

Program Mission and Goals

The mission of the Kinesiology program is to educate our students on the lifelong benefits of physical fitness. This is done through a variety of activity and lecture classes offered by the program. Over the last fifteen years, the program has increased its focus on the national and local epidemic of obesity. Our curriculum is designed to tackle this epidemic and assist our students. Kinesiology also focuses on developing critical thinking skills in our students. Students must not only be able to demonstrate various activity skills and improve their fitness but also think critically about activity as a means to promote health and wellbeing.

Skyline College's mission statement is: "To Empower and Transform a Global Community of Learners." This mission is consistent with the breadth of the Kinesiology curriculum with all of our courses leading to transfer, career advancement, and disease prevention or a combination of the above. Our program also strives to address the Skyline College value of student success and equity. Obesity rates disproportionately impact communities of color and those in lower socio-economic classes. By offering a primarily activity based curriculum, we strive to close those gaps faced in our local community by providing increased opportunities and education for those most vulnerable to the health related impacts associated with obesity. Finally, The San Mateo County Community College District states in its mission statement that it will "Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement." This goal is also a cornerstone of our program's mission.

Three Strengths of the Program

First Strength: Culture of Reflection: This is an area of strength for the Kinesiology Program based on a strong track record of assessment. In evaluating assessments completed to date, all courses currently taught in Kinesiology have an assessment plan and results. Instructors are evaluating courses on a semester by semester basis in order to post results. Over the past six years, 259 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. Current PSLO's in TracDat match those in the College Catalog.

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 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 and

Kinesiology (AA-T). As such we 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 2015-2016 academic year, Kinesiology was the fourth most popular AA-T degree. This makes sense as Kinesiology is the 5th most popular degree program among CSU students. In fact, almost 4% of all degrees conferred at Skyline College in 2015-2016 (Summer 2015, Fall 2015 and Spring 2016) were either Kinesiology, Physical Education 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 and on-line, Kinesiology 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: SLO outcomes and performance outcomes closely track each other when assessed. PRIE data indicates a retention rate of 88% for Kinesiology courses in comparison with a 85% college wide rate which equates to a 3% differential. PRIE data indicates a 81% success rate for Kinesiology courses in comparison with a 70% college wide rate which equates to a 11% differential. This data seems to indicate that students stay in and succeed in Kinesiology 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 assess 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.

Three Suggestions for Improvement

First Suggestion: Supplies, Equipment, Technology and Professional Development: Data and assessments indicate that student engagement (participation) is a huge factor in student achievement in Kinesiology. 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. 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 Suggestion: PEEP (Physical Education and Evaluation Program): PEEP is now in its 36th 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 Suggestion: 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.

Short Summary of Findings

We find the Kinesiology Program to be a vibrant an integral part of the education of students on the Skyline College campus. The program offers degree options in Physical Education (AA), Interdisciplinary Studies with an emphasis in Health and Physical Education (AA) and Kinesiology (AA-T) which accounted for more than 4% of degrees awarded in the 2015-2016 academic year. The activity requirement for the AA / AS degree coupled with the ISLO for Wellness are two key factors in insuring that we utilize our activity based curriculum 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 find that the obesity epidemic not only has a disproportionate impact based on a person's ethnicity, age, educational level, socio-economic status and gender nationally but locally on our campus as well. Thus, we see the continued importance of offering educationally based curriculum to address this equity and justice issue. We find a culture of assessment and evaluation in the program with faculty and staff committed to making sure that students achieve stated objectives and are able to get in, out and through on time. We ultimately find a program that has faced many challenges over the past several years as Title V changes have required major curricular modifications. In the face of such challenges, we have strived, with the help of our faculty colleagues both at Skyline and in our district, to offer the best, most efficient and student centered program possible. We stand ready to engage in the work ahead and to advocate strongly for our program rooted in the belief that "Mens sana in corpore sano" which translated means "A Healthy Mind in a Healthy Body".

Faculty Signatures

Kevin Corsiglia

Mike Fitzgerald

Jan Fosberg

Dino Nomicos

Justin Piergrossi

Gabe Saucedo

Amber Steele

Anthony Brunicardi

Type in name & Sign

Division Dean: _____
Joe Morello

Date Submitted: March 3, 2017

Program Title: Kinesiology

Date Submitted: March 3, 2017

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List Names and Positions: Tony Brunicardi (Instructional Aide), Kevin Corsiglia (Instructor), Mike Fitzgerald (Instructor), Jan Fosberg (Instructor), Sandra Hatzistratis (Division Assistant), Joe Morello (Dean), Dino Nomicos (Instructor), Justin Piergrossi (Instructor), Gabe Saucedo (Instructor) and Amber Steele (Instructor)

2. Contact Person (include e-mail and telephone): Joe Morello; morelloj@smccd.edu; 650-738-4293

3. Program Information

3A. Program Personnel

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program: We have one administrator (dean), three classified (division assistant (.5) and instructional aide (.5) and an ADAP instructional aide (.11)) and 18 faculty who serve the division. The instructional aide and division assistant have split responsibilities with part of their time dedicated to the Dance and Athletic programs. The ADAP aide is for four hours per week while classes are in session. Of the 18 faculty, 7 are full-time but the majority of those have instructional responsibilities in other programs such as Dance and Athletics. We have lost several part time instructors since the last comprehensive program review due to cut backs related to repeatability. We have, on average, 15-20 volunteers every semester and usually 2-3 work study students. Volunteers tend to be primarily in the Adaptive or Team courses. Work study also tended to be in Adaptive but this year, we have no work study students in the Kinesiology program.

