

2014-2015 Instructional Program Review

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

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Academic Year: **2014-2015**

Status: **Submitted for review**

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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, 2013/14-2015/16, 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 AY 2013/14 assisted by PRIE, we found approximately 74% of our eligible (those who completed their second year of eligibility) student athletes transferred, with over 2.4 million dollars in scholarship awards. Of the 74% that matriculated, the largest percentage was by Caucasian students (31.%) followed closely by Pacific Islander students (27%). African American students consisted of 25% of our matriculating students. This is a dramatic shift from the last study done in AY's 09/10-10/11 where African American transfers from athletics totaled 29% and Pacific Islander transfers totaled 10%, a clear indication that the recruitment and outreach towards the Pacific Islander community is functioning. While not directly comparable, it should be noted as a point of reference that very few African American students and Pacific Islander students transferred to CSU 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 48 students that transferred, the majority (71%) were from under-represented groups. 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. As such, the position has been approved through the college process and is in progress.

In a analysis conducted in 2014, an assessment of student-athlete success was documented with the assistance of PRIE to determine exactly how successful our student-athletes were. The results are below:

CSM Student Athlete Transfers by Sport, 2013/14

Sport	Number	Percentage
Softball	7 out of 7	100%
Basketball	5 out of 6	83%
Football	24 out of 28	86%
Baseball	9 out of 9	100%
Men's Track/XC	3 out of 11	27%
Women's Track/XC	2 out of 5	40%

* Transfer rates not available for aquatics programs; Women's Water Polo and Men's and Women's Swim

In total, CSM student-athletes received 2.4 million dollars in scholarship money.

CSM Student Athlete Transfers by Ethnicity and gender 2013/14:

Transfer by Ethnicity	Percentage	Transfer by Gender	Percentage
Caucasian	31%	Male	71%
Polynesian	27%	Female	29%
African American	25%		
Asian	12%		
Multi-racial	4%		
Hispanic	2%		

Total Transfer rates:

Females	18 total sophomores – 14 transferred	78% of all female athletes transferred
Males	48 total sophomores – 36 transferred	75% of all male athletes transferred
Overall	50 out of 66 sophomores transferred	76% transfer rate

The glaring difference is the overall percentage of female transfers by percentage of the whole. Our male-female student-athlete participation rates are 2/3 male to 1/3 female, which is the equivalent to the overall percentage of transfer. With the inclusion of Women's Volleyball to our program offerings, to commence in Fall, 2016, these numbers should shift slightly. Additionally, a greater emphasis on recruiting female athletes to both Track and Swimming might influence these numbers more towards to the female side. The department recognizes the inherent differences and have implemented some strategies to address this difference.

Again with the assistance of PRIE, an analysis was performed on the Associate Degrees earned. The study revealed that while student-athletes make up a small percentage of the overall student-body, the percentage of degrees earned was greater.

CSM Associate Degrees by Varsity Athletics

Awards earned by students	Associate Degrees for Transfer						Associate Degrees						All Associate Degrees	
	Arts		Science		Total		Arts		Science		Total			
With varsity athletic experience	5	5.0%	2	1.7%	7	3.2%	214	15.2%	31	3.9%	245	11.1%	252	10.4%
With no varsity athletic experience	95	95.0	114	98.3	209	96.8	1190	84.8	771	96.1	1961	88.9	2170	89.6
Total	100	100%	116	100%	216	100%	1404	100%	802	100%	2206	100%	2422	100%

Note: Data span 15 terms from Fall 2009 through Summer 2014. Associate degrees include Associate degrees for Transfer.

Source: SMCCCD Student Database, Term Degrees Certificates and First Census

Table A

Key Findings:

- A total of 5,590 Degrees and Certificates were awarded, Fall 2009 – Summer 2014. **Student athletes participating in all intercollegiate athletics earned 10.4% of all Associate Degrees (n=252). Correspondingly, participants in intercollegiate sport comprise only 3.7% of the total student population in Fall 2013.** (See Table A)

The study further drilled down into one single program - football. Since many of the student-athletes competing in football come to College of San Mateo at below transfer level math and English, it was interesting to understand their achievements.

