

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

(For information about program review cycles, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage: http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:

All *Annual and Comprehensive Program Review and Planning* reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar*.
(See: <http://collegeofsanmateo.edu/prie/planning.asp>)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

James Carranza, Academic Senate President, carranza@smccd.edu
Susan Estes, Vice President of Instruction, estes@smccd.edu
Jennifer Hughes, Vice President of Student Services, hughesj@smccd.edu
John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM:

DIVISION:

1. **BRIEF DESCRIPTION OF PROGRAM:** *The Kinesiology, Athletics, and Dance division consists of a pod of departments all under the same umbrella. Departments under this pod include Aquatics, all athletic programs, Dance, Adaptive Physical Education, Fitness, Team, Individual, Kinesiology, and Physical Education.*

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.
 - a. *Successes: The division has responded to the recent affirmation of the Board Core Values (transfer, CTE, Basic Skills) and shifted our focus towards CTE Programs. We now have three certificate programs active (Pilates Instructor Certificate Program, Yoga Certification, and Personal Training) with another one in development; Group Exercise Certificate Program. All of these certificate programs have been developed to respond to the need in the workforce. The Fitness Industry is a growing field with many employment opportunities for our students. We currently have an Advisory Board set up to assist us with internship programs in the field, and ultimately, job opportunities for our students. Additionally, the Advisory Board serves to inform us as to their needs so that our curriculum can remain up-to-date. Our Certificate Programs have been developed to cater to students seeking re-training due to loss of employment, and also for students matriculating from high school seeking career opportunities. Additionally, the division has developed an AA degree in Kinesiology, an AA-T in Kinesiology, and an AA degree in Dance. These also were created to adhere to the Board Core Values.*
 - b. *Challenges: In the past, the division has always carried a large load. Because most of our activity (lab) courses were scheduled in large classrooms, each class could fill with large numbers. However, with the recent move of our classes to the Health and Wellness Building, as well as needing to accommodate the scheduling demands of SMAC, our enrollment has declined, thereby affecting load. The studio spaces in Building 5 are substantially smaller than the spaces we once occupied in B8, thereby necessitating the need to decrease class sizes. We have since moved many of our classes back in to B8 to try and increase enrollments and load. Additionally, the recent advent of our certificate programs has created a shift in some FTE from larger activity classes to more lecture oriented classes which have lower enrollments. This was a strategic decision made in part due to the Board Core Values, and the ability for our division to address workforce demands. The Certificate Programs were first offered in spring, 2011 and now consume approximately 7% of the division's total FTE.*

Sem.	Class	Census Enroll	FTE	FTES	WSCH	Load	KINE Total Load	Div. FTE	KINE % FTE
SP 11	KINE 120	16	.07	0.49	14.63	219	356	14.258	2%
	*KINE 121	20	.15	2.00	60.00	400			
	*KINE 124	19	.08	0.95	28.50	380			
F 11	KINE 120	32	.07	.91	27	385	505	14.17	5%
	KINE 122	23	.15	23	69	460			
	KINE 124	22	.15	1.0	60	440			
	*KINE 301	31	.2	4.13	124	660			
SP 12	*KINE 101	37	.2	3.7	111	555	413	13.64	7%
	KINE 120	26	.08	.89	27	338			
	KINE 124	20	.15	2.0	60	400			
	*KINE 201	25	.2	2.93	88	440			
	*KINE 202	24	.15	2.4	72	480			
	KINE 301	22	.2	2.93	88	440			

* = First time course offered

3. 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 reasons.
From the last Program Review, our goals have been met and the division continues to make changes to its curricular offerings to better meet student demand. We have now developed curricular offerings to meet the courses required for the AA-T, which is currently being submitted to the State Chancellor's office for approval. Additionally, we have partnered with SMAC to formalize the "Teaching Health Club" concept. To promote this endeavor, a brochure is being developed for advertisement purposes.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).
The division will continue to develop its Advisory Board which consists of Hiring Managers in the industry. Our goal is for us to provide them with students who have completed our Certificate Programs and are seeking employment opportunities, and for them to advise us as to workforce demands. Additionally, we will be setting up a Job Fair where various Private Clubs set up booths on campus advertising positions and employment opportunities for our students. Our goal is to ensure the students who complete their Certificate Programs have immediate job opportunities available to them.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?
The main challenges are those that have been proposed by the state with regard to the repeatability issue in our discipline. The true impact of eliminating repeatability is unknown. The discipline faculty feel strongly that repeatability is critical in developing skills and physiological improvements. Just as a student in beginning piano may not acquire the necessary skills to advance to the next level in one semester, a student might not

develop the necessary skills or physiological adaptations to be "proficient" after one semester in a skill development or fitness course. The health and safety of students should play a critical role in advocating for repeatability.

6. STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

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

"Carry out pre and post-test assessment". The division utilizes a pre and post-test physical assessment for all students enrolled in our courses. The students engage in tests to assess their resting heart rate, body composition, post-exercise recovery heart rate, flexibility, muscular endurance and weight. These tests measure the physiological adaptations made by students through engaging in our courses.

Step 1: Students engage in the tests

Step 2: Students enter their results into data base

Step 3: Faculty assess the results and compare against norm charts

Step 4: Faculty redesign (if necessary) course content to optimize results

- b. Student services areas: TBD

7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

(Data resources: Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; College Index, 2008/9-2011/12; GE-SLOs; SLOs; other institutional data; 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.*

Full-Time Faculty Positions 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.
1. Dance; assignment to include dance courses, Pilates,	The full-time dance position was vacated four years ago and has yet to be replaced. If it gets replaced, the program can look forward to a	Understand the meaning of personal choice, responsibility and

<p>Yoga and the certificate programs associated with them.</p>	<p>vibrant degree which is currently in development (many of our students matriculate to study dance at the university level); continued inclusion of multi-cultural dance forms for our diverse student body; the dance concerts reinstated at a greater level (previously the dance concerts were formal and held to three consecutive sold-out performances in the theater); and a greater community exposure to our institution. The position will also allow us to solidify two of our certificate programs currently taught by adjunct faculty. The certificate programs were developed in response to aligning the division with workforce development opportunities in which students graduating can obtain jobs making \$40,000-\$60,000. It will be difficult to continue to promote and offer the recently developed certificate programs in Yoga and Pilates. These programs have been developed to utilize the Fitness Center as a resource for workforce training in which students can gain valuable, practical experience working in the field as interns prior to entering the job market. If not granted, the program will continue to be reduced to a fraction of what it once was. Students will pursue these career and multi-cultural awareness opportunities at nearby institutions that have dance programs and full-time faculty, and the comprehensive curriculum that the college embraces reduced and minimized to cater to a smaller group.</p>	<p>professional commitment in education and career preparation; Ability to examine personal values related to career choice; Ability to assess personal characteristics, skills and knowledge related to career success in the field of kinesiology;</p> <p>The main focal point of this position will be to foster the continued development of our Certificate Programs and ensure that our department is continually abreast of the rapidly changing world in the Fitness Industry. As it currently stands, we are way ahead of the curve with regard to workforce demands in our discipline, but need a full-time faculty to continue to spearhead our curricular development, focus our advisory board, and provide the opportunities for immediate employment opportunities for our students.</p>
<p>2. Assistant baseball Coach/Academic Coordinator</p>	<p>If granted: The baseball program boasts a high rate of matriculation of Student/Athletes to 4 year universities. The faculty position will enable the program to continue with its successful student success rate. Since 1995, 204 of 213 student/athletes have either transferred to a 4 year university, or signed a professional</p>	<p>Progressive Skill development will allow the S/A to pursue their matriculation goals.</p>

	contract. The position will provide the support necessary to continue with that success. If not granted: The amount of focus and energy necessary to achieve a high rate of student success both on the field and off may be jeopardized.	
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Classified Positions 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.
Certified Athletic Trainer (from 48% to 100%)	If granted: Ability to meet needs to student/athletes in pursuit of their academic and athletic success. The position will also provide the division the opportunity to create an Athletic Training Program, a highly sought after degree from International Students (see Foothill as an example). The robust International Students program at Foothill College amasses a great interest in their Athletic Training Program. With the advent of our new Kinesiology AA degree and TMC, a huge void in our curriculum exists without offering an Athletic Training Program. The program will also prepare students with a "hands-on" experience of working with current student-athletes in preparation for transfer. If not: Potential to impede on the success of our S/A's in pursuit of success and transfer.	Progressive Skill development will allow the S/A to pursue their matriculation goals. Additionally, the new position will be tasked with developing and implementing a new Athletic Training Program Certificate/Degree to attract International Students and local students wishing to pursue a career in Athletic Training or other Allied Health field, thereby complementing an already highly sought after major with Kinesiology being the 7 th most popular transfer major in the State University system.

