

2018-19 Administrative Leadership Unit Review of Kinesiology, Athletics, and Dance Division

I.A. Profile: Unit Purpose

What is the purpose of the unit and how does it contribute to the mission of Skyline College?

Narrative

The Skyline College Kinesiology, Athletics and Dance Division seeks to create a challenging learning environment for students facilitated by a comprehensive curriculum designed to educate students through activity, creative expression and intercollegiate practice / competition. We encourage high expectations for success through development appropriate instruction that allows for individual differences and learning styles. We strive to reduce and eliminate equity gaps in student health and well-being based on demographic and socio-economic status. We believe that activity, creative expression and competitiveness are basic skills that prepare degree, transfer and / or certificate seeking students with knowledge and skills to be successful and productive members of our multicultural community. We strive to have our faculty actively involved in student learning and to provide quality curriculum, facilities and equipment to achieve program outcomes.

Thus, the Mission of the Kinesiology, Athletics and Dance Division is to engage and provide equitable access to students in the development of skills, abilities, creativity, knowledge and personal health and well-being through study and participation in one or more of the disciplines encompassed by the domains of human movement, performance and expression. The Division promotes the acquisition and use of knowledge, skills and abilities, fosters critical thinking about human activity and its epidemiological benefits, provides an environment for creative expression, serves as a vehicle for the use of activity and performance to educate and develop the student to their full capability, participates in research, and supports students and faculty in discipline-related service to the college, the district, the profession, and the local and global community.

Our mission is consistent with the college mission and addresses the following areas of the Vision, Values and Goals:

Values:

- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnerships

Goals:

- Student Completion
- Transformative Teaching and Learning
- Academic and Cultural Center for the Community

Our mission is also consistent with the District Mission to:

- Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement

I.B. Profile: Programs

Which programs or functions are contained within the unit?

Narrative

The primary programs in the unit are Kinesiology, Dance and Athletics. The functions are:

| Function | Done in Collaboration with (leave blank if this function is not in collaboration with another unit) | Note if this is: development and enhancement of our communities, a leadership role, an advocacy role, resource development, planning or services |
|--|---|---|
| Support student success in all division programs | Curriculum Committee, DRC, Counseling, Commission on Athletics, Professional Organizations, Coaches and Staff | Development & Enhancement |
| Promote faculty and staff development of all division employees | Professional Development, CTTL, Department of Child and Protective Services, Commission on Athletics, American Red Cross, National Athletic Trainers Association, Professional Organizations, Human Resources | Development and Enhancement |
| Provide support and resource allocation for all programs in the division | VPI, VP of Administrative Services, Budget Committee | Resources |
| Coordinate the schedule of activities and classes for all division programs and services | Office of Instruction, Curriculum Committee, Facilities, ITS | Leadership |
| Ensure quality of programs through effective outcomes assessment measures and analysis | PRIE, SLOAC, Commission on Athletics, US Department of Education (EADA) | Planning and Assessment |
| Provide safe and effective equipment, supplies and instructional support materials for means and mode of instruction | Facilities, District, VPI, Budget Committee, ITS | Advocacy & Resources |
| Engage in outreach with local community | Counseling, A&R | Advocacy |
| Provide facilities that are clean, effective, and sustainable for use by programs and the community | Facilities, District | Planning & Services |

| | | |
|---|---|------------|
| Enforcement of applicable local, state and federal regulations | Commission on Athletics, Department of Education, Human Resources | Leadership |
| Engage in consistent and equitable hiring and evaluation procedures to insure a diverse, qualified and effective staff. | Human Resources | Leadership |

I.C. Profile: Service Area Outcomes

List the current service area outcomes for the unit.

Narrative

- Students served will be educated through activity about the benefits of exercise, its function in preventing chronic diseases / premature death and its benefits related to cognitive performance and overall health and well-being by which equity gaps in student success will be eliminated.
- Students served will be able to perform skills / achieve fitness levels based on ability and preparation to fully enjoy, improve and excel in the activity of choice.
- Students served will gain foundational knowledge and be made aware of career and degree pathways in the fields of Kinesology and Dance.
- Students served will use activity as a means of creative and artistic expression and as a means of developing and understanding self, others and the world around them.
- Students served will develop skills and abilities related to performance, decorum and the link existing between habits developed in athletics and their application in academic achievement and living as a successful and productive member of society.
- Students served will be able to enjoy a variety of activities across their life span designed to facilitate activity epidemiology and understand that education is not merely a process of developing skills and acquiring knowledge but the development of the individual intellectually, physically and socially.
- The community will know and benefit from the performances of our students and programs and enjoy and utilize our facilities for their educational benefit and personal enjoyment.

II.A. Analysis: Unit Effectiveness

Review data related to the administrative unit and assess the unit's effectiveness at meeting its described purpose. Data should include, but is not limited to, the CPRs/APPs submitted within the last year by programs within the administrative unit.

Describe the unit's effectiveness including identification of achievements and/or areas in which further effort is needed. Comment on progress made towards previously established unit objectives.

Narrative

I would encourage folks to review in depth the unit plans for Dance and Kinesiology and program review for Athletics to get a comprehensive overview of those programs. They have a plethora of supporting documentation attached to support the statements made below. Overall, Kinesiology, Dance and Athletics are effective units given the context of the resources provided, the community that we serve and the goals / mission of the college and district.

Kinesiology is a program offered at all three campuses in the district (CSM, Canada and Skyline). Our program serves needs as a local graduation requirement (2 activity courses are required for any AA or AS degree aspirant), degree completion / transfer program and as a means / method of educating students and the local community about the epidemiological benefits of exercise and activity. Success, retention and demographic data all indicate that the Kinesiology program is performing strongly. Students succeed and complete at higher rates than in other disciplines and the program is working to reduce equity gaps that are prevalent in our student population and community related to obesity. Our educationally based curriculum is a cost effective means of educating our population about the importance of activity on health and well being. Furthermore, our degree options (Kinesiology AA-T, Physical Education and ISF- Physical Education and Health) comprised almost 4.5% of the total degrees awarded at Skyline College during the 2018-2019 academic year.