Key Findings:

- A total of 2,422 Associate Degrees were awarded, Fall 2009 – Summer 2014. Student athletes participating in football earned 4.7% of all Associate Degrees (n=113). Correspondingly, participants in intercollegiate football comprise only 1.1% of the total student population in Fall 2013. (See Table A)

CSM Associate Degrees by Varsity Football Athletics

Awards earned by students	Associate Degrees for Transfer						Associate Degrees						All Associate Degrees	
	Arts		Science		Total		Arts		Science		Total			
With varsity football athletic experience	1	1.0%	0	0.0%	1	0.5%	110	7.8%	2	0.2%	112	5.1%	113	4.7%
With no varsity football athletic experience	99	99.0	116	100.0	215	99.5	1294	92.2	800	99.8	2094	94.9	2309	95.3
Total	100	100%	116	100%	216	100%	1404	100%	802	100%	2206	100%	2422	100%

Note: Data span 15 terms from Fall 2009 through Summer 2014. Associate degrees include Associate degrees for Transfer.

Source: SMCCCD Student Database, Term Degrees Certificates and First Census

Table A

Dance: We fortunately received the opportunity to hire a full-time tenure track dance instructor in fall, 2014 so this department should once again regain the load and level of student interest it once achieved when CSM previously had a full-time dance instructor. The faculty are developing an AA in dance, which currently is being articulated and approved at the State Chancellor's office, and many of the faculty have led the development of our CTE 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	2011-2012	2012-2013	2013-2014
Success %	96.2%	94.2%	96.3%
Retention %	98%	96.2%	96.3%
Withdraw %	2%	3.8%	3.7%

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 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 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. The team continues to be asked to present their program throughout the state and it is normally met with great envy. Last 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

1. Reflect on recent SLO assessment results for courses 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:

<p>SLO 1: Demonstrate a working knowledge of body mechanics as it relates to physical activity, fitness and health</p> <p>46.2% Agree strongly 53.8% Agree (Mean score - 3.46)</p> <p>SLO 2: Explain the impact of physical activity and inactivity on fitness and health</p> <p>53.8% Agree strongly 46.2% Agree (Mean score - 3.54)</p>

The division also surveyed all students enrolled in Kinesiology activity courses to determine the effectiveness of our program, and whether

the degree requirement posed a hurdle towards their completion of an Associates Degree. Out of 1,354 student surveyed, 73.9% indicated it did not pose a hurdle towards achieving their degree goal. Additionally, 96.4% surveyed indicated that taking an activity course made a positive contribution towards their overall CSM educational experience. 86.4% of students surveyed indicated they plan on taking another activity course while here at CSM. These numbers validate the importance of providing students the opportunity to learn, engage in, and value their health and participation in an active lifestyle.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

The division has spent countless hours developing and refining course level SLO's, especially in light of the repeatability legislation that prompted faculty to level their courses into beginning (level I), intermediate (level II), advanced (level III) and expert (level IV) sections.

Upon initial development of SLO's, the division was overly ambitious and the result was 7-12 SLO's per course were created, making assessment and tracking extremely difficult. In going through the mandate to develop course levels, the faculty met numerous times to develop similar course SLO's (where appropriate), and SLO's that were relevant and measurable. The result was a 100% compliance on SLO's and assessments for courses.

While the SLO's created were focused on course level achievement, mapping to GE level SLO's did not take a high priority. 16.3% included Effective Communication, 97.7% included Critical Thinking, 11.6% included Social Awareness and Diversity, and 4.7% included Ethical Responsibility/Effective Citizenship. A greater emphasis could be placed on Effective Communication, Social Awareness/Diversity, and Ethical Responsibility/Effective Citizenship as these characteristics are implicitly inherent in our courses.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

The rate of success with regard to course level SLO's is extremely high and recorded in Tracdat. Additionally, 100% of the students achieving an AA-T in Kinesiology responded they either Agree Strongly or Agree with the two SLO's associated with the degree, while 0% either disagreed or disagreed strongly.

With regard to our Certificate Programs, very few responses to the survey were captured and recorded, making a narrative difficult and perhaps statistically insignificant. Only nine students from the 5 programs responded however, out of those nine, all of them expressed strongly agree or agree to the SLO's assigned.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

Assessments have remained the same. The faculty feel the assessment of all course SLO's are adequate. The SLO's and subsequent assessment methodologies were vetted and revised when the division engaged in the course outline updates as per the repeatability mandates.

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

All course level SLO's within the division support or reinforce the GE SLO's. The only two that did not have any SLO's aligned with GE SLO's have been submitted to COI as course modifications and SLO's updated and aligned. Depending on the department within the division, some were as high as 5 that aligned, while some only had 1. As such, it is clear that the course level SLO's foster attainment of GE SLO's.

