students. Coaches, who serve as the academic advisors are available all hours of the day and meet regularly with their students. Additionally, they are well versed in the compliance matters related to NCAA and

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CCCAA eligibility and transfer, so they are best prepared and versed to service our students in their pursuit of transfer. The promise they make to students and parents while recruiting is that we have the mechanics in place to provide all support services to ensure the greatest degree of success. Our certificate programs have been catered to meet the needs of employers and respond to students needs by providing, through scheduling, a relatively fast track towards completion. All of our certificates are Certificates of Specialization, but recently, we have submitted to the state a Certificate of Achievement in the Pilates Teacher Training Program, a much more comprehensive and robust certificate offering. The 67% rule for adjunct faculty means stretching out course patterns more strategically, which subsequently, takes more time for students to complete. However, the quality has been validated, and we at CSM have extremely unique certificate program offerings in the community college system. Some do offer the Personal Training certificate, but the Pilates, Group Exercise and Yoga certificates are unique to College of San Mateo within the California Community College system.

5. Enhance Institutional Dialog – This institutional priority is one in which we continue to make positive strides to achieve greater degrees of student success. The partnership between English faculty and our football coaching staff continues to make headway with regard to our Learning Community, Writing in the End Zone. Last June, the team presented their program to the state-wide Athletic Directors Association and it was met with great envy. Again, CSM is unique in our focus on student success, and we continue to not only provide the best programs for our student-athletes, but our robust, creative and unique institutional dialogue between these two departments has stimulated dialogue outside of the walls of our institution. The Dance faculty continue to pave the way towards new endeavors, bringing onto campus guest speakers and performers, and have partnered with Social Science/Creative Arts faculty to combine music and dance performances. The walls that create a barrier between the college divisions continues to crumble in the best interest of our programs and our students.

II. Summary of Student and Program Data

A. *Student Learning Outcomes Assessment*

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

The entire division has recently revamped our entire SLO assessments through course modifications as approved by the Committee on Instruction. Integral to success in our course offerings is the students' achievement of physiological improvements, as defined and assessed through the division-wide Fitness Test.

One common SLO is used for all of our courses:

SLO#1: Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity.

Goal: At least 60% of all students will improve in one or more fitness category

All kinesiology faculty participate in the pre and post fitness assessments for all students enrolled in the kinesiology department. During the assessments, faculty participate in specific anthropometric measurements and collect this data. These measurements include:

1. Body composition using bioelectrical impedance to measure fat vs. lean body mass
2. Sit and reach flexibility to assess low back and hamstring range of motion

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3. Body weight
4. Three minute aerobic step test to measure post-exercise recovery heart rate
5. Resting heart rate measurement
6. One minute abdominal sit-ups to measure muscle endurance

All pre/post data is entered into a database and then once completed, the data is analyzed and further submitted into TracDat for SLO results. This pre/post fitness data is then used as a tool in several ways:

1. The data allows us to measure our SLO's effectiveness
2. The data allows faculty to adjust their pedagogy to facilitate more effective learning for the students
3. The summary of the data allows students to objectively view their fitness improvements

Current trends in fitness assessments suggest improvements relative to class objectives. For example;

1. Weight lifting students tend to improve in body composition, and muscle endurance.
2. Yoga, dance, and Pilates students tend to improve in flexibility
3. Students in body conditioning and aerobic based sports tend to improve in aerobic capacity, and resting heart rate.

Improvements in our Pre/Post fitness testing can be achieved primarily with communication to students from instructors. For example: Taking a resting and exercising heart rate takes some degree of practice for reliability. If instructors spent some time teaching their students how to do this properly, and/or sent the students instruction ahead of time, the heart rate results could be more accurate.