Dance is a program offered at all three campuses in the district (CSM, Canada and Skyline). Only Skyline and Canada offer degree programs. Dance courses, except for certain courses, would satisfy the activity requirement for a AA or AS degree at all three campuses. The dance program is seeking to establish itself as a community resource for the performing arts. Over the last several years, they have offered through a spring musical (in collaboration with the music and theater programs), a fall dance conference and cheer hip hop program. These activities are in addition to the showcase event (again done with music and theater) that is done each fall and spring where individual classes perform for the community. Our program can accommodate a range of students in skills, abilities and ages and again has stronger success, retention and demographic performance than the majority of disciplines. Dance is a program that will still attract the life-long learner to the campus. While the degree option is not heavily

utilized, Dance as a performing art and as part of the activity requirement is a strong contributor to the mission and goals of the college.

Athletics is a program offered at all three campuses in the district (CSM, Canada, and Skyline). Skyline offers programs in Men's and Women's Soccer, Men's and Women's Basketball, Wrestling, Women's Volleyball, Baseball and Women's Badminton. The current program effectively meets the proportionality prong of Title IX based on meeting the current needs of students skills and abilities. This is validated through surveys and outreach. That being said, the program is looking at expansion opportunities and is seeking to equate all services and facilities provided to student athletes. Athletics is a transfer program with the cohort of student athletes making up about 8% of the full-time students on campus each semester. Student-athletes succeed, persist, transfer and earn scholarships at much higher rates than the general population; although such rates vary depending on if the head coach is part-time or full-time. We seek to address this inequity. The athletic program serves primarily students from San Mateo and San Francisco and competes in one of the toughest athletic conferences in the state against schools either much larger or who recruit to attract students from a broader geographic area. As such, to achieve consistent success we should look to align in a conference with schools that are of similar size or share the same recruiting philosophy.

ALUR objectives last year were addressing inflationary impacts on budget related to program SLO's. One time money was once again used to cover those impacts and continuing dollars have not yet been budgeted. This will continue as an objective. PEEP Evaluation Database was another objective. No progress was made on that objective this past year. Our final objective was seeking funds for a new team room and replacement modular buildings. We are in progress on that and it will continue to be an objective. Additional information is provided in the next paragraph.

An areas of consideration in the unit deals with facilities. Proposals have been made, based on Title IX and the end of the life cycle, to replace Portables 3A, 3B, 3C, 3D and purchase a new portable. All portables are at the end of their useful lives and need to be replaced. These facilities house our spinning and general classroom activities. The new portables would be used by both of our soccer teams as a team room creating greater equity among the programs and an additional women's team room space in Building 3. It would also create a new space for our athletic training room which is a vital support service for all student-athletes. Finally, facility use through rentals or Skyline events is a major part of the units work. Facility rentals generate almost \$50,000 per year and bring many local youth and community groups to the campus. It's an important piece of outreach and community connection. Skyline events, primarily athletics, has over 100 events each year on campus. This strains personnel and resources but is an integral part of what the unit offers the college and community.

Evidentiary Documents

[APP_2018-2019_KINE_Final.pdf](#)

[APP_Dance_2018-2019.pdf](#)

[ATHL_CPR_2018-2019.pdf](#)

[Program Review Narrative_Coast Conference_Spring 2019_Skyline College.pdf](#)

II.B. Analysis: Progress on Outcomes

Describe the progress on service area outcomes, conclusions drawn, and expected use of results.

Narrative

Progress on Services Area outcomes is related directly to Course and Program Student Learning Outcomes. Reports are attached that are generated through Trac-Dat. The culture of assessment is strong in the unit. All Kinesiology, Athletics and Dance courses and programs have up to date assessment. WE are meeting all areas successfully. Service Area Outcomes are:

- Students served will be educated through activity about the benefits of exercise, its function in preventing chronic diseases / premature death and its benefits related to cognitive performance and overall health and well-being by which equity gaps in student success will be eliminated.
- Students served will be able to perform skills / achieve fitness levels based on ability and preparation to fully enjoy, improve and excel in the activity of choice.
- Students served will use activity as a means of creative and artistic expression and as a means of developing and understanding self, others and the world around them.
- Students served will develop skills and abilities related to performance, decorum and the link existing between habits developed in athletics and their application in academic achievement and living as a successful and productive member of society.
- Students served will be able to enjoy a variety of activities across their life span designed to facilitate activity epidemiology and understand that education is not merely a process of developing skills and acquiring knowledge but the development of the individual intellectually, physically and socially.
- The community will know and benefit from the performances of our students and programs and enjoy and utilize our facilities for their educational benefit and personal enjoyment.

Evidentiary Documents

[FourColumn_ATHL_2018-2019.pdf](#)

[List of courses with Results - Kinesiology.pdf](#)

[ObjectivesToCourseAssessmentmethod_CPR_Athletics_2013-2019.pdf](#)

[Relationships and Assessment_ Course Outcomes by PSLOs.pdf](#)

[Summary_ Course Outcomes by Department \(1\).pdf](#)

[Summary_ Course Outcomes by Department .pdf](#)

II.C. Analysis: Unit Environment

Describe key factors and changes impacting the unit such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

External / internal factors drive the agenda in our division. Title V changes adopted with the purpose of reducing FTES in Kinesiology, Athletics and Dance activity courses has had its intended impact over the last six years. The impetus for the change in the regulations is that offerings were too robust given the scarcity of resources in the system and that courses in our division did not support the core mission of community colleges related to transfer, vocational training, degree / certification attainment and / or basic skills.

It is our perspective that course offerings in Kinesiology reflect system and institutional needs and depending on the course and circumstances that our curriculum does support the core mission of community colleges related to transfer, vocational training, degree / certification attainment and / or basic skills. In fact, utilizing data on success rates and cost per FTES generated, courses offered in Kinesiology are some of the most successful and cost efficient in the system.

