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Instructional Program Review

Program Name: **Kinesiology-Athletics-Dance**

Program Contact: **Mangan, Joseph C.**

Academic Year: **2013-2014**

Status: **Submitted**

1. 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 Program Planning](#) as appropriate.

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:

College of San Mateo provides an exceptional educational opportunity to residents of San Mateo County and the Greater Bay Area Region. 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. It uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement. Its programs and services are structured, delivered, and evaluated to prepare students to be informed and engaged citizens in an increasingly global community. To achieve this mission, the college has adopted the following Institutional Priorities:

1. 1. *Improve Student Success*
2. 2. *Promote Academic Excellence*
3. 3. *Promote Relevant, High-Quality Programs and Services*
4. 4. *Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources*
5. 5. *Enhance Institutional Dialog*

Diversity Statement

College of San Mateo maintains a policy of inclusiveness that recognizes, values, and reflects the diversity of the community it serves. As an academic institution, the college fosters a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas. The college abides by the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences.

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 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 under-represented groups (54.1% compared to 45.9%). The department continues to look at opportunities for expansion, especially in light of the federal legislation, Title IX. Currently, the department is looking to add a women's program to comply with the mandate, and based on the CCC Apply survey results, women's volleyball is the best option.

In a study conducted in 2012, an assessment of student-athlete success was conducted with the assistance of PRIE to determine exactly how successful our student-athletes were. The results are below:

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

Numbers of Athletes and Percents of Total

| Sport | 2009-10 | | 2010-11 | | Both Years Combined | |
|----------------------------|-----------------|------|---------|------|---------------------|------|
| | Football | 26 | 42.6% | 24 | 45.3% | 50 |
| 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

Numbers of Athletes and Percents of Total

| Ethnicity | 2009-10 | | 2010-11 | | Both Years Combined | |
|-----------------|-------------------------|-----|---------|------|---------------------|-----|
| | African American | 20 | 32.8% | 13 | 24.5% | 33 |
| 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

Numbers of Athletes and Percents of Total

| Institution Type | 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 |
| OutofState | 36 | 59.0 | 31 | 58.5 | 67 | 58.8 |

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. We fortunately received the opportunity to hire for fall, 2014 so this department should once again flourish. The faculty have developed an AA in dance, which currently is still being articulated, 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.

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

| Indicators | 2010-2011 | 2011-2012 | 2012-2013 |
|-------------|-----------|-----------|-----------|
| Success % | 92.7% | 96.2% | 94.2% |
| Retention % | 97.3% | 98% | 96.2% |
| Withdraw % | 2.7% | 2% | 3.8% |

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 Cal Berkeley, UC Davis, Cal Poly, LSU, USC, Oregon, Washington, Arizona, Alabama, and Auburn, to name just 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 students 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 our 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 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.

4. *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. This year, the group presented at the state-wide CCLC Conference held here in Burlingame. 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 continue to crumble in the best interest of our programs and our students.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. 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
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.

With regard to the AA-T SLO survey of degree applicants (Summer 12-Spring 13), respondents declared a positive outcome to the SLO's:

SLO 1: Demonstrate a working knowledge of body mechanics as it relates to physical activity, fitness and health

- 50% Agree strongly, 50% Agree

SLO 2: Explain the impact of physical activity and inactivity on fitness and health

- 66.7% Agree Strongly, 33.3% Agree

Click here to enter SLO assessment narrative

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.

A. Student Success Indicators

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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 | 521 | 453 | 446 | 14% decline | |
| WSCH | 4254 | 3570 | 3364 | 21% decline | |
| FTEF | 141.8 | 118.8 | 112.1 | 21% decline | |
| Load | 677 | 584.2 | 521.6 | 22.9% decline | |
| FTEF | 6.3 | 6.1 | 6.5 | 3.2% increase | |

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. It

also should be noted that while the perception might be that the student-athletes are only successful in their “varsity” intercollegiate courses, a student-athlete must maintain a 2.0 GPA and have passed 18 academic units and 24 total to remain eligible for their second season of competition. Essentially, if a student-athlete achieves these academic standards, they remain in the varsity class, and therefore, show indications of success outside of their “varsity” course(s).