Broken down by department, here are the average number of course level SLO's which meet the GE SLO's:

KINE - 2.0

Adap - 1.6

Aqua - 2.0

Dance - 2.7

Fitn - 2.0

Indv - 2.0

Team - 1.6

PE - 1.6

Vars - 2.3

The division has worked to ensure that the course level SLO's mapped to the GE SLO's with at least one GE SLO met. In analyzing the assessment component, an extremely high degree of course level SLO's were met by students. It is not uncommon for students in our courses to achieve greater than an 80% success rate in regard to SLO's. For example, as per the results entered in Tracdat, on 5/14/2013, 97% of students achieved success in one of the division SLO's - which means that they also met the GE SLO. On 12/15/2014, 94% of students succeeded in achieving one of the division SLO's.

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. Faculty (coaches) have been placed in a precarious position trying to balance roster sizes with dwindling budgets. Inflation rates and cost of equipment continues to rise however budgets continue to remain consistent. This places coaches into a position where their buying power has diminished, and the only resolution is to limit roster sizes because they cannot purchase enough equipment to adequately train and ensure safety of their students. While program offerings have remained constant, a decrease in headcount of 19% speaks volumes to the financial restraints that have imposed limitations on participation rates.

AY 2011/12 - 2013/14

Indicator	2011/12	2012/13	2013/14	% change	high to low
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Headcount	453	446	369	19% decline	
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WSCH	3563.9	3364.2	3039.9	14.7% decline	
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FTES	118.8	112.1	101.3	14.7% decline	
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Load	584.2	521.6	502.5	14% decline	
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FTEF	6.1	6.5	6.1		
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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	2011	2012	2013
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Success %	97.2%	95.5%	91.1%
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Retention %	99.1%	95.5%	96.3%
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Withdraw %	.9%	4.5%	3.7%
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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 (2011-14).

Demographic	Enrollments	% enrollments	% Success
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Caucasian	377	32%	77.3%
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Underrepresented	740	68%	76.5%
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It should also be noted that the large majority of our enrollments in dance are made up of female students (69% female, 31% 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. In working with PRIE, we have extrapolated the core courses in the Pilates, Personal Training, Group Exercise, 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
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Kine 122	95.5%	1	4.5%	95.5%
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Kine 124	95.2%	1	4.8%	95.2%
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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 courses via distance education, and will be including one more to our curricular offerings to be implemented in fall, 2013 – Fitn. 332. 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.

In reviewing and assessing the two online activity courses, we are finding great success with our students. Enrollments in a distance education format are higher than the average of our traditional courses. Currently only one of the courses is offered in both formats (Body Conditioning - Fitn. 116) whereas Fitn. 134 (Track and Trail Aerobics) is only offered online. In the Fitn. 116 online course, an average of 79 students (2 sections) took the course, whereas an average of 33 took the traditional format (8 sections). In both sections of Fitn. 134 (Track and Train online), a total of 158 combined took the course. These numbers are clear indications that a good number of students

prefer the online format, hence the decision to add one extra online course to our curricular offerings. In utilizing the data compiled by PRIE, the success rates of students taking online activity courses exceeds that of students taking the traditional course (82.3% success in online Fitn. 116; 75.1% success in traditional Fitn. 116). The success rates for online Track and Trail Aerobics was 80.1%. Retention seemed to be similar for both modes (88.6% DE; 88.3% Traditional).

Looking at the success and retention rates for our DE vs. traditional courses based on ethnicity, it seems as if Caucasian students and underrepresented students have the same success rates in the DE format but retention is slightly higher albeit not by much.

FITN 116

Ethnicity	DE % Success	Traditional % Success	% DE Retention	% Traditional Retention
Caucasian	80.8%	75.4%	92.3%	88.5%
Underrepresented	80%	60%	89%	84%

The division also

currently offers a lecture based course, KINE 101 (Introduction to Kinesiology) which is a core course for the AA-T in Kinesiology. The course was first offered in fall 2012 in a traditional format, then included an online component in fall 2013 as the demand for the course is high.

In reviewing the data, we can determine that the success and retention are significantly higher for the traditional mode than with the DE offering.