A second external / internal factor that may have some impact on our area is the completion agenda being pushed at the state and local level. Obviously, timely and efficient completion is a notable system priority. Resources are used most efficiently when students can enter and exit the system expeditiously while meeting educational priorities (transfer, degree and / or certificate completion). As part of the completion agenda, a push toward a more standardized or streamlined degree format is being promoted. The rationale being that many “local” requirements may be burdensome to students and delay completion. At many community colleges one of the “local” requirements can be Kinesiology / Physical Education courses. The SMCCCD schools (Canada, CSM and Skyline) all have a two activity class requirement for students who want to earn a degree. Exceptions can be granted to this requirement on a limited basis. NO data has been presented that indicates that the current activity requirement is an impediment to student progress or completion. Other courses may be an impediment but activity courses are not. Our area, with system wide colleagues, would strongly defend the importance of local control in determining requirements for graduation in addition to any Title V mandates.

Our defense of the requirement is based on external and internal data. Recent data from the CDC (Centers for Disease Control) indicates that the majority of the U.S. adult population is either overweight or obese with a disproportionate impact being felt by African American, Hispanic and Pacific Islander communities. Those classified as either overweight or obese were more likely to have serious health conditions such as, but not limited to, high blood pressure,

high cholesterol, type 2 diabetes and its complications, coronary heart disease, stroke, gallbladder disease, osteoarthritis, sleep apnea, and respiratory problems, as well as endometrial, breast, prostate, and colon cancers. It is clear that being overweight and obese is a major public health challenge and one that has a disproportionate impact based on a person's ethnicity, age, educational level, socio-economic status and gender. Institutionally, this is a student equity and justice issue.

Data from our own PEEP (Physical Education Evaluation Program) program validates the information above. During our last comprehensive program review (completed in spring 2017), we calculated that over 60% of the students who participated in the PEEP program (remember these are only students who choose to take Physical Education) were either overweight or obese. As noted in the national data, we see the same disproportionate impact based on a person's ethnicity, age and gender as noted above. We do not gather information related to socio-economic status. Thus, we would argue that having a PE requirement for graduation is not only important but essential in the education of the student.

Now, will taking a Physical Education course change someone who is obese or overweight into a normal weight range? No, most likely that will not happen immediately if ever. But, after taking two activity based courses, students should understand what blood pressure, resting heart rate, and body composition are, how they are measured, and what results they should be looking for. They will also be able to think critically about what habits, behaviors and choices they should be making in relation to their fitness.

Effective fall 2013, the state no longer allowed a student to repeat a course which they had successfully completed before. Prior to this regulation, a student could take any Kinesiology activity course a total of four times (initially + 3 repeats). This was considered standard practice not only in Kinesiology but in disciplines such as Learning Skills, Music, Art and Theater where courses were skill building in nature. The LAO (Legislative Analyst's Office) estimated that almost 8% of system FTES was being generated through repeats of courses students already successfully completed. Given the enrollment demand facing many districts and the reduction in funds from Sacramento during this period, the Board of Governors, with the approval of the state wide Academic Senate, passed new regulations to try and reduce FTES generated by repeated courses.

Prior to the regulation passing, discipline experts through the state wide academic senate were consulted about potential impacts. During this consultation, skill building disciplines, such as Kinesiology, advocated for some ability for a student to progress in an activity either through skill or fitness development. It was not realistic to believe that a student, wishing to progress, could do so after attempting a class only once. Given this position, the regulation was changed to allow a student to progress up to four levels or take four different types of courses in areas that were "related in content".

Principles for establishing courses related in content were established by the Academic Senate and state chancellor's office in summer 2012. Based on that information, Skyline, CSM and Cañada Kinesiology Departments met to determine what courses would be grouped together and considered related in content. It was a collaborative but arduous task. Eventually, the three schools created classifications of courses related in content and created levels (beginning, intermediate, advanced / intermediate and advanced) within the curriculum.

It has been the consistent position of our division that the changes on repeatability were not founded on pedagogy but because of budget limitations. As such, the use of curriculum to reduce FTES is ill-conceived. Reductions could have been made easily by reducing the amount of apportionment earned by a percentage for each successful repeat. Creating a situation where schools had to revise whole curricula and degrees in order to meet new regulations was stressful, time prohibitive and not something that was easy for students to understand. Ultimately, the changes in no way, shape or form changed the experience of students in the classroom.

We ask that you consider the following statistics since the adoption of changes related to repeatability took place in Fall 2013 as related to efficiency. State wide FTES generation under the 0835 top code, Physical Education, has decreased by over 27,250 resulting in a 39% decrease under that top code. In 2012-2013, FTES under the 0835 top code accounted for 5.64% of the total FTES in the California community college system. Today, FTES under the 0835 top code accounts for only 3.79% of system wide FTES. Locally, we have seen our FTES drop by 26%. While we have cut FTEF (15%) to maintain efficiency and keep a load around 600 (577 in 2018-19), our sister schools are running loads in the mid to upper 400 range. In comparison with those programs, especially looking at the amount of full-time staff and FTEF, Skyline is the most efficient program in the district. Our costs are lower while producing as much or more FTES. This efficiency benefits all programs and services on campus. A further example of this specific to the campus is the portion of expenditures from our budget in relation to all Fund 1 (General Fund) expenditures. During 2012-2013 expenditures from the Kinesiology, Athletics and Dance Division accounted for 7.04% of Fund 1 expenditures at Skyline College. During the 2017-2018 year expenditures from the Kinesiology, Athletics and Dance Division only accounted for 5.68% of Fund 1 expenditures at Skyline College. While these figures also include expenditures from all division activities, it clearly makes the case that our program and services are incredibly efficient which works to the benefit of all programs and services on the campus.