B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

1. *Athletics*: Core Program Indicators show that students enrolled in our athletics programs succeed at extremely high rates. More importantly however, is the rate at which they persist, retain, and succeed in their comprehensive academic profile. While this data is difficult to retrieve (it would have to be extrapolated by each student participating in intercollegiate athletics), we can conclude, based on the matriculation rates of student-athletes listed above, they generally perform better than the general student. Even though our athletic programs achieve a high rate of student success, FTEF, load, and wsch continue to decline. The alarm bells should definitely provide warning that limiting resources to these successful transfer programs could hinder matriculation rates, especially to those underrepresented groups that make up the majority of our enrollments. Maintaining the institutional resources directed to our programs remains a division priority.

FALL 2009-2011

Indicator	2009	2010	2011	% change high to low
Headcount	223	259	212	18% decline
WSCH	2622.7	2240	1705	35% decline
FTEF	87.4	74.7	56.9	35% decline

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Load	844.2	714.9	609.2	27.8% decline
FTEF	3.1	3.1	2.8	9.7% decline

It should be noted that while these important indicators did decline, the load still remains above the college target load.

SPRING 2010-2012

Indicator	2010	2011	2012	% change high to low
Headcount	273	262	241	12% decline
WSCH	1813.6	2013.9	1858.1	9.9% decline
FTEF	60.5	67.1	61.9	9.8% decline
Load	481.9	639.3	563.1	24.6% decline
FTEF	3.8	3.2	3.3	15.7% decline

Success and retention within the varsity courses continues to remain high, while withdrawal rates are extremely low, indicating students are successful within the varsity courses. Because underrepresented students make up the majority of our athletic program demographics, these numbers are significant and contribute effectively to the college's efforts to generate student success amongst our "at risk" groups.

Term	F2009	Sp2010	F2010	SP2011	F 2011	Sp2012
Success %	97.8%	94.9%	91.1%	94.3%	97.2%	95.4%
Retention %	98.7%	97.4%	97.7%	97%	99.1%	97.1%
Withdraw %	1.4%	2.6%	2.3%	3.1%	0.9%	2.9%

Dance: As is the case with athletics, the enrollments in the dance department consist of a large majority of students from underrepresented groups. And while the underrepresented students in the college continue to remain "at risk," they tend to achieve a greater degree of success in our courses. Many of our programs not only provide educational opportunities for transfer and workforce development, but continue to provide educational and engagement opportunities for students of color to remain engaged in the academic process. This statement and the data supporting it should resonate with the campus community, and validate the need for more learning communities and other methods by which to keep students engaged. The table below provides the data to support our statement over a period of 3 years (09-12).

Demographic	Enrollments	% enrollments	% Success
Caucasian	574	30%	75.9%
Underrepresented	1336	70%	77.5%

It should also be noted that the large majority of our enrollments in dance are made up of female students (70.3 female, 29.7 male). While Title IX (Gender equity in education) is primarily focused on athletic programs, a little known fact is it applies to all programs within the college. The legislation is specific to educational opportunities. Clearly, with a 3-1 ratio of female to male enrollment rate favoring the female student population, the college should look closely at opportunities for both genders across the college.

Kinesiology Certificate Programs: Because these programs are relatively new, data collection on student outcomes and course indicators has been welcomed. Out of the 4 certificate programs currently offered, we only have information on 3 (the Group Exercise certificate will be offered for the first time in fall, 2013). In working

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with PRIE, we have extrapolated the core courses in the Pilates, Personal Training, and Yoga Certificates by which to make an evaluation. These programs also include additional courses from outside our division, but linking those courses taken by our students is difficult to track, e.g. Biol 130, Biol 250 and are not included in the overall data. As such, the following table represents the success, retention and withdrawal rates of students enrolling in our key core certificate courses:

Course	% success	# withdraw	% withdraw	% retention
Kine 122	95.5%	1	4.5%	95.5%
Kine 124	95.2%	1	4.8%	95.2%
Kine 301	70.0%	5	16.7%	83.3%

Course	% success	# withdraw	% withdraw	% retention
124	90.0%	1	10.0%	90.0%
201	88.0%	1	4.0%	96.0%
202	91.7%	1	4.2%	95.8%
301	68.2%	2	9.1%	90.9%