| 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 (2010-13).

| Demographic | Enrollments | % enrollments | % Success |
|------------------|-------------|---------------|-----------|
| Caucasian | 443 | 33% | 75.9% |
| Underrepresented | 924 | 67% | 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 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 |
|----------|-----------|------------|------------|-------------|
| Kine 124 | 90.0% | 1 | 10.0% | 90.0% |
| Kine 201 | 88.0% | 1 | 4.0% | 96.0% |
| Kine 202 | 91.7% | 1 | 4.2% | 95.8% |
| Kine 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 has been offered in spring, 2012 and fall, 2013. All indications are, the class works well. Enrollments are extremely high (Sp. 2012 N=77, fall, 2013 N=95) with 12 on the waitlist, and a load of 1422. The class has a success rate of about 80% with retention of around 90%.

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.)

B. 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.).

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 12/13 to an all-time low of 541.1. 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 "headless 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, 1.8 in 11/12 and 1.4 in 12/13. 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 521.6 to a high of 677. The average load in this three year span was 594.3, exceeding the target load level established by the college and posted in the College Index.

3. 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 2013/14, 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.

4. Planning

A. Results of Program Plans and Actions

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

1. Math Boost – Not funded
2. Institutional Funding support for athletic programs - sustained

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements**, **Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. **[Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section.

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 D1 and D2 of the Career Technical Education section.]

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. 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 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.

One major goal the division keeps at the forefront of our vision is compliance with Title IX. While we have remained under the radar during the recent fiscal crisis, it is now an opportune time to respond and comply, both from a moral perspective, and from a legal perspective. The division has identified adding women's volleyball with a full-time coach as a priority for the following reasons:

1. Title IX compliance – Through CCC Apply, potential students can complete a survey on athletic interests. This survey has been approved by the OCR and is the primary vehicle by which institutions can gauge interest and potential opportunities for expansion. Many of our students have expressed an interest in participating in intercollegiate women's volleyball and unless we respond, we expose ourselves to violating federal legislation and the potential of an OCR inquiry or even worse, the suspension of federal funding.
2. Facilities – CSM currently has the facilities to offer the program.
3. Adherence to Institutional Priorities – Adding the program complies with all of our Institutional Priorities
4. Diversity Statement – Adding the program will provide another intercollegiate participation opportunity for our underrepresented gender. In athletics, we are currently at a 70% male to 30% female participation rate.
5. There currently is no full-time women's volleyball coach in the district and it is a very popular sport in the high schools in San Mateo county.

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. The programs have close to a 100% employment rate.
- 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.

1. To guide future faculty and staff development initiatives, describe the professional 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.

Collaborative efforts such as WEZ should continue to be developed, implemented, and fostered.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

Head Women's Volleyball Coach/Kinesiology faculty
Immediate replacement of any full-time coach that retires/separates from the district

Equipment and Technology

See prioritized, itemized list below.

Instructional Materials

See prioritized, itemized list below.

Classified Staff

- Increase curent 48% position Athletic trainer to a 100% assignment

| | |
|---|-------------|
| (50) SPRI Hanging Mats for Adaptive Physical Education | \$2,165.00 |
| (3) Pitching Machines | \$9,900.00 |
| (24) Football Shoulder Pads | \$10,226.00 |
| (2) Protective Screens - Baseball | \$1,700.00 |
| (1) Pole Vault Weather Cover | \$2,098.44 |
| Various equipment for classes (Medicine balls, agility ladders, resistance bands, etc.) | \$2,400.00 |
| Discuss Cage replacement net | \$1,460.00 |
| Various equipment for baseball (tees, carts, bases, balls, etc.) | \$2,822.00 |
| High Jump pit weather cover | \$1,209.00 |

Instructional Material

| Description | Cost |
|---|------------|
| Hudl subscription (football and basketball) - Yearly renewal | \$4,500.00 |
| Field Level software (Softball and baseball) - Yearly renewal | \$1,600.00 |
| (2) iPads - Baseball | \$1,100.00 |
| Video Camera | \$300.00 |
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Classified Staff

| Description | Cost |
|--|------|
| Increase currently funded 48% Athletic Trainer to 100% | |
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