In assessing impacts over the past five years, we have noted the following. One, by in large, students adapted to the changes well and seem to understand the leveling sequence. Two, slightly more than 70% of our students do not repeat classes and are therefore not effected by the legislation. Three, we have seen

about a 26% drop in FTES generation in Kinesiology since the changes began. Most of the drops have occurred in evening classes or those activities which showed high repeat patterns in the past. Still this reduction in enrollment pressure has forced us to reduce FTEF by about 12% and seen our load go from a high of slightly below 680 during the 2012-2013 academic year to “just” 580 for the 2016-2017 academic year. Four, we have seen a significant increase in students who audit courses. And five, we have attempted to comply with the spirit of the legislation by not offering four levels of any course unless it is necessary for particular skill development.

In reviewing student characteristics, the program reflects many of the same categories seen throughout the entire student population. Whether gender or ethnicity is looked at, percentages are basically the same with only a percentage point or two of difference being seen. What is striking is that by goal, students taking Kinesiology are more likely to be degree or transfer seeking than the general student population (73.7 to 63.7) but not interested in CTE or Career Development (4.3% v. 10.9%). This seems to make sense as almost all of our curriculum is CSU or UC transferable, applies to the local graduation requirement and / or can be scheduled easily in a variety of areas. It bolsters are contention that activity courses are not a barrier to student completion. Furthermore, our success rates are higher (84.8% v. 73.4%) and withdraw rates lower (9.2% v. 13.1%) that the institutional average.

Curricular offerings are based on student demand, space, expertise, budget, program need, breadth, and degree completion criteria.

Student demand is a factor of enrollment pressure given facility constraints. We strive to offer activities which will engage students in learning. As such we allow student demand to dictate what is offered and how much of it is offered. At the same time, we must balance that with facility constraints. Because our classrooms are often courts, fields, gyms and studios, they are not neatly replicated (like lecture based classrooms) across the campus. Furthermore, because specialized equipment and supplies are needed, finding similar space on or off campus is often not practical. Demand has been strong enough over the past several years and space so impacted, especially gym, studio and fitness center space, that as part of the campus master plan we have proposed a Center for Kinesiology and Human Performance. This center is also part of the campus and district Facilities Master Plan.

Faculty expertise and budget are two additional factors that impact curricular scheduling. Limitations in funds can limit the number of sections offered in any specific activity. Budget can serve to restrict curricular options. Certainly, we have been strongly advised to keep our load above 600. Because of changes related to repeatability and HBA hours, coupled with a district wide declining enrollment environment, we have had to cut sections to maintain that load. Also, lack of faculty expertise, can impact the ability to offer curriculum. For example,

we had an excellent Tai Chi teacher for several semesters. When she left, it proved impossible to find a suitable replacement who met minimum qualifications. Therefore, we don't offer Tai Chi anymore.

Program need and breadth are two large determinants of curricular offerings. We offer a breadth of activities in Adaptive PE, Combatives, Fitness, Individual Sports, Kinesiology, Physical Education and Team Sports. We have on-line activity course options for students as well. We strive to offer something in every area each semester to provide breadth in the curriculum. In doing so we balance that with program need and student demand. While it may be optimal for the program to offer several sections, we won't do that if student demand does not exist. Conversely, we may offer several sections of a particular program (Yoga, Pilates, Spinning, etc...) not because of program need but student demand.

The final layer on all this is degree completion. Any student graduating from Skyline must complete two activity classes. In addition, we offer majors in Physical Education, Interdisciplinary Studies and Kinesiology (AA-T). As such we need to make sure that we offer core courses, such as Kinesiology, regularly and provide a depth of choices for students pursuing a general or Kinesiology area specific degree. For graduates during the 2017-2018 academic year, Kinesiology was the fifth most popular AA-T degree. This makes sense as Kinesiology is the 5th most popular degree program among CSU students. In fact, slightly less than 4.5% of all degrees conferred at Skyline College in 2018-2019 (Summer 2018, Fall 2018 and Spring 2019) were either Kinesiology, Physical Education or Interdisciplinary Studies with an emphasis in Health and Physical Education.

California Community College Athletic Association, CCCAA, regulations have changed regarding academics. Legislation passed requiring students to complete a minimum of 6 units during their semesters of full-time enrollment in order to progress toward academic goals more quickly. Historically, students try to complete at least 12 units of transferable degree credit per semester of full-time enrollment in order to meet transfer requirements to participate in athletics at the four-year level. The level of units per semester would vary. New regulations require that students completion rate be more uniform in nature without as much variance. This is based on data that students who complete units in a more uniform fashion tend to have stronger outcomes (transfer GPA and success). Under the new regulations, students can either be prevented from participating or become ineligible during the season if they fail to meet GPA and unit requirements. These changes not only will put more pressure on students but on support services as well. Proper advisement, tutoring resources and class attendance monitoring will all be necessary to make sure students are able to compete and finish a season. Due to the efforts of our basketball coaches, we

have not had a basketball student-athlete become ineligible in the middle of the season due to a GPA or unit deficit. We have had other students in different sports become ineligible but that has more to do with either their circumstances or their ability to prioritize school over other interests.

As a tool to assess outcomes, a student-athlete Dashboard has been added to the CalPass website. The tool, for now, allows us to compare student-athlete outcomes with the general student population at Skyline and across California. The goal is to at some point have a public scorecard that students and parents can look at to compare academic success rates among community college programs. The data is valuable. It demonstrates across the board that student-athletes are performing at a higher level than the general student population.

