

CTE Program Review

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

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

Academic Year: **2016-2017**

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](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

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. Through this Fitness Test, many students have been advised, based on their results, to seek the advice of a physician, and often, students have communicated back to us that their health was in jeopardy and were it not for these tests and recognition of a physiological deficiency, a catastrophic event might have occurred. Recently, the department has redirected FTES to more career or workforce training courses, as well as lecture courses designed to prepare students for transfer in the major of Kinesiology. We now offer students certificates in Pilates Teacher Training, Yoga Teacher Training, 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. Many of our students gain employment in in 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. The division has also developed curricular offerings to prepare students for transfer in the major of Kinesiology. Recent additions include Sociological Issues in Sport, Sports Psychology, and Sports Management.

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. In 2015, the athletics department was granted the opportunity to add women's intercollegiate volleyball based on the CCC Apply interest surveys, thereby moving the institution closer towards compliance with Prong 3 of the Title IX compliance standards.

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%		
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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, which began 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 has 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	Student-Athletes as % of CSM Total Enrollment (Fall 2013)	
	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%	3.7%
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	96.3
Total	100	100%	116	100%	216	100%	1404	100%	802	100%	2206	100%	2422	100%	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		Football Participants as % of CSM Total Enrollment (Fall 2013)
	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%	1.1%
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	98.9
Total	100	100%	116	100%	216	100%	1404	100%	802	100%	2206	100%	2422	100%	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

In addition to the information provided to us by PRIE regarding transfer rates, the California Community College Athletic Association (CCCAA) has partnered with CalPass to create an Athletics Scorecard so that success rates of student-athletes both from an institutional perspective and from a state-wide perspective could be analyzed. The table is included below:

Metric	CSM S/A	CSM Non-S/A	State S/A	State non-S/A
GPA	2.85	2.73	2.65	2.58
Units Attempted	30.42	10.56	28.6	12.37
Successful Units Completed	24.17	8.85	21.45	10.3
Avg. Course Success Rate	83.09	69.18	76.48	69.18
Remediation				
% having passed transfer English	90%	76%	82%	74%
Completed transfer English in 2 years	80%	49%	58%	74%
% having passed transfer math	91%	50%	82%	44%
Completed transfer math in 2 years	66%	52%	34%	22%
African Americans (all)				
Metric	CSM S/A	CSM Non-S/A	State S/A	State non-S/A
GPA	2.64	2.13	2.32	2.1
Units Attempted	32.72	10.83	27.5	11.13
Successful Units Completed	23.25	8.36	17.87	8.82
Avg. Course Success Rate	76.9	52.87	67.24	53.25
Remediation				

% having passed transfer English	81%	62%	68%	61%
Completed transfer English in 2 years	72%	44%	44%	32%
% having passed transfer math	45%	52%	45%	32%
Completed transfer math in 2 years	10%	11%	21%	12%

Pacific Islanders (all)

Metric	CSM S/A	CSM Non-S/A	State S/A	State non-S/A
GPA	2.64	2.26	2.39	2.38
Units Attempted	32.72	11.61	27.47	11.71
Successful Units Completed	23.25	8.7	18.1	9.27
Avg. Course Success Rate	76.9	56.75	69.16	61.32

Remediation

% having passed transfer English	81%	70%	73%	72%
Completed transfer English in 2 years	72%	43%	54%	21%
% having passed transfer math	45%	43%	45%	46%
Completed transfer math in 2 years	10%	21%	23%	21%

African American Male

Metric	CSM S/A	CSM Non-S/A	State S/A	State non-S/A
GPA	2.66	2.25	2.29	2.03
Units Attempted	32.45	12.24	26.93	10.99
Successful Units Completed	23.65	9.09	17.22	8.52
Avg. Course Success Rate	77.55	57.01	66.22	52.82

Remediation

% having passed transfer English	79%	65%	66%	59%
Completed transfer English in 2 years	70%	53%	42%	30%
% having passed transfer math	43%	32%	36%	33%
Completed transfer math in 2 years	10%	13%	18%	13%

Pacific Islander male

Metric	CSM S/A	CSM Non-S/A	State S/A	State non-S/A
GPA	2.73	2.2	2.38	2.38
Units Attempted	32.98	12.52	27.31	11.7
Successful Units Completed	25.73	9.14	18.19	9.04
Avg. Course Success Rate	84.08	56.8	69.2	62.16

Remediation

% having passed transfer English	100%	65%	73%	71%
Completed transfer English in 2 years	89%	42%	53%	42%
% having passed transfer math	70%	45%	44%	48%
Completed transfer math in 2 years	10%	20%	22%	22%

While College of San Mateo student/athletes (S/A) outperform both the non-S/A at CSM as well as all S/A's in the state and non-S/A's in the state, one glaring metric that has caught our attention is the lower rates of math completion in 2 years for those starting at below transfer level math.

