



**Annual Update**  
**Approved 9/2/08 Governing Council**

This Annual update is due on March 25<sup>th</sup> of each year that your three year Program review and planning document is not due. Please email a copy of this to you Division dean, the VP of Instruction and the Academic Senate President.

1. What is the name of your Department and/or Division?

Physical Education/Athletics/Dance (POD)

2. List the names of everyone who participated in developing this annual update.

Mikel Schmidt, Bret Pollack, Nicole Borg, Sarah Bolton

3. Based on the elements in your Annual Update Data Sheet (Provided by IRP to your dean) and goals stated in your most recent Program Review, please identify any key successes and challenges.

The division as a whole continues to experience growth in the areas of enrollment and wsch. Although there was a slight drop in enrollment between 2005/6 and 2006/7 (4985 - 4838, 3% loss), the division recaptured the loss and grew to 5462 in 2007/8 or a net increase of 624 (11%) in duplicated headcount. With regard to wsch, the division continues to grow generating 19,674 in 05/06, 20,367 in 06/07 and 21,828.4 in 07/08 or an increase of 10%. By department, the largest sustained growth in enrollment over that period of time was in dance which experienced a 19% increase and in fitness courses which sustained a growth of 1938 wsch or 25%. There are many factors that have been identified which have contributed to this growth; changing curricular offerings each semester, adding many new courses to the curriculum and looking at schedule development to meet the needs of our students. Dance offerings have been increased in the evenings to accommodate our lifelong learners and the focal point has been on creating and offering multi-cultural dance courses for our diverse community. Additionally, fitness courses have recently been offered at 7 am and the curriculum has included the addition of Spinning, and many additional sections of yoga and Pilates. The focus of our fitness offerings has shifted from the traditional "weight training" to the more modern and dynamic yoga and Pilates offerings which are less gender specific and more in tune with what our current students prefer with regard to their health. These courses have attracted students to the day, evening and Saturday sessions. The projections for the division show a steady increase throughout the next three years in enrollment and wsch. Our projected increase in enrollment seems reasonable considering the growth we have recently experienced. Growing 2% next year, 6% the following, and 9% by 2010/11 will require an appropriate FTEF allocation to accompany this growth. The

faculty in the division feel strongly that while we are asked to grow, our FTEF allocation has remained relatively stable which essentially means that we are asked to serve many more students even though our load remains the highest in the college. Our FTEF only increased by 1.1 from 2005/06-2006/07 and did not increase from 2006/07 - 2007/08 while our load increased 51.5, wsch increased 1461.4, enrollment increased by 624, FTES increased 48.7 while our retention averaged 88% over the three year period and success remained very stable averaging 81.6%. Although our full-time FTEF increased from 05/06 (17.88) to 06/07 (19.58), we suffered a loss of a full-time faculty member and consequently, the numbers can be deceiving. Essentially, full-time faculty are picking up more overloads however, the loss of the full-time position in dance has negatively affected the division as those classes are now all taught by adjunct faculty. The dance program consequently has no full-time faculty providing the glue and the direction to grow and it remains in a state of uncertainty. While more overloads are available for full-time faculty, we are being stretched beyond our capacity to maintain an appropriate comprehensive curriculum. In 07/08, the full-time FTEF remained stable at 19.6. While the division recognizes that our FTEF percentage won't ever approach the college average, the statement can be made that the success generated by the division coupled with the fact that we recently lost full-time faculty should be rewarded with additional full-time positions thereby driving a more comprehensive Physical Education/dance curriculum and enrollment. If the college is truly morphing into a more "data driven" institution where resources and support are provided to divisions that are productive, a full-time faculty position should be directed to our division to fill the void created by the departure of our full-time dance instructor.

With regard to goals, the division continually establishes goals and strives to achieve them. This has become entrenched within our division culture over the past few years. Prior to the implementation of Integrated Planning, our dean presented us with target goals for load, a concept that was new to the college at the time. This has provided us with a focal point and a direction to continue generating an increase in enrollment.

4. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reason.

a. Annual Goals:

- i. The division will continue to discuss and implement additional courses to "modernize" our curricular offerings. Within that discussion, the curriculum will be comprehensive in nature and designed to optimize enrollment. This modernization process will require additional equipment to enhance and upgrade the curriculum.