Upon reflection, the greatest concern is the glaringly lower rates of success in our KINE 301 courses (Personal Training). Because the courses are heavily influenced by anatomical and physiological principles, offering it without a prerequisite might negatively impact student success. A prerequisite for this course is currently under consideration.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

Distance Education: The division has recently developed and successfully offered a course via distance education, and has included one more to our curricular offerings to be implemented in fall, 2013 – Fitn 116.1. The initial course, Fitn 134 was developed to offer an aerobic component of exercise and allow students to fulfill their AA degree requirement online. However, with the new legislated repeatability regulations, the course could only be taken once, therefore limiting students' ability to achieve the 2 courses necessary to fulfill the AA degree requirement. The Fitn. 116.1 course now provides a more comprehensive distance education curriculum (Fitn 134 is aerobic in nature, Fitn 116.1 is resistance training in nature) and provides the two necessary courses for completion of the AA degree requirement in a distance education format. The Fitn. 134 class was first offered in spring, 2012 so we only have data from one semester. All indications are, the class works well. Enrollments are extremely high (N=77) with 12 on the waitlist, and a load of 1422. The class had an 81.8% success rate (N=63) with an 11.7% withdraw rate (N=9).

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the [Student Success and Core Program Indicators](#) (LOAD, Full-time and Part-Time FTEF, etc.).

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Fluctuations in load for departments continue to be a discussion point in the division. Some remain stable, some have increased, and some have dwindled. Perhaps the most glaringly recognizable decrease is the load in dance. While dance historically has carried a huge load, recently, it has dwindled in 11/12 to an all-time low of 584.2. The majority of this can be attributed to the loss of a full-time faculty in 2007. At that time, the load in dance exceeded 1200 however, the loss of a full-time faculty member has reduced the department's advocacy, course offerings and has been reduced to a "head-less department." Additionally, much of the FTE directed towards dance has shifted to the certificate programs, and those enrollments pale in comparison to the loads once held by the dance department. FTE in dance has reduced yearly; from 2.4 in 09/10 to 1.8 in 10/11 and 11/12. It should be noted that the adjunct dance faculty are the ones who have developed and offer our certificate programs. Their specialized training, secured through Professional Development funding, have provided them the skill set necessary to train our students in obtaining employable skills achieved through these programs. These unique programs can only be taught by faculty specialized in these areas, and losing one of them will result in the demise of the certificate program they have been trained to deliver. It goes without saying that the division's number one hiring priority has been for the past three years, and continues to remain, the dance/CTE position.

Athletics: Load for the athletics department (Vars courses only) has fluctuated over the 3 years from a low of 481.9 to a high of 844.2. The average load in this three year span was 642.1, exceeding the target load level established by the college and posted in the College Index.

D. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Due to the recent Repeatability legislative item that has affected our department, all course outlines have been updated – effective fall, 2013. All courses offered in the division went through COI and were approved.

Courses to be updated	Faculty contact	Submission month
N/A	N/A	N/A

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E. Website Review

Review the program's website(s) annually and update as needed.

Because the athletics website is our window to the world, the coaching staff ensures it remains up-to-date for recruiting purposes. Each coach has access to their own page, and regularly provides the updated information.

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Faculty contact(s)	Date of next review/update
N/A	N/A
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F. *Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)*

1. Review the program's [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

Even though our certificate programs are essentially CTE programs, they do not have a recognized or mandated governing body, and are therefore not applicable.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

Advisory Committee information: Our certificate programs do have an advisory committee, which meets once per semester. Upon inception, the department put together an advisory committee consisting of faculty members and hiring managers from local fitness clubs. The goal was to ensure our curriculum was up-to-date and that students, upon completion, would be employable. We additionally hosted our first job fair in spring, 2012 which was promoted campus-wide and consisted of many fitness clubs throughout northern California. This was well received by both parties. We then determined it would be best to piggy-back on the college job fair, held in fall, 2012. The latest meeting of the advisory committee took place in fall, 2012 and will meet again this spring.