Although not part of the curriculum as a pre-requisite, students who participate in athletics either as a first year or second year player must meet the following specifications: a completed annual medical screening, including a neurological assessment, and musculoskeletal conditions; an updated Student Education Plan (SEP) on file; enrollment and attendance in 12 or more units during their season of competition of which 9 must be consistent with their SEP; successful completion of 6 or more units in their last semester as a full-time student; and successful completion of 24 or more units with at least a 2.0 grade point average from their semester of initial competition. SEP's are completed as part of the general matriculation guidelines for students as noted in SSSP. Most student do a one semester SEP in their first semester and then a comprehensive SEP after that. We receive an update on the SEP status of students during the semester. Students who have a SEP expiring or in need of updating are referred to counseling or take part in a group workshop provided by Counseling. We are working with counseling to have the group sessions change to individual appointments or to have coaches complete SEP's with students and have counseling review and sign-off. The reason it's critical to have coaches (or the PSC we have requested as part of the classified process) participate in SEP's is that student-athletes have special transfer requirements, above and beyond academic / college requirements, that they must complete to transfer and play. Coaches, in consultation with institutions recruiting students, often have necessary insight into what a student should and should not be taking.

As per CCCAA rules, the staff each year is given training related to all rules related to California community college athletics. Information is shared during this session regarding NCAA and NAIA rules that impact transfer. Staff then must complete a compliance exam on line to be certified as eligible to work within the athletic program. Also, during the academic year, legislation and rulings from the CCCAA and Coast Conference are shared with coaches. This entire process deals only with the compliance responsibilities placed on a coach and his / her assistant coaches and support personnel in the athletic program

Senate Bill 1264 which went into effect on January 1, 2013 requires mandatory annual training for child abuse reporting for several groups including all coaches at post-secondary schools. We are now required to do this training Coaches and Athletic Administrators complete educator specific training modules through a site managed by the California Department of Social Services.

For Dance:

Industry Skill Requirements & College Redesign Impacts College Redesign Impact - Our Redesigned AA Degree: In the pursuit of aligning with the Skyline Promise, we are now completing our Redesign of the Dance Major to increase our graduation rates & student preparedness. We also are switching emphasis from choreography to technique. The major now focuses on choreography courses (4 versus 3 in technique). Alumni have reported re-taking choreography classes after transfer. More technique classes will improve students' audition chances, both at transfer institutions and for job opportunities

Adding Diversity to our Technique Offerings & Recruitment Industry demands a mastery of the basic skills in a diversity of techniques. Institutionalizing the Competitive Hip Hop Team, to increase diverse recruitment Increasing course offerings of Hip Hop, Tap, DANC 102

Graduation Rates - Faster & Better for Transfer: Our graduation numbers are equivalent to other dance programs, state-wide. We would like to grow, and so researched obstacles to transfer within our major and removed BIO 260 Human Anatomy, as it is considered "upper division" by transfer institutions, and students were having to re-take the course. Despite certificates adding successful numbers to other colleges' reports, these certificates (e.g.: dance instruction) do not hold much water in hiring practices, as they are not nationalized or standardized. Therefore, we have again decided against focusing on these offerings, as they do not align with the Skyline Promise to get students "out on time."

Industry Skill Requirements: In order to prepare students to win steady, well-paying jobs in the dance industry, technical skill must be achieved in the following dance styles: ballet (which improves skills in Jazz and Modern), Jazz, Tap and Modern (including Contemporary). Popular dance styles such as Hip Hop, Polynesian dances (Hula, Tahitian, Filipino cultural dances), Ballroom dances (competitive ballroom styles), Swing dancing, Vintage social dances, Flamenco, Latin social dances (Salsa, Bachata, Cumbia, Cuban Salsa), Tango (both social and competitive forms), etc. are all additional skills that should be chosen by the student as an emphasis in which they can excel. In an audition, however, the dancer who has the foundational skill set will be able to out-perform almost every specialty dancer, because of increased strength and versatility. This is becoming even more true in a globalized world of entertainment and popular love of dance style fusion. Just as a visual artist

cannot expect to succeed in their career with only the ability to do line drawings, dancers are expected to at least have mastered the basics in these core techniques, in order to maintain regular employment.

As California was the birthplace of modern dance (Isadora Duncan, Martha Graham, Doris Humphrey and more Modern Dance Pioneers), and the first collegiate dance program in America (Mills College), we tend to focus on the academic tradition of modern dance. However, this has led most West Coast colleges to produce mostly Modern/Contemporary dancers, which does not prepare students to work in most dance industry jobs, because they lack a diversity of techniques. Similarly, current popular dance styles (e.g.: Salsa and Hip Hop,) must be treated not just as physical education courses, but as a place for students to realize their passion and to channel that into their momentum to "Get in, Get through and Get Out ...on time!" Too often, students discover a true passion and love of dance, but because dance programs fail to recruit and educate properly from those classes. For example, if a student were a rapper in their free time, the college's job is to make the connection between rap authorship and performance, poetry, music and public speaking. We would hope that our collegiate Music and/or English programs would recruit that student, and that their love of their style of expression would help them to meet their goals in a timely manner.

Tap dancing is a required skill for dance professionals, and due to the emphasis in California on Modern Dance, college dance graduates with tap skills are becoming more rare. These skills are highly important for performances in musical theater, on and off Broadway, in amusement parks, on cruise ships and in film and live productions. Additionally, as a dance that developed from the Jazz music scene in America and was made famous by many male, African American dance superstars, this class would increase the diversity of our course offerings.

Evidentiary Documents

[Copy of Commencement 2019 List.xlsx](#) (See Attachments Tab)

[Divs Productivity.xls](#) (See Attachments Tab)

[Enrollment Data_By_Instructor.xlsx](#) (See Attachments Tab)

[FTEF_FTES_LOAD_Evaluation_2009_Present_Division_Skyline.xlsx](#)
(See Attachments Tab)

[Total PE FTES 2017-18.xls](#) (See Attachments Tab)

II.D. Analysis: Unit Personnel

Describe the current staffing structure of the unit and how it aligns with achieving the purpose of the unit. Attach the current organizational chart (an image of the org chart can be inserted in the box). Provide staffing FTE by category (FT/PT faculty, permanent staff, temporary staff, student workers, administrators).

HINT: To display the information in a table, it is easiest to create the table in Word and paste into the narrative box.