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 was submitted and approved by the State Chancellor's office but is currently waiting for approval from ACCJC. Many of the faculty have led the development of our CTE certificate programs which continue to provide workforce development for our students. 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	fall 2013	fall 2014	fall 2015
Success %	96.3%	98.0%	88.8%
Retention %	96.3%	98.5%	97.0%
Withdraw %	3.7%	1.5%	3.0%

2. *Promote Academic Excellence* – Because our student-athletes are successful on the fields and in the classroom, they are highly sought after by major universities throughout the country. We have student-athletes who have matriculated to some of the most highly competitive athletic and academic institutions in the nation, including Cal Berkeley, UC Davis, Cal Poly, LSU, USC, Oregon, Washington, Arizona, Alabama, and Auburn, to name just a few. If a transfer student from a community college receives a scholarship to a university to compete and study and does not succeed, that particular athletic program is locked in to that scholarship for the duration of that students career at that institution, whether they continue or not. As such, this becomes a gamble for many university coaches whose job depends on the success of their programs. Because our student-athletes are fully prepared for transfer both academically and athletically, the gamble is not as risky, so university coaches actively seek and recruit our student-athletes.

With regard to our certificate program graduates, the faculty have created programs that are relevant and prepare students in a rapid fashion to enter the workforce. This has been validated by the feedback we have received from employers and by our Advisory Board, which consists of leaders in the industry. Last, it goes without saying our new Fitness Center and Aquatics Center have provided world class facilities by which our faculty can expose students to an appreciation of engaging in an active lifestyle.

3. *Promote Relevant, High-Quality Programs and Services* – Perhaps the most crucial service the athletics department provides to our student-athletes is academic advising. The model we now have in place and supported by the institution is direct, hands-on advising; a model that has been extremely effective for our students. Coaches, who serve as the academic advisors are available all hours of the day and meet regularly with their students. Additionally, they are well versed in the compliance matters related to NCAA and CCCAA eligibility and transfer, so they are best prepared and versed to service our students in their pursuit of transfer. The promise they make to students and parents while recruiting is that we have the mechanics in place to provide all support services to ensure the greatest degree of success.

Our certificate programs have been catered to meet the needs of employers and respond to students needs by providing, through scheduling, a relatively fast track towards completion. All of our certificates are Certificates of Specialization, but recently, we have

submitted to the state a Certificate of Achievement in the Pilates Teacher Training Program, a much more comprehensive and robust certificate offering. The 67% rule for adjunct faculty means stretching out course patterns more strategically, which subsequently, takes more time for students to complete. However, the quality has been validated, and we at CSM have extremely unique certificate program offerings in the community college system. Some do offer the Personal Training certificate, but the Pilates, Group Exercise and Yoga certificates are unique to College of San Mateo within the California Community College system.

4. *Enhance Institutional Dialog* – This institutional priority is one in which we continue to make positive strides to achieve greater degrees of student success. The partnership between English faculty and our football coaching staff continues to make headway with regard to our Learning Community, Writing in the End Zone. The team continues to be asked to present their program throughout the state and it is normally met with great envy. Two years ago, 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 and degrees and certificates offered by the program. Specify how SLO assessment informs curriculum development and changes to curriculum.

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

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

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

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

1. Body composition using bioelectrical impedance to measure fat vs. lean body mass
2. Sit and reach flexibility to assess low back and hamstring range of motion
3. Body weight
4. Three minute aerobic step test to measure post-exercise recovery heart rate
5. Resting heart rate measurement
6. One minute abdominal sit-ups to measure muscle endurance

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

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

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

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

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

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

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

46.2% Agree strongly 53.8% Agree (Mean score - 3.46)

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

53.8% Agree strongly 46.2% Agree (Mean score - 3.54)

Last year, 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? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. 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. 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 (and for the GE SLOs, if available) 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

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

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

Indicator	2013	2014	2015
Headcount	188	202	169

WSCH	1589.7	1673.8	1340.1
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FTEF	53.0	55.8	44.7
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Load	557.8	587.3	422.8
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FTEF	2.9	2.9	3.2
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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).

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
Kine 122	95.5%	1	4.5%	95.5%

Kine 124	95.2%	1	4.8%	95.2%
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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%

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 activity courses via distance education, the latest having been 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 Trail 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%

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 (Retention: 67.8% vs. 87.4%, Success: 50.4% vs. 69.3%).