	Fall 2012 DE	Fall 2012 Traditional	Fall 2013 DE	Fall 2013 Traditional	Total DE	Total Traditional
# sections	0	1	1	1	1	2
# enrollments	0	43	40	48	40	91
% Success		69.8%	42.5%	66.7%	42.5%	68.1%
% retention		86.0%	60%	85.4%	60%	85.7%

Having only a 60% retention rate in the DE format (compared to 85.7% in the traditional mode) and a success rate of 42.5% in the DE format as opposed to a 68.1% in the traditional format is evidence that our students perform and retain better in the traditional format than in the DE. Why the discrepancy occurs is unknown and further analysis will need to take place to close these gaps. The course is very popular with underrepresented groups as 82.5% of the students in DE are from underrepresented groups, and 71.4% in the traditional format. From the table below, we can conduct an analysis based on ethnicity and gender. For purposes of simplicity, the table is disaggregated by male and female, and Caucasian and underrepresented groups.

	DE % Success	Traditional % Success	% DE Retention	% Traditional Retention
Caucasian	14.3%	80.8%	28.6%	88.5%
Underrepresented	42.5%	68.1%	60%	85.7%
Male	25%	62.1%	56.3%	86.2%
Female	54.2%	77.4%	62.5%	83.9%

From these results, we can determine that underrepresented students far outperform the Caucasian students in the DE format, whereas it is the reverse in the traditional mode. Females as well exceed the success rates of their male counterparts in the DE mode by 54.2% to 25%.

Experiencing only a 25% success rate in the DE format for males is definitely a red flag that must generate more focus. The retention rates for Caucasians is also extremely low (28.6% as opposed to their underrepresented counterparts with a 60% retention rate in the DE mode. Male and female retention rates in the DE mode are similar, and retention is similar among ethnic groups and gender in the traditional format.

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 and 1.4 in 2013/14. 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. As a result of the hiring priorities established last year, the department has hired a full-time dance instructor and the goal is to focus on outreach (recruitment) and increase both enrollments and load.

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. The load for this past year dipped to a low of 502.5 and as previously discussed, the focus will be on recruitment of more female student/athletes. As aforementioned, roster sizes are being dramatically reduced to accommodate the shrinking buying power of existing budgets. Programs that require safety equipment (football, baseball, softball) are making roster decisions based on the resources available to procure safety equipment as well as teaching/training equipment, thereby reducing enrollments and load.

3. Career Technical Education

D. 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.

Although the "CTE" programs within the division are not actually recognized by the state as Career and Technical Education, the programs do serve in the same capacity. As such, there will be no information to include in this area. The programs do have advisory committees which have posted agendas and minutes on the website, as well as information below.

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

The Advisory Board to the Kinesiology CTE programs meets once or twice yearly.

The latest minutes can be found here:

http://collegeofsanmateo.edu/advisorycommittees/docs/kinesiology/KINE_2014-10-21_Minutes.pdf

4. 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 is not yet known, but upon initial glance, an anecdotal guess can be made that the mandated workload decrease has indeed affected enrollments in our discipline. 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. The college should also consider that the effects of this repeatability legislation and the core values of the state have locked out a key component to our campus - the community. If we are indeed to remain a viable **community** college, we need to ascertain methods of attracting these vital community members to our campus. These are the people who support us, and the ones who have endorsed through their votes the three bonds and parcel tax that have revamped all three colleges in the district.

5. 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, 2013/14-2015/16**, 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 fortunately the college has responded by endorsing the full-time hire of a women's volleyball coach.
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. Fortunately the college and district have now supported adding travel costs to professional development 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.

A focused Math Boost program that was once successful for student/athletes should once again be offered. The funding was eliminated once it was offered to the general student body. An assessment identified a lack of success for the general student body and therefore cut off funding however it should be noted that the program was highly successful for student-athletes and increased placement test scores significantly, thereby reducing the impact on lower level course (basic skills) enrollments, freeing up space for others, as well as placing student-athletes closer to transfer level math.

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

Immediate replacement of any full-time coach that retires/separates from the district

Equipment and Technology

See below

Instructional Materials

See below

Classified Staff

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

Facilities

C. Program 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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

1. The division wishes to implement a men's water polo team. Currently we have a women's program so the inclusion of this program would not require any additional FTE or a full-time hire. The equipment and facilities are currently sufficient. We would only need an increase in our budget for the following:
 - Assistant Coach stipend
 - Travel expenses
 - Minor increase in CCCAA and Coast Conference duesThe overall cost to add this program
- Continue to fund programs implemented by the division to ensure student success:
1. Maintain Academic Advising model for student-athletes (Priority 1, 2, 3, 4, and 5)
 2. Support for Learning Communities - Athletics can be considered a transfer oriented Learning Community. Funding and support are necessary to ensure student success (Priority 1, 2, 3, 4, and 5)
 3. Increase FTE in department to support development of courses targeted at student success, such as PE 135 - Introduction to College and Intercollegiate Athletics. (Priority 1, 2, 3, 4, and 5)

6. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
Replacement of full-time coaching faculty	None needed at this time

Equipment and Technology

ITEM	VENDOR	COST	SHIPPING	HANDLING	TOTAL COST	Requestor
Baseline Push-Pull	Prohealthcare Products	\$420.42	\$20.00		\$440.42	Pat Fitzgerald
Shuttle MVP Elite	Dynatronics Corp.	\$5,116.00	\$440.00		\$5,556.00	Pat Fitzgerald
Recumbent Lifecycle	Henry Schein	\$2,273.99	free		\$4,547.98	Pat Fitzgerald
3 Tannner Hitting Tee's	Baseball Express	\$224.85	Free		\$224.85	Doug Williams
1 Baseball Carrying Cart	Anthem Sports	\$389.95	\$15.29		\$405.24	Doug Williams
Game Bases Set	Sports Fan Outlet	\$279.00	Free		\$279.00	Doug Williams
2 Fungos	Baseball Savings	\$93.45	\$7.00		\$100.43	Doug Williams
2 Baseball Carrying Bags	Baseball Savings	\$59.94	\$7.00		\$66.94	Doug Williams
3 Pitcher Crossover Cords Set	Baseball Express	\$119.85	Free		\$119.85	Doug Williams
2 30-Ball Whiffle Ball Set	Baseball Savings	\$39.02	\$7.00		\$46.02	Doug Williams
6 Dozen Dimple Balls	Baseball Savings	\$203.70	\$7.00		\$210.70	Doug Williams
1 Protective Screen	West Coast Netting	\$948.18	\$400		\$1,348.18	Doug Williams
10 Dozen Baseballs	Baseball Savings	\$849.50	\$7.00		\$856.50	Doug Williams
3 Dozen Training Baseballs	Baseball Warehouse	\$134.97	Free		\$134.97	Doug Williams
2 Stand in Bullpen Batters	On Deck Sports	\$658.00	Free		\$658.00	Doug Williams

1 Pitching Machine	Hack Attack		\$3,299.00	\$300		\$3,599.00	Doug Williams
Football Helmets	Riddell		\$5,538.00	\$573.71	\$1,005.00	\$7,116.71	Bret Pollack
Shoulder Pads	Riddell		\$5,040.00	Included Above	Included Above	\$5,040.00	Bret Pollack
Girdles (100X25\$)			\$1,975.00	\$110.55	\$148.13	\$2,233.68	Bret Pollack
Hitting Mat	ondecksports.com		\$359.00	\$85.00		\$444.00	Nicole Borg
Bands (6)	roguefitness.com		\$12.50/each	\$75.00	\$5.00	\$80.00	Nicole Borg
Batting Helmets (10)	softballsales.com		\$15.99/each	\$19.99	\$11.00	\$180.00	Nicole Borg
Catching Gear	d3athletic.com		\$220	\$18.96		\$238.96	Nicole Borg
Kettle Bells (4) 15lbs	power-systems.com		\$37.95/each	\$50.00		\$201.80	Nicole Borg
3D Pilates	Primal Pictures		\$299.00	N/A	N/A	\$399	Sarah Artha Negara
5 Yellow Springs	Balanced Body		\$25.00/each	TBD	TBD	\$150.00	Sarah Artha Negara
BB Tool Kit	Balanced Body		\$79.00	\$10.01		\$100.00	Sarah Artha Negara
Baby Arc, West Coast	Balanced Body		\$195.00	\$13.53		\$220.00	Sarah Artha Negara
Clara Step Barrel	Balanced Body		\$425.00	\$18.96		\$445.00	Sarah Artha Negara
Combo Chair	Balanced Body		\$1,345.00	\$104.83		\$1,455.00	Sarah Artha Negara

Instructional Material

Hudl	Hudl	\$3,199.00	N/A	\$3,199.00
Subscription				

Classified Staff

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

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Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

7. Program Maintenance

A. 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.

Courses to be updated	Faculty contact	Submission month
All updated		

B. Website Review

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

Faculty contact(s)	Date of next review/update
Each coach manages their own website and is updated daily	

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Mikel Schmidt	