Narrative

| Position | Staffing Levels for Each of the Previous four years as of July 1 | | | | | Anticipated total staff needed as of July 1 | | | | |
|---|--|-------------|-------------|-------------|--|---|-------------|-------------|-------------|-------------|
| | 2015/ 16 | 2016/ 17 | 2017/ 18 | 2018/ 19 | | 2019/ 20 | 2020/ 21 | 2021/ 22 | 2022/ 23 | 2023/ 24 |
| Administration | 1.0 | 1.0 | 1.0 | 1.0 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Classified Staff FT | 3.0 | 3.0 | 3.0 | 3.0 | | 3.0 | 3.0 | 4.0 | 4.0 | 4.0 |
| Classified Staff PT | .11 | .59 | .48 | .48 | | .48 | .83 | .83 | .83 | .83 |
| Confidential Staff FT | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 |
| Hourly Staff | See Below | See Below | See Below | See Below | | See Below | See Below | See Below | See Below | See Below |
| Student Workers | See Below | See Below | See Below | See Below | | See Below | See Below | See Below | See Below | See Below |
| FTE faculty Full-Time | 6.0 | 7.0 | 7.0 | 7.0 | | 7.0 | 8.0 | 8.0 | 8.0 | 8.0 |
| FTE faculty Part-Time/Overload | 6.5 | 6.0 | 5.5 | 5.5 | | 5.0 | 5.0 | 5.0 | 3.0 | 3.0 |
| Faculty Reassigned FTE Full time | .40 | .27 | .27 | .27 | | .27 | .27 | .27 | .27 | .27 |
| Faculty Reassigned FTE Part time | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 |
| Total Full Time Equivalent Staff | 16.88 | 17.86 | 17.25 | 17.25 | | 16.75 | 18.10 | 19.10 | 19.10 | 19.10 |

- Administrative Position is staffed by the Division Dean
- Classified Staff from 2013-2014 included the Division Assistant, Instructional Aide and the Athletic Trainer who is on an 11 month contract. The Athletic Training position became permanent as a 12 month position starting July 1, 2013. In 2013-14 and 2014-15, our Instructional Aide position was filled on a substitute basis. A permanent replacement was

hired in 2015-2016. We requested and received a .48 -10 month position starting July 19, 2016 as an Assistant Athletic Trainer. In 2020-21, we see the additional training position becoming full-time for 10 months (.83 position)

- A classified Instructional Aide II was assigned to the APE program effective July 1, 2012 (.11 FTE). The incumbent resigned in Spring 2017. We'll be filling on a short-term, non-permanent, basis.
- We are requesting a 1.0 Program Services Coordinator for 2019-20 to work in the Athletics Program who will be responsible for: SLO Assessment, Completing reports and documentation related to Title V, IX, State, Federal and CCCAA regulations; Organizing, Facilitating and Supervising operations at athletic events (approximately 80 per year); Facilities scheduling including all rentals; External Relations including but not limited to web site management; publicity, promotion, outreach and recruiting; Purchasing and inventory of all athletics equipment and supplies. We anticipate this position being filled starting July 1, 2019.
- We have no confidential staff and do not anticipate needing any at this time.
- Hourly staff consists of stipends paid to assistant coaches and dance production assistants. A budget was approved for \$75,500 for these expenses but has to be requested each year out of one time funding. Increased funding was required to comply with Affordable Care Act requirements. This needs to be set into the continuing budget
- Student workers come from financial aid and serve in our APE program and other areas. We also use students to work at games. We would seek increases in these funds on a yearly basis to accommodate program needs.
- FTE per semester for instruction is around 1225 per semester. If you count summer we are about 28 FTE. We anticipate that our FTEF will drop to about 27 due to reductions in enrollment over the next several years. Currently, we have seven FTE that are full time. We would anticipate that one of the seven, Mike Fitzgerald, will retire in the next year.

Evidentiary Documents

[Classified Hiring Priorities Request and process DUE Dec. 7 2018_KAD_11_15_18.pdf](#)

[FTEF_RFP_Form_2018-2019_KAD_WBB.pdf](#)

III.A. Reflection: Considering Key Findings

Consider the previous analysis, identify unit strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the conclusions drawn can be used to improve the unit's effectiveness in order to promote student learning and achievement.

Narrative

The unit has the following strengths:

First Strength: Culture of Reflection: This is an area of strength for the unit based on a strong track record of assessment. In evaluating assessments completed to date, all courses currently taught in Kinesiology, Athletics and Dance have an assessment plan and results. Instructors are evaluating courses on a semester by semester basis in order to post results. Over the past seven years, over 300 courses have been assessed with over 1000 results having been posted. This history of assessment validates our belief that a culture of assessment and inquiry is an organic part of the program.

Assessment measurements are both quantitative and qualitative in nature.

Qualitative assessment revolves around three basic questions which are: What is working in terms of meeting the stated student learning outcomes in my class?; What's not working, if anything, in terms of achieving the stated student learning outcomes in my class?; What changes or needs would I like to institute or see fulfilled to better achieve the stated student learning outcomes for my class.

Quantitative assessment generally looks at SLO's and assessments that track skill and fitness development based on a pre-test and post-test. In addition, depending on the course, assessments related to, epidemiologic benefits, theoretical knowledge, rules, customs, history and basic applied anatomy and physiology are conducted. Students are evaluated by progression with levels established at a beginning, intermediate, advanced intermediate and advanced level.