**Assessment: Ongoing activity. Many new courses have been created and offered to increase enrollment and upgrade our curriculum.**

**Status – Complete and ongoing**

- ii. The division will begin to develop course-level SLO's. The division already has in place division SLO's, recently completed the program

SLO's (attached) and will begin working on the course-level SLO's. All of these will tie in neatly to the college SLO's.

**Assessment: The division is currently engaged in Assessing SLO's and will have data to begin analysis by the beginning of next fall.**

**Status – Complete and ongoing**

- iii. Modification of Program/Division SLO's to adjust to the development of the course level SLO's.

**Assessment: Completed**

- iv. Gender equity (Title IX) is an issue that needs to remain on the forefront of programmatic and budget development. The focus within the athletic department will be equity.

**Assessment: The dean proposed adding Women's Volleyball last fall to our curriculum and athletic offerings to comply with Title IX, however the proposal was rejected. The division continues to worry that compliance is suspect and an external review of our compliance status might place the college in jeopardy. Newly proposed COA legislation has been drafted to identify punitive measures should a member institution not comply. Forfeiture of post-season participation is one consequence of failure to comply which could adversely affect all of our intercollegiate programs.**

**Status – Incomplete (not supported)**

- v. The department will continue to update the existing webpages (football and baseball) and is in the process of developing webpages for all other athletic programs, dance and adaptive physical education.

**Assessment: Webpages currently updated and other program webpages developed.**

**Status- complete.**

- vi. Continue to provide opportunities for faculty and staff to remain current by attending professional conferences and workshops.

**Assessment: Faculty continue to engage in professional development workshops.**

**Status – Complete and ongoing**

- b. Long-term goals:

- i. The division will engage in the pursuit of adding degree and certificate programs. The five major degree and certificates that will be in the developmental stages are Physical Education, Sports Management, Dance, Sports Medicine and Personal Training.

**Assessment: With the recent cut in FTEF allocation, the division struggles to maintain its current curricular offerings and cannot afford to pursue additional degree or certificate programs.**

**Status – Incomplete (not funded)**

- ii. The athletic department is in the process of creating a CSM athletics Hall of Fame. Initial inductions are scheduled to be launched in spring 2009. This endeavor will capture the history and tradition of former student-athletes, coaches, administrators and contributors to the program and will hopefully generate a revenue resource for the

division.

**Assessment: The Hall of Fame endeavor has been postponed due to lack of financial support. We will continue to pursue this option but due to recent economic hardships, the division cannot afford to fund this endeavor and external funding is difficult to generate.**

**Status - Incomplete**

- iii. The dance department will create multi-cultural dance courses to attract a more diverse student body to the department and the college and thereby creating a more comprehensive curriculum within the department.

**Assessment: Many new multi-cultural dance offerings have been added to the curriculum and many new ones are forthcoming.**

**Status – Complete and ongoing**

- iv. The athletic department is considering program expansion to include additional intercollegiate athletic programs to comply with gender equity and attract more full-time students to the college. Additionally, an increase in athletic programs will generate more community awareness of the college. The two intercollegiate programs currently under consideration are women’s volleyball and men’s basketball.

**Assessment: See annual goals, item iv.**

- v. Completion of course-level SLO’s and an assessment tool.

**Assessment: See annual goals, item ii.**

- vi. Development of a comprehensive fitness evaluation assessment tool to be used for all students enrolling in physical education courses. This tool will provide the student and instructor with a baseline fitness level (pre-test) to be followed by a post-test and a record of overall changes the student made while engaging in physical activity. The division will keep this data in a database to be used for research and evaluation.

**Assessment: The division has implemented the fitness evaluation tool in all classes which has received favorable feedback.**

**Status - Complete**

- 5. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.)