- 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.
<p>1. Hack Attack Pitching Machine (Softball) Vendor: Sports Attack Unit Price: \$2,999 Total Cost: \$3,289.00 Status: Replacement</p>	<p>Student/athlete pursuit of athletic goals and matriculation</p>	<p>Progressive Skill development will allow the S/A to pursue their matriculation goals.</p>
<p>2. Wall Mirrors for 8-203 Vendor: A&J Mirrors Total cost: \$1,464.00 Status: New</p>	<p>If granted: Ability for students enrolled in various dance and fitness courses to utilize mirrors for alignment, posture, and other immediate kinesiological feedback.</p>	<p>SLO: Critically evaluate and discuss the specific form of dance</p>
<p>3. Nylon Batting Net (2) Vendor: Richardson Athletics Unit Cost: \$1,295.00 Total cost: \$2,716.56 Status: Replacement</p>	<p>Student/athlete pursuit of athletic goals and matriculation SAFETY!!!</p>	<p>SLO: Demonstrate knowledge of sport – More time allocated to improving fundamental skill level.</p>
<p>4. Football Helmets (15) Vendor: Riddell Unit Cost: \$890.00 Total Cost: \$3,170.05 Status: Replacement</p>	<p>Student/athlete pursuit of athletic goals and matriculation – to replace helmets de-certified SAFETY!!!</p>	<p>SLO: Demonstrate knowledge of sport – More time allocated to improving fundamental skill level.</p>
<p>5. Hack Attack Pitching Machine (baseball) Vendor: Sports Attack Unit Cost: \$2,999.00 Total Cost: \$3,545.42 Status: Replacement</p>	<p>Student/athlete pursuit of athletic goals and matriculation</p>	<p>SLO: Demonstrate knowledge of sport – More time allocated to improving fundamental skill level.</p>
<p>6. Sennheiser Wireless Mic system Vendor: Sennheiser Unit Cost: \$649.95 Total Cost: 703.57 Status: Replacement</p>	<p>Current mic system in 8-202 not functional. Faculty losing their voices trying to amplify instruction over sound. This system identified by IT would prevent the loud “popping” created by current system due to multiple radio frequencies.</p>	<ol style="list-style-type: none"> 1. SLO: Demonstrate beginning level modern footwork, gestures and movement sequences 2. Improve fitness levels 3. Critically evaluate and objectively discuss dance
<p>7. Center High Jump</p>	<p>Items needed to replace</p>	<p>SLO: Demonstrate knowledge</p>