Second Strength: Degree Completion: A second strength is the ease in which individuals pursuing Kinesiology, Dance or ISF - Physical Education / Health or any Skyline degree can achieve degree completion. Any student graduating from Skyline with a AA or AS degree must complete two activity classes. In addition, we offer majors in Physical Education, Interdisciplinary Studies, Dance and Kinesiology (AA-T). As such we make sure that we offer core courses regularly and provide a depth of choices for students pursuing a general or Kinesiology and Dance area specific degree. For graduates during the 2018-2019 academic year, Kinesiology was the fifth most popular AA-T degree. This makes sense as Kinesiology is the 5th most popular degree program among CSU students. In fact, over 4.5 % of all degrees conferred at Skyline College in 2018-2019 (Summer 2018, Fall 2018 and Spring 2019) were either Kinesiology, Physical Education, Dance or Interdisciplinary Studies with an emphasis in Health and Physical Education. The two activity course requirement is an integral part of the general education of a student. With higher success rates and a variety of offerings in the day, evening, by arrangement and on-line, unit curriculum fits

perfectly with the campus wide "promise" to get students in, through and out on time. The requirement in no way is an impediment to completion.

Third Strength: Culture of Success: Data indicates that students stay in and succeed in Kinesiology, Dance and Athletic classes at a greater rate than other courses at Skyline. We believe this is the case because of laboratory nature of the curriculum. It would be interesting to research if lab rates across all disciplines, which tend have more "hands on" opportunities to learn, have similar higher rates of success.

Results at the course level indicate a level of success at above established criterion. Because evaluation measures are impacted by active participation, students who regularly participate in skill and fitness activities tend to succeed at a higher rate than students who do not. Progression can also be impacted by injuries, ability and other limitations. Because ability can play a role in progression, rubrics are used in most classes to assess students progression based on pre-test and post-test results. This allows students to succeed based on improvement in skills and abilities as opposed to simply meeting established norms. A great example of this is the Physical Education Evaluation Program (PEEP). It uses pre-test and post-test data to access improvement across all five areas of fitness (cardiovascular efficiency, muscular strength, muscular endurance, flexibility and body composition).

Course level assessments indicate the critical role that our activity based curriculum plays in the Lifelong Wellness ISLO. The Lifelong Wellness ISLO includes the ability to demonstrate an understanding of physical fitness and its role in lifelong wellness. We utilize activity as the means for educating the student about the epidemiological benefits of exercise on lifelong well-being. This is a critical component in the general education of the student. We believe, based on internal and external data, that access to educationally based physical activity program is a critical student equity and social justice component for Skyline students. Based on our assessments, we believe students can effectively meet the standards for excellent, good or adequate competency as described in the ISLO rubric for physical fitness by participating in the Kinesiology program.

Fourth Strength: GRIT: Put simply the acronym GRIT stands for Guts, Resilience, Integrity and Tenacity. We feel the unit staff, through our curriculum, tries to model and teach these "immeasurable" characteristics to students. The staff seeks to model these characteristics by remaining positive, being proactive and encouraging students to push themselves to improve. A real "can do" spirit exists in the unit in which staff strives to complete tasks and meet objectives as prescribed and in the time frame provided.

The unit has the following challenges and opportunities:

First Challenge / Opportunity: Facilities, Supplies, Equipment, Technology and Professional Development: Data and assessments indicate that student engagement (participation) is a huge factor in student achievement in

Kinesiology, Athletics and Dance. Because most activity classes are skill building (knowledge, motor and / or fitness), it's important to keep students engaged. We have noted the need to purchase, modify or update current supplies, equipment and technology that we use in our discipline. Our data indicates that student outcomes are better when students are actively participating. A key component in that is having supplies, equipment and technology which allow students to perform activity properly, safely and in a way that allows them to understand and achieve the epidemiological benefits of exercise. Technology, especially software programs, are used to pin point metrics for improvement and have become a staple in athletics. All programs now use software packages, based on file, for the compilation and breakdown of statistics. This is used not only for staff but by recruiters evaluating student-athletes. As part and parcel of purchasing updated / improved supplies, equipment and technology staff will have to fully utilize professional development opportunities to use items effectively in the classroom. Whether through the CTTL or external sources, the desire and ability to always look to raise the bar in the classroom is critical.

Second Challenge / Opportunity: PEEP (Physical Education and Evaluation Program):

PEEP is now in its 37th year. Over 40,000+ records have been collected regarding student progress towards outcomes related to the five major components of fitness. This data is something that we want to work with PRIE with to better understand. At the same time, we want to make this information more accessible for students. Right now, they receive results via paper at the end of the semester. We would like help in developing an on-line system where students can access pre and post test results and measure change not only during the semester but over their time at Skyline in case they take multiple classes. A G number + password system would be a good way for students to engage with their results. Plus, the online system would meet the sustainability goal of the campus by cutting down on the use of paper. Ideally, multiple tablets could be used at each station, allowing students to type in their g-number and result as they get it, rather than requiring the dozens of hours of data-entry to be done after each round of testing. We have the tablets now. What we need help with is developing a means to put the system on-line in a manner similar to how students access websmart.

In addition, the database itself is quite inaccessible, in terms of creating reports that allow faculty members to analyze statistical results easily. This system should probably not be created from scratch, (as the last version was, leaving us without support or ways to alter it), but should probably be a database created on a system with technical support on campus, such as an ACCESS or MySQL database.

Third Challenge / Opportunity: Evaluate Curricular Options / Strengthen Equity and Social Justice Connection:

As enrollment in our activities based curriculum has gone down due to changes in repeatability and degree opportunities, we recognize the need to improve / change curricular options for students. While activities will always remain the backbone of the curricular

program, we should evaluate and consider any certificate options related to our discipline that may be viable without creating undue barriers for students. These could be single course certificates / certifications or possibly continuing education units for certification. We also plan on investigating areas of growth in our curriculum and enrollment based on the internalization of the campus, on-line options and / or expanding GE options within the program. We are prohibited from doing outreach for concurrent students which limits our ability to reach that growing population.

We feel greater outreach is needed on and off-campus to better explain to our students and community the benefits that exercise epidemiology can provide toward their education and well-being. It is clear that being overweight and obese is a major public health challenge and one that has a disproportionate impact based on a person's ethnicity, age, educational level, socio-economic status and gender. **Institutionally, this is a student equity and justice issue.** We utilize activity as the means for educating the student about the epidemiological benefits of exercise on lifelong well-being. This is a critical component in the general education of the student. It's also critical for our students and our community to understand that access to such an activities based program is available on this campus and in their community.