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

Many years ago as community colleges embarked on developing SLO's for their courses, the process was not entirely clear nor well defined. As a result, many of our courses had upwards of 10-15 SLO's, an unreasonable and unmanageable number. Faculty were clearly overzealous and ambitious in their compliance efforts. These SLO's had remained in effect until recently, when the process finally became more defined and our faculty more educated on the purpose and intent of an SLO. The Division of Kinesiology, Athletics and Dance has continued to focus on SLO compliance by engaging in regular meetings by department and as a division. The topic became a standing item on our division meeting agendas. Although information continued to be passed

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along, it frequently changed and as a result, caused much confusion and consternation amongst faculty. Among other things regarding SLO's, faculty are required to:

- Understand the SLO process,
- Decide how many SLO's are appropriate per class
- Decide how to evaluate SLO's
- Learn TracDat and where in TracDat to place SLO's and all components (evaluation, etc.)
- Learn how to change SLO's, and then realize the *side effects* of changing SLO's (e.g., if an SLO is changed, the course outline must also be changed)
- Depend on the "lead" SLO coordinator to input their SLO's and data for their class
- Depend on these leads to enter the correct material, and if it is not correct, try and have it changed in a expeditious manner

In consultation with the dean and faculty colleagues, one lead faculty from the division was identified to collect all the SLO's from all of our department's current course offerings and enter them into CurricuNET. The dean and lead faculty strategized the workflow by which we would revise all of our SLO's.

1. Meet with COI Chair and SLO coordinator to discuss current problem and potential solution
2. Develop spreadsheet of all courses offered in the division and all of the SLO's
3. Engage faculty to begin dialogue in modifying their SLO's and assessment procedures
4. Collect SLO's from faculty for all courses and input into CurricuNet
5. Meet with COI Chair and SLO coordinator to review
6. Migrate approved SLO's into TracDat
7. Communicate with faculty the approved SLO's by course

The dean and lead met with the COI Chair and the SLO Coordinator to review the process outlined above. Once the strategy was agreed upon, dialogue amongst faculty began. They met over the course of a month and were tasked with identifying common SLO's by common courses. Once this was vetted, the faculty provided their agreed upon SLO's which were then input into CurricuNet. These SLO revisions were submitted to COI for approval. Once approved, the new SLO's will be included on all course outlines for adoption fall, 2012. The second phase of this process will be to input all of the approved SLO's into TracDat. Once all the SLO's are in TracDat, the remaining tasks in TracDat for our faculty should become seamless and our SLO's should be more applicable. As this process was developing, the repeatability legislation took effect, so faculty had to revise all course outlines, and input the already agreed upon SLO's. We now have entirely new course outlines, with new SLO's as approved by division faculty.

While we already have SLO cycles currently taking place, this new process will provide the faculty with a more manageable approach by which to ensure the entire SLO cycle is complete and begin the process with a more refined focus.

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

See above.

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C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

All SLO's have been revamped to align with Institutional SLO's.

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

A few key initiatives mentioned above will potentially affect our division. Historically, the division has been looked upon as a “cash cow,” providing load and enrollments to chase apportionment from the state. Whenever an institution needed additional resources, they would look to our discipline to schedule a course in anticipation of high enrollment and high load. As the fiscal crisis hit the state, repeatability of our courses (as well as the arts and music) was legislated, thereby requiring the division to revamp its curricular offerings, and limit enrollments in particular courses. The impact of this legislation will not be known until after 2013, when it is implemented. This repeatability legislation seriously undermines our ability to provide a comprehensive curriculum to our community, and our continuous battle against physiologically debilitating diseases plaguing our society due to poor nutrition and lack of activity. The unfortunate circumstance is that our college's mission in providing a comprehensive education has been reduced, and the effect on enrollment is currently unknown. Additionally, as the division responds to the Board Core values of transfer, Basic Skills, and CTE, the implementation of our certificate programs, while commendable, has reduced our load, and refocused FTE away from the dance department. The major concerning factor is that our institution's focus as a Liberal Arts institution becomes selective, and opportunities for students to engage in the institution while pursuing their lower division coursework, adversely affected. Studies have shown, supported by data, that if students engage in the institution, persistence, retention, and success all increase. Many of our departments offer these perfect engagement opportunities for students (dance, athletics, activity courses – all degree applicable), however the focal shift, while we know and understand the risks, continue to defeat discussions supported by data. The Institutional Planning Committee (IPC) continues to make decisions based on this data. Initiatives providing engagement opportunities for student's remains a priority, however one only has to look over to the south side of the campus to see the true engagement opportunities already happening – on the courts, fields, pools, fitness center and dance studios.