- Continue to convince Executive Administration that compliance with Title IX is important to the college/division with the favorable outcome of adding women’s intercollegiate volleyball.
- SLO assessment analysis
- Create Pilates and Yoga Certification Programs

- Offer Personal Training Certification Program (course currently developed and approved but FTEF not available).
- Create online Physical Education course

6. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

The main issue facing our division is the impending opening of the Fitness Center and how that will affect enrollment. While a new facility and equipment will undoubtedly have a positive effect on enrollment, the concern is how the community membership component will affect pedagogy in that facility. Instructors are concerned that the expectation is for faculty to “teach” community, fee based members as well as enrolled, FTES generating students, thereby doubling the teaching burden. Additionally, our load continues to increase while our FTEF remain stagnant, a clear indication that the numbers (enrollments) in our classes are rising, but all else is staying the same. While our full-time FTEF teaching assignments have increased (17.88-19.6) over a three year period, we have actually lost a vital member of our teaching faculty in summer, 2007 (Dance) and that position has yet to be replaced. This has created a huge void in our division and likewise, the college. This person brought a unique attribute to the college that remains unfulfilled and should be prioritized immediately. While this position remains vacant, the dance program has been dealt a serious blow and continues to struggle to find an identity. Having a major institution of higher education without a comprehensive, cohesive dance program is a shortcoming the college should address. As previously indicated, if we are truly a data driven institution, and decisions are based on data, it is hard to argue against replacing this position which generates a huge load for the college.

7. Student Learning Outcome and Assessment focus for this year:

- Academic areas: Identify at least one course SLO in on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

One unique endeavor facilitated by the faculty in our division is the implementation of a division-wide fitness assessment. This assessment is used as a common SLO throughout our courses and one that the faculty is focusing on to determine the effectiveness of our pedagogy, equipment, and facilities. We are currently in the testing phase of the cycle and are approaching the 4<sup>th</sup> phase, analyzing the results of assessment. Each student enrolled in a physical education activity course goes through a series of battery tests, both pre and post. The tests consist of body composition, height and weight, flexibility, abdominal strength, post-exercise recovery heart rate, blood pressure and resting heart rate. The data is input into a database and is currently being analyzed. Results should be determined soon and faculty will meet to discuss strategies to optimize students’ results.

- Student services areas: TBD

Input text here.

**8. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** (Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.\* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.
- \*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

<b>Full-Time Faculty Positions Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
Dance/Physical Education Instructor	<p><b><u>Dance/Physical Education Instructor:</u></b></p> <p>The Dance and Physical Education programs suffered a major setback last summer when our only full-time instructor dedicated to dance took a full-time position at University of Montana. This left the program in a state of turmoil and uncertainty. If a full-time position is granted, the program will continue to grow and attract more students. With a load last year of 1,139.3 (an increase of 212.8 from the previous year) and a current load of 1,330 for spring, 2009, the program continues to be strong and deserves a dedicated full-time faculty member. Last fall, according to Hyperion data, the load for dance dropped to 958, and fluctuations can be attributed to the loss of our full-time faculty member as inconsistency in load and enrollments show. The program continues to attract our traditional matriculating students, lifelong learners, and continues to benefit the faculty and staff of CSM who enroll. The full-time instructor taught a myriad of dance related courses, but also some of the high enrolled yoga and Pilates courses. Additionally, she was the glue that held the department together. Prior to her departure, the instructor and dean were in the process of creating a Dance Degree but that is now put on hold as there is no one to fulfill that task. With the increasing demand</p>	<p>While students enrolled in dance also engage in the division-wide Fitness Test, the students enrolled in the dance program are faced with a void in one of their major course SLO's.</p> <p><b>SLO #5:</b> Organize the finished products into a final performance concert with an audience.</p> <p>This SLO is a culmination of all of their work and serves to prepare them for the pursuit of a four-year degree. Without this culminating experience opportunity, their work is superficial.</p>