FT Faculty: 5.075

PT/OL Faculty (FTE): 3.175

FT Classified: 1.11

PT Classified (FTE): 0

Volunteers: 15-20

Student Workers: 2-3

3B. Program Mission and Goals

State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Discuss how this program coordinates, impacts and interacts with other programs in the College. Explain how this program meets the needs of our diverse community. (200 word limit recommended)

The mission of the Kinesiology program is to educate our students on the lifelong benefits of physical fitness. This is done through a variety of activity and lecture classes offered by the program. Over the last decade, the program has increased its focus on the national and local epidemic of obesity. Our curriculum is designed to tackle this epidemic and assist our students. Kinesiology also focuses on developing critical thinking skills in our students. Students must not only be able to demonstrate various activity skills and improve their fitness but also think critically about activity as a means to promote health and wellbeing. We feel that physical activity epidemiology (disease prevention) is the cornerstone of why the program is so important to the general education of all students.

Kinesiology primarily impacts and interacts with other programs on campus as a local graduation requirement and as a primary means of fulfilling the Institutional Student Learning Outcome related to Life Long Wellness. 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 and on-line, Kinesiology 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 student success and progress.

Skyline College's mission statement is: "To Empower and Transform a Global Community of Learners." This mission is consistent with the breadth of the Kinesiology curriculum with all of our courses leading to transfer, career advancement, and disease prevention or a combination of the above. Our program also strives to address the Skyline College value of student success and equity. Obesity rates disproportionately impact communities of color and those in lower socio-economic classes. By offering a primarily activity based curriculum, we strive to close those gaps faced in our local community by providing increased opportunities and education for those most vulnerable to the health related impacts associated with obesity. Finally, The San Mateo County Community College District states in its mission statement that it will "Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement." This goal is also the basis of our program's mission.

4. Summary of Student Learning Outcomes and Program Data

4A. Drawing from the TracDat PSLO report, summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement.

Submit the [TracDat](#) PSLO report with the completed comprehensive program review report.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Respond to the following:

- Review the PSLO report and note any trends over the last five years
 - Instruction: Highlight the major areas on the course and program level in which students are doing well and those in need of improvement.
 - Student Services: Highlight the major areas in which students are doing well and those in need of improvement, including on the course level when applicable.
 - Career Technical Education: Note any trends in the last three years compared to the preceding three years or further.
- Identify changes that have occurred in your program as a result of annual SLO assessment.
- Explain any modifications to the program's SLO assessment process or schedule.
- Note that the PSLOs on TracDat match the ones listed on the departmental/ service area website and in the College Catalog.

This is an area of strength for the Kinesiology Program based on a strong track record of assessment. In evaluating assessments completed to date, all courses currently taught in Kinesiology have an assessment plan and results. Instructors are evaluating courses on a semester by semester basis in order to post results. Over the past six years, 259 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. Current PSLO's in TracDat match those in the College Catalog.

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.

Results in all areas of Kinesiology (ADAP, COMB, FITN, INDV, PE/KINE and TEAM) indicate a level of success at the course and program level. Specifically, for those enrolled in activity based curriculum, improvement in baseline fitness are occurring in two or more areas in most courses. These gains, while measured over the course of the semester, are critical in establishing a baseline of knowledge and function that students can carry from the class. In addition, students in both activity and non-activity curriculum are becoming proficient in content and movement that will allow them to advance to higher levels of study and function in their area of interest.

While no areas were noted as requiring action, it was noted that facilities, equipment and supplies play a vital role in student engagement in participatory activities. As such, there is a continuing need for updated professional development, technology, equipment and critical supplies necessary to teach Kinesiology. Facilities are generally excellent and kept in good repair but additional storage space is required.

4B. Summarize courses/services in the program that map to institutional student learning outcomes and discuss the results of the assessment and analysis.

Respond to the following:

- Explain what the course level assessment results reveal about student fulfillment of ISLOs.
- If the department participated in campus wide assessment, explain what insights were obtained.

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 assess 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.