V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

From the previous (2012) Comprehensive Program Review:
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The division will continue to develop its Advisory Board which consists of Hiring Managers in the industry. Our goal is for us to provide them with students who have completed our Certificate Programs and are seeking employment opportunities, and for them to advise us as to workforce demands. Additionally, we will be setting up a Job Fair where various Private Clubs set up booths on campus advertising positions and employment opportunities for our students. Our goal is to ensure the students who complete their Certificate Programs have immediate job opportunities available to them.

These goals have been met and the certificate programs continue to evolve based on employer and student needs. The Pilates Teacher Training Program (PICP) has just submitted a certificate of achievement, which was previously a certificate of completion. The additional coursework offers students the opportunity to gain additional knowledge to make their skill set more comprehensive. For example, a student receiving the Pilates certification can now also take some business classes to start their own business. We have also since hosted two job fairs, and continue to work with career counseling to ensure our discipline and employers in the field are represented.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[Note: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

Athletics: The foundation of our strength in athletics lies in having a full-time coach assigned to each program. Transfer rates within the department continue to surpass California Community College general student transfer rates, and rank high among athletic programs in the state. While the department fully appreciates the abilities, professionalism and strengths offered by adjunct faculty, the college's commitment to full-time coaches has paid dividends with regard to student success (Institutional Priority 1, 2, and 3). As some of our coaching staff begins to age, there is a concern for a lack of foresight with regard to the institutions commitment to replace these critical positions, especially if we are serious about student success. While we are realistic about the needs throughout the institution for full-time faculty, the institution needs to take a hard look at which programs foster student success, and which are most susceptible should the positions not be replaced. Immediately in front of us looms the slow deterioration of a once flourishing dance program that provided many benefits and opportunities for students that now struggles for an identity within the college community. Additionally, the athletics department provides ample opportunity for underrepresented students to engage in, achieve success, and matriculate – a resounding testament to the department's commitment to the institutions mission statement: *"The college is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community. College of San Mateo fosters a culture of excellence and success that engages and challenges students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation."* Many of our students might not attend college were it not for their interest in participating in athletics. It is realistically the carrot that dangles before them that entices them to attend, remain, and persist. Our coaching staff takes these students under their wings and provides opportunities for

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them to engage in the academic process, making academic success a priority. The success rates of our student-athletes (many who enter into the institution at the basic skills level) demonstrates that the commitment to having full-time coaches works.

Kinesiology: The 5 in 5 College Strategies have formulated a vision for the division to engage in reallocating FTE normally assigned to activity courses (primarily dance) to programs that are CTE focused; Pilates, Yoga, Personal Training and Group Exercise certificate programs. From the 5 in 5, the department followed these strategies in our pursuit of adherence:

1. *Develop and support industry partnerships; establish student internships opportunities:* The department developed an Advisory Committee; hosts job fairs, and has continued to redevelop the curriculum. The partnerships secured within the local fitness industry have generated internship and employment opportunities for graduates of our certificate programs.
2. *Coordinate and integrate master CTE planning; develop and publicize predictable scheduling patterns of CTE offerings; offer appropriate delivery modes:* In this area we are most vulnerable due to specific adjunct guidelines (67% rule), but still provide the most expedient opportunities possible for students to graduate and gain dutiful employment and internship opportunities. The discussion in the department now hinges on potentially offering online sections of the lecture courses.