	<p>from students to matriculate to 4 year universities and pursue dance as a degree, this program can serve their needs and attract more students interested in dance. If this position is fulfilled, the dance degree will be created and implemented, thereby attracting more students and increasing load and wsch. The instructor will also be tasked with reinstating the fall and spring dance concerts (the theatre is sold out for 3 consecutive days in the spring), and the community outreach component will once again make CSM an icon within the community. These dance concerts are truly beneficial as it attracts community residents to the college. If the college truly has shifted to a “culture of evidence based decision making” and these decisions are data driven, it behooves us to direct resources into productive areas. This position has proven it is productive with high load numbers; 926.5 – 2005/06, 906.5 – 2006/7, 1139.3 – 2007/08. With regard to wsch, the department produced 2611.4 in 05/06, 2769.2 in 06/07 and 2791.3 in 07/08. If we do not fill this vacancy, we leave the potential growth to “chance”. Enrollments also steadily increased throughout the past 3 years (731 in 05/06, 850 in 06/07 and 905 in 07/08). Additionally, according to College of San Mateo’s Educational Master Plan, the college’s “take rates” from local high schools has declined by 36% between 1995-2007. In order to capture these students, CSM needs to offer courses and programs which are attractive and diverse. The Educational Master Plan also identifies, through the “Students Speak” survey that students perceive the college’s strengths as having “diverse curriculum offerings”. Without a comprehensive dance program, the college loses part of an identity necessary to capture enrollment.</p> <p>If the position is not granted, the program (according to fall data and projections based on this trend) will continue to fluctuate thereby reducing</p>	
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	<p>enrollment, wsch and load. This vicious cycle will undoubtedly reduce the college's load ultimately leading to a decrease in the district allocation model. The focus of the leadership in allocating faculty positions should be directed at proven productive areas so the college can capture a greater share of the allocation model. Additionally, the Dance Production Concerts will not be produced as it is too comprehensive for an adjunct faculty member to coordinate. Essentially, the full-time faculty member was the advisor to the dance club and worked with these students as well as all of the adjunct faculty teaching other forms of dance to put on the comprehensive dance show. It is a massive undertaking requiring many hours of work, coordination, marketing, budgeting, etc. This ultimately removes the culminating experience for our dance students and deprives them of a very rewarding educational experience (see SLO). College of San Mateo is well known for its comprehensive curriculum. Not having a comprehensive dance program with a full-time dance instructor has created a void that needs to be filled.</p>	
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<b>Classified Positions Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
Input text here.	Input text here.	Input text here.

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.



Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Ice Machine	\$3,184.89 Item 2: Ability to service 300 student-athletes. (Replacement for 13 year old machine). If granted, students' ability to rehab will take place quicker. If not, old machine will eventually break.	SLO: To return students to practice and competition for skill development/matriculation opportunities, success of team.
Helmets/Shoulder pads (25 each)	\$9,622.47 Item 3: Ability to roster 80-90 student-athletes. Approximately 20-30 helmets per year get rejected. If not supported, roster may need to be reduced.	SLO: To protect student-athletes, assist in skill development, matriculation.
Nylon Batting Cage Nets (3)	\$3,618.00 Item 4: Safety issue for baseball. Not supported could result in injuries to baseball players.	SLO: Skill development
Football Uniforms (2 sets)	\$27,775.00 Item 5: Uniform replacement for football (Uniforms are 4 years old). Old, outdated uniforms a reflection of CSM in the community.	SLO: Sense of team pride, pride in CSM.
Dynathon Solaris 709	\$5,348.84 Item 9: Equipment to rehab student-athletes. Not supporting could jeopardize return of students to practice and competition.	SLO: Skill development, safety, return to practice/competition, matriculation opportunities.
Basketball Training Machine	\$8,562.93 Item 10: Training	SLO: Skill development

<p><b>Lottery:</b></p>	<p>system for women's basketball which will assist in repetition of skill and therefore, success of individuals and team. If not supported, students' success will be impacted.</p>	<p>.</p>
<p>Software Upgrade</p> <p style="text-align: right;">\$1,632.75</p>	<p><b>Lottery:</b> Item 23: Software to upgrade existing system. Support will enhance teaching opportunities/learning. No support could lead to crash in system which would be devastating to team.</p>	<p>SLO: Skill development, matriculation opportunities, success of team and individuals.</p>
<p>Digital Camera/Tripod/Case</p> <p style="text-align: right;">\$736.07</p>	<p>Item 24: Digital Camera for use of newly formed Theory of Softball class used to breakdown mechanics, tactics. No support would hinder progress of class.</p>	<p>SLO: Skill development, matriculation opportunities, success of team and individuals.</p>
<p>End Zone Video System</p> <p style="text-align: right;">\$7,999.00</p>	<p>Item 25: End-zone video system for use of filming/sharing video of players for matriculation. No support could reduce level of necessary film for 4 year coaches.</p>	<p>SLO: Skill development, matriculation opportunities, success of team and individuals.</p>

\* Status = New, Upgrade, Replacement, Maintenance or Repair.

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*Primary faculty contact*

*Date*

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*Additional faculty*

*Date*

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*Additional faculty*

*Date*