<p>Pit, Pad, Hurdle Bases, PV Standards, Base Protector Vendor: VS Athletics Unit Cost: \$2,000, \$1,600, \$114 (ea), \$3,250, \$1,000 Total Cost: \$11,234.71 Status: Replacement</p>	<p>wearing equipment necessary for CSM to host important state-wide Track and Field meets</p>	<p>of sport – More time allocated to improving fundamental skill level.</p>
<p>8. Shoulder Pads (22) (football) Vendor: Riddell Unit Cost: \$163.00 Total Cost: \$2,991.02 Status: Replacement</p>	<p>Student/athlete pursuit of athletic goals and matriculation – to replace shoulder pads de-certified SAFETY!!!</p>	<p>SLO: Demonstrate knowledge of sport – More time allocated to improving fundamental skill level.</p>
<p>9. TRX Pro-Kit (4) Vendor: TRX Unit Cost: \$199.95 Total Cost: \$799.80 Status: New</p>	<p>Allow for Kinesiology students to perform a varied cross-training activity and engage in non-weight bearing activity more conducive to different levels of fitness.</p>	<ol style="list-style-type: none"> 1. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity 2. Demonstrate knowledge of various exercises
<p>10. Stalker 2 Radar Gun (Baseball) Vendor: Stalker Sports Unit Cost: \$599.00 Total Cost: 648.42 Status: New</p>	<p>Student/athlete pursuit of athletic goals and matriculation</p>	<p>SLO: Demonstrate knowledge of sport – More time allocated to improving fundamental skill level.</p>
<p>11. Football Girdles Vendor: Riddell Unit Cost: \$21.00 Total Cost: \$2,456.35 Status: Replacement</p>	<p>Student/athlete pursuit of athletic goals and matriculation SAFETY!!!</p>	<p>SLO: Demonstrate knowledge of sport – More time allocated to improving fundamental skill level.</p>
<p>12. Shiver Dead Arm Ball Vendor: Gilman Unit Cost: \$530.00 Total Cost: \$573.73 Status: New</p>	<p>If granted: Will allow for a more rigorous exercise/agility routine to prepare S/A's to prevent injury. SAFETY!!!</p>	<p>SLO: Demonstrate knowledge of sport – More time allocated to improving fundamental skill level.</p>
<p>13. Sleds/Bags (Football)</p>	<p>If granted: Will allow for a more rigorous exercise/agility routine</p>	<p>SLO: Demonstrate knowledge of sport – More time allocated</p>

<p>Vendor: Rogers Athletic Company Unit Cost: \$1,803.00 Total Cost: \$1,956.26 Status: New</p> <p>14. Replacement backstop pads for baseball and softball backstops Vendor: Burbank Sports Nets Total Cost: Softball: \$5,384.75 Baseball: \$3,565.00 Status: Replacement</p>	<p>to prepare S/A's to prevent injury. SAFETY!!!</p> <p>Safety and aesthetic issue. Our fields are still relatively new and in good shape. The backstop pads provide protection for S/A's and umpires. The current pads are weather worn and in dire need of replacement</p>	<p>to improving fundamental skill level.</p> <p>Safety issue</p>
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*Status = New, Upgrade, Replacement, Maintenance or Repair.

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

Primary program contact person:

Phone and email address: Mikel Schmidt (x6447) schmidtm@smccd.edu

Full-time faculty: Joe Mangan

Part-time faculty: Denaya Dailey

Administrators: Andreas Wolf

Classified staff: Brooke McKinney

Students:

Mikel Schmidt	3/23/2012
<i>Primary Program Contact Person's Signature</i>	<i>Date</i>
Joe Mangan	3/23/2012
<i>Full-time Faculty's Signature</i>	<i>Date</i>
Denaya Dailey	3/23/2012
<i>Part-time Faculty's Signature</i>	<i>Date</i>
Brooke McKinney	(as appropriate) 3/23/2012
<i>Classified Staff Person's Signature</i>	<i>Date</i>
	(as appropriate)
<i>Student's Signature</i>	<i>Date</i>
	(as appropriate)
Andreas Wolf	3/23/2012
<i>Dean's Signature</i>	<i>Date</i>

**Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION**

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

James Carranza, Academic Senate President, carranza@smccd.edu, (650) 574-6568

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://collegeofsanmateo.edu/committeeoninstruction/>

Contact: Teresa, Morris, morrist@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

Note: PRIE has a new website as of 2/15/2012; Program Review resources will temporarily be housed at "old" site as we make the transition to a new site:

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Core Program and Student Success Indicators (See links for "Quantitative Data for Instructional Programs")

Distance Education Program Review Data

Glossary of Terms for Program Review

Listing of Programs Receiving Program Review Data from PRIE

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

(Note: PRIE has a new website as of 2/15/2012; the URL will remain the same.)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website

College Index, 2008/9-2011/12,

<http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp>

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/planningdocs.asp>

Educational Master Plan, Data Updates, 2011-12

<http://collegeofsanmateo.edu/institutionalresearch/>

Institutional Priorities, 2008-2011

<http://collegeofsanmateo.edu/prie/planningdocs.asp>

Five in Five College Strategies, <http://collegeofsanmateo.edu/prie/planningdocs.asp>

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: David Locke, SLO Coordinator, Locke@smccd.edu, (650)574-6624

Also see PRIE site for SLO assessments' support: <http://collegeofsanmateo.edu/prie/slos.asp>