Dance: The department, while “headless,” continues to struggle with finding its niche in the college community. Simply offering AA degree applicable courses is no longer sufficient, and because there is no AA-T in Dance, they have formulated an AA in Dance. Many of our students have a real interest in transferring in dance to pursue their career ambition at the four-year university, information which was gathered from an informal survey of our students. At the time of this writing, the AA in dance is being submitted to the state for consideration and we hope to have it implemented in spring, 2014.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program’s vision to improve student learning and success.

Currently, staff development or professional development activities are determined by our coaching staff and faculty based on their involvement with their organizations and pursuit of CTE and other applicable skills and knowledge. It should be noted that engagement in these opportunities are difficult since only conference fees are covered by Professional Development funding. The college and district should really look at how much this hinders faculty engagement in professional enrichment opportunities.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

Clearly, *Writing in the End Zone* has received much local, state and national recognition. The partnership between English faculty and our football coaching staff has produced a Learning Community that is successful at targeting the most at risk student demographic, and providing them with an environment focused on student success. This focused effort however, remains limited to English courses. While one gatekeeper course has been addressed, the partnership was extended to the math department, and while we did secure one faculty member to take on this initiative, for it to work well

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takes more than just one faculty. Because there was limited faculty involvement from the math department, we no longer offer a math course designed as a Learning Community course for our student athletes.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: While there are no imminent retirements in the division, we are looking for the college, based on the information on student success rates in intercollegiate athletics, to make a predictable and concentrated promise to replace retirements in our athletic head coaching positions. Should one head coach retire, it would be detrimental to student success rates to replace them with adjunct faculty.

Equipment and Technology: 4T

Instructional Materials: 4T

Classified Staff: Our athletic programs, while successful in the classroom and on the fields and courts, require supplemental assistance by which to continue to keep our student-athletes healthy and participating. Our full-time athletic trainer position is an 11 month position which we wish to increase to a 12 month contract. Additionally, we have a 48% position Athletic Trainer that has assisted tremendously, but could be increased to not only continue to provide adequate services to our students on a year-around basis, but also create curriculum to include an Introduction to Sports Medicine class to our degree, a requirement for most Kinesiology majors at the four-year university level.

Facilities: 4T

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

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Plan 1

Title:

Math Boost

Description

Sustain institutional commitment and funding for Math Boost

Action(s)	Completion Date	Measurable Outcome(s)
Continue to provide Math Boost to provide supplemental, intensive math instruction to student athletes placing well below transfer rate math classes.	Ongoing	Students place in higher levels of math, thereby reducing the need for additional spots in basic Skills levels of math and decreasing time to complete transfer level math.
4T		4T
4T		4T

Plan 2

Title:

Institutional Support for Athletic Programs

Description

Sustain current funding for athletic programs

Action(s)	Completion Date	Measurable Outcome(s)
Based on student success indicators, the institution should continue to remain committed to fully funding athletic programs to include academic advising (release time), WEZ and other Learning Communities, priority registration, and replacing retired full-time faculty assigned to coaching.	Ongoing	The department will continue to compile information on success rates of our student athletes.
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

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[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
Dance/CTE	1 full-time

Complete [Full-Time Faculty Position Request Form](#) for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost
Football Helmets and Shoulder Pads (replacement)	\$10,000.00
Baseball Pitching machine	\$3,545.00
Mirrors in Dance Studio	\$2,000.00
Wireless Microphone	\$1,000.00
Wireless Race Clocks (Swim)	\$3,000.00
Football girdles	\$2,500.00
Various Weight Equipment (bands, weights, plyo-boxes, etc.)	\$5,000.00
Water Polo Shot clocks (4)	\$5,000.00

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

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Description (for prioritized plans)	Plan #s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost
Increase 48% Athletic Trainer position to 80%	
Increase Full-time Athletic Trainer from 11 month to 12 month	

Description (for prioritized plans)	Plan #s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #s)	Cost

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	