Having a 67.8% retention rate in the DE format (compared to 87.4% in the traditional mode) and a success rate of 50.4% in the DE format as opposed to a 69.3% 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	57.7%	73.9%	65.4%	91.3%
Underrepresented	49.0%	70%	88.45%	88.45%
Male	51.8%	64.7%	75.0%	89.4%
Female	49.2%	76.3%	61.9%	81.6%

From these results, we can determine that Caucasian students outperform the underrepresented students with regard to success in the DE format and traditional format. Males as well slightly exceed in the success rates of their female counterparts in the DE mode. It should be noted however that the gap between Caucasian and underrepresented students, as well as male to female success and retention rates are fairly similar.

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 15/16 to 513.9 in fall, and 500.6 in spring. 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 800 however, the loss of a full-time faculty member has reduced the department's advocacy and 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. As a result of the hiring priorities established in 2014, 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 339.5 to a high of 587.3. The average load in this three year span for fall was 522.6 and in spring, 386.1. 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

A. Career Technical Education Data (This information is required by California Ed. Code 78016.)

1. Review the program's available labor market data, as applicable. Here are two relevant links:

- [State Of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information)
- [Employment data](#) (by Program Top Code) from the State Chancellor's Office

Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area.

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. Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishment and areas of concern. collegeofsanmateo.edu/institutionalresearch/degcert.asp

3. 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 as well as lecture based courses, while commendable, have reduced our load, and refocused FTE away from high enrolled, high load activity based courses. 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. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

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 in other departments, 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.

The athletics department is now engaged in researching the prospects of adding a men's water polo team to our offerings in the near future. Local demand, high school participation rates, and financial implications will be considered in the proposal.

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.

According to the labor market demands, a certificate or other degree of completion in our discipline will prepare and can lead students towards employment in the field. According to the DMSI data set, there are 25,659 jobs in 5 neighboring counties which is 30% above the national average. Also, between 2014 and 2021, there will be a 15.7% increase in jobs available, with an hourly median wage of \$18.06, above the national average of \$14.67. Disaggregating the data further, the anticipated increase in Fitness Trainer jobs locally between 2014 - 2021 will reach 18% with a median income of \$25.88 hourly.

The division has also created in Introduction to Athletic Training course which serves to prepare students who wish to pursue a degree in Sports Medicine/Athletic Training. The labor market data identified a 28% increase in jobs that will occur between 2014 - 2021. The course will be offered in fall, 2017.

Additionally, the division has shifted FTE towards courses aligned for an AA in Kinesiology.

Over the past few years, we have noticed a decline in enrollments and load in the traditional Physical Fitness activity courses. This decline is not just isolated here at CSM. According to other Deans of Kinesiology, this decline is occurring throughout the state. The implementation of state-wide repeatability in the discipline seems to be the most noteworthy reason behind the drop in enrollment numbers. The division has taken steps to reconfigure divisional course offerings to counter this phenomenon. Over the past few semesters, the division has experienced strong enrollment numbers in the courses that are offered to potential Kinesiology majors, namely KINE 101 - Introduction to Kinesiology. This course is articulated with the CSU's and is the cornerstone of our AA-T degree and is highly impacted. However, AA-T's are primarily articulated with the CSU's and therefore students pursuing transfer at either private or out-of-state universities cannot complete a degree in Kinesiology that will articulate to other non-CSU institutions. As such, we recently submitted to COI an AA Degree in Kinesiology which was approved and we are currently in the final stages of submitting our request to the State for final approval. We anticipate a significant demand for this degree as we are experiencing a good number of students per semester in our Introduction to Kinesiology course. Over the past few semesters, the numbers have been encouraging and have many more students on the waitlist. This fall, we are offering a traditional KINE 101 course (43 students), a DE KINE 101 (39 students), and an 8 week Fast Track KINE 101 course (40 students):

	F 2013 DE	F 2013 Trad	F 2014 DE	F 2014 Trad	F 2015 DE	F 2015 Trad

# Sections	1	1	1	1	1	1
# Enrollments	40	48	43	40	38	39

6. 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
Danc 152		Course will be banked
Fitn 226	Doug Williams	January, 2017
Fitn 339	Sarah Artha Negara	January, 2017
PE 101	Doug Williams	January, 2017
PE 106	Nicole Borg	January, 2017
Team 135	Bret Pollack	January, 2017
KINE 120	Sarah Artha Negara	January, 2017
KINE 125	Sarah Artha Negara	January, 2017
KINE 126	Sarah Artha Negara	January, 2017
KINE 127	Sarah Artha Negara	January, 2017

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	
Denaya Dailey	

7. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

- Decrease in load/enrollments in the division and throughout the college
- Increased demand and interest for DE courses
- Pursue a more robust Fast Track course selection offerings for students
- Address auditors who wish to experience CSM's course offerings for lifelong learning