In reviewing strengths and opportunities, the unit's ability to improve will be based on its ability to advocate and educate constituencies at the college. As a whole, the unit tries to do as much as possible within the unit and not necessarily have access to additional resources. As the college begins to implement the "promise" program it will be important that the unit seek ways to more fully integrate existing programs and initiatives into the Promise and guided pathways.

III.B. Reflection: Synergy

Based on the CPRs/APPs for programs within the unit, identify any potential areas of synergy across unit and program activities that may not be easily recognized from within individual programs.

Narrative

The unit has great cohesion and already enjoys a synergistic relationship. That statement is supported by the following:

Organization: The activities in the unit are all part of a single instructional division called Kinesiology, Athletics and Dance. As an instructional division, it's one of the smallest on the campus but that size creates great cohesion. All areas deal with human performance whether its on the stage, fields, courts or in the classroom. As such, pedagogically, faculty really approach courses and students in a very similar fashion. This focus on performance has made the process of documenting and reflecting on outcomes straightforward. Performance is all about learning from mistakes and making adjustment to achieve peak performance. With talent / ability as an uncontrolled variable, it's possible to improve or seek peak performance in all programs within the unit.

Staffing: Because the unit has great cohesion, faculty often have multiple areas of expertise that overlap in the unit. No faculty member is so highly specialized, except some adjuncts, to teach in a specific area. Most faculty teach across programs (Kinesiology, Athletics and Dance), activities and domains so that they can share and build information and programming with each other.

Facilities: Facilities, while specialized, are used by a multitude of activities and as such require synergy to accommodate a variety of needs. Staff must work together to share equipment, storage and space in order for different activities to be supported. For example, our fitness room must not only support classes but also athletic teams and Adaptive Physical Education students as well. While the facility can't be optimized for those three different groups; it can be utilized by all three by sharing equipment and making adjustments for space and other limitations.

III.C. Reflection: Aspirations

Describe the aspirations of the unit. What is the preferred future of the unit? What long-term results does the unit want to achieve? Strategically thinking about the next 2-5 years, how can resources be leveraged and programs work together to achieve those long-term results?

Narrative

Here is what the preferred future would look like for each part of the unit:

Kinesiology: The program would be offering a diversity of courses in varying modes that attract a large population of students, staff and community members. The curriculum would remain activities based, still be part of the AA / AS requirement, provide access to students as a means to promote social justice / equity and be considered a key part of the general education of all students. We would see our program as being a provider and educator on the epidemiological benefits of exercise. Facilities, supplies, equipment and technology would keep pace with current trends and provide staff, students and the community with an optimal learning environment. Either through professional development or by recruiting expertise, curriculum offerings and current pedagogy will be incorporated inside and outside the classroom to enhance learning. We would hope that enrollments, based on the items listed above, would stabilize and grow to a point where staffing would need to increase to meet demand.

Dance: The program would be offering core courses (Modern, Ballet and Jazz) every semester and that Dance would be an approved AA-T by the state system. In addition, the program would be recognized by the community as a leader in Dance performance putting on multiple shows each year based on a variety of genres that would attract students of varying genders, ages and ethnicities. The program would work in close collaboration with the performing arts (Music and Theater) and also Athletics (Cheer). Finally, the program would be a beacon for those who use dance as a form of artistic expression and culminate in hosting symposiums and conferences for San Mateo County and the Bay Area.

Athletics: The program would meet the needs and abilities of all students and be the program of choice for those students living in San Mateo County and the Bay Area. Teams would perform at a high level each year attracting large numbers of students and competing for conference championships and post-seasons berths while attracting community members to games, meets and matches. The program will achieve high persistence rates with the majority of students transferring within two to three years to the college of their choice by either earning priority admission and / or a scholarship. The program will be noted for their ability to win and lose with good grace and represent the college and community at the highest level. Our program facilities will be recognized for their excellence and functionality and be some of the best in the state of California. Finally, by having full-time staff coach all teams and a dedicated PSC,



developing a structure that supports student-athletes academically, socially and personally from the moment that they apply until they leave Skyline College.

IV.A. Strategy for Unit Enhancement: Action Plan and Resource Requests

Based on the reflection, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the ALUR report under this item.

- (1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
- (2) IMPORTANT! Make sure to associate each objective to this standard in the ALUR and link each objective to one or more institutional goals.

Need help? Contact the PRIE Office for further instructions.

Narrative

All objectives listed are rolled up from the CPR for Athletics and the APP for Dance and Kinesiology. Viewing each objective provides a narrative, how the objective relates to the strategic plan, the budget requested for each objective and the supporting documentation. Budget for objectives would need to be prioritized. I can say honestly that the operating budget request under athletics is most critical. We are funding these things with one time money every year. The requested budget should be placed in the 696000 account. Please note that baseline budget is 696000 has not increased in 12+ years. Also note, that the percentage of Fund 1 budget allocated to the 2416 organization (Kinesiology, Athletics and dance) has dropped from a high of 8.5% in 2007-2008 to just 5.68% in 2017-2018. This is a reflection of new funds being prioritized for other priorities but also a failure to increase budget to reflect inflationary impacts and program costs related to operations and student health and welfare.

Associated Objectives

[688-Accessibility of PEEP Data](#)

[813-Add DANC 117 Tap Dance](#)

[814-Additional Dance / Group Exercise Facility](#)

[699-Enhanced Technology, Equipment, Supplies and Professional Development:](#)

[689-Facilities Replacement](#)

[816-Increase Offerings of Core Technique Classes that Support the Major](#)

[817-Institutionalize Competitive Hip Hop Team](#)

[818-Institutionalize Dance Festival](#)

[687-Operating budget increases for inflation, compliance and program changes to meet SLO's](#)



686-Program Personnel

685-Strengthen Student Data Tracking and Support

683-Title IX