Our program did participate in the assessment of the ISLO for Lifelong Wellness in fall 2014. What we saw in the

results were, in comparison to the other descriptors, the majority of our students scoring into the excellent / good portion of the rubric related to growth mind set. We consider this a key indicator of success / progress. Our program is primarily participatory in nature. A growth mind set is critical in the development of skills and fitness levels. All students face plateaus, set-backs and even periods of regression. It's important that a growth mind set be present to allow those students to get "over the hump" and maintain or progress further. We believe this is a critical reason why activity based course work is such a critical part of the general education of the student. The other descriptors (Physical Fitness and Personal Awareness) had student scoring split almost evenly between excellent/good in relation to adequate / needs work. We reflected on that and asked why students would not be scoring more consistent with the other descriptors. We believe the issue is related to the participatory nature of the curriculum. It's essential in fitness activity that the student participate actively and on a consistent basis. Failure to do so will impact the gains a student may achieve. While not taking attendance, participation measurements / scoring indicated that students were either missing classes or were limited to participating in class due to injury / illness at a greater rate than what actually grading indicated. We are now looking toward placing greater weight in the grading of students based on active participation in activities as a means to improve that result. With Personal Awareness, it may be the nature of activity itself that makes the student more critical and not the best judge of their strengths. One can always improve and that sense may not provide adequate opportunity for the student to reflect on their strengths. We'll be discussing this in greater depth but there may be a correlation between the higher growth mind set score and the lower personal awareness score.

4C. Summarize results of student data packets from the Office of Planning, Research and Institutional Effectiveness (PRIE), and where appropriate, any other relevant data.

Tool: <http://www.skylinecollege.edu/prie/programdata.php>

Respond to the following:

- Review 5-year data to describe trends in student success, retention, demographics.
- Were any student populations disproportionately impacted or underperforming?
- Analyze trends and discuss plans to address significant findings.
- Analyze trends in student success with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education

SLO outcomes and performance outcomes closely track each other when assessed. PRIE data indicates a retention rate of 88% for Kinesiology courses in comparison with a 85% college wide rate which equates to a 3% differential. PRIE data indicates a 81% success rate for Kinesiology courses in comparison with a 70% college wide rate which equates to a 11% differential. This data seems to indicate that students stay in and succeed in Kinesiology 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.

In looking at student characteristic data, we did note a few things. First, by gender 47% of the students taking Kinesiology are female, 51% are male and 2% are unreported. College wide, gender breakdowns are 52% female, 46% male and 2% unreported. This 5% differential is something that requires more study. While not terribly out of balance, we need to look at a course level what gender breakdowns are so our program continues to attract students of the underrepresented gender. In terms of ethnicity, enrollment trends are very similar to the campus. The only ethnic group not over or underrepresented in terms of the college wide average by more than a couple of percentage points would be Asian students. 25% of the student population at Skyline is Asian while 17% of the students enrolled in Kinesiology are Asian. Again, this data would need to be broken down by course to better understand why Asian students are not enrolling in greater numbers. Age is the last characteristic that was noted. By in large, students between 18-22 years of age make up about 66% of our enrollment. This is greater than the

institutional average of 53% and is indicative that "traditional age" college students still see Kinesiology as a valuable part of their degree / transfer curriculum. This also shows up in the fact that 55% of the students taking Kinesiology indicate transfer as a primary goal in comparison with 46% of the general student population. Our assumption is this age differential will continue or potentially grow as changes related to repeatability target the "life-long" learner who by in large falls in an older demographic.

External 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 four 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. It will be interesting to see how the system is able to now access growth money, actually restoration, based on workload adjustments during the down-turn, with the economy strong and offerings in such cost effective areas such as ours reduced.

A second external 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 stream-lined 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 Physical Education. 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 of the U.S. adult population 63.1 % of adults are either overweight (36.6%) or obese (26.5%). The data indicates that African-Americans were among the most likely to be obese, at 36.2%, compared to the national average of 26.5%. The obesity rate among Hispanics, at 28.3%, is also higher than the national average. Asians are far less likely to be obese, with only 9.6% falling into that category. 18.3% of young Americans are obese, compared to 27.6% between ages 30-44 and 30.6% among 45- to 64-year-olds. Of people 65 and over, 24.2% are obese. Men are more likely than women to be obese, 27.8% compared to 25.2%. 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 self-study (completed in 2011), we calculated that over 50% 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. Now, five years later that percentage has increased to slightly more than 60% of the students. 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.

4D. Program Enrollment and Efficiency

For programs with curricular offerings, state the last three years of fall semester FTES, FTE and LOAD. Spring semester data may also be submitted as needed. For programs without curriculum offerings, and those with curriculum offerings and services, please provide information on the efficiency of services. Assess the efficiency of the program. (Program efficiency information can be obtained from PRIE).

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 24,000 resulting in a 36% 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 3.95% of system wide FTES. Locally, we have seen our FTES drop by 28% while CSM (27%) and Canada (15%) have seen drops as well. While we have cut FTEF to maintain efficiency and keep a load around 600, our sister schools are running loads in the mid 400 to lower 500 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 our last program review in 2010-2011 expenditures from the Kinesiology, Athletics and Dance Division accounted for 8.12% of Fund 1 expenditures at Skyline College. During the 2015-2016

year expenditures from the Kinesiology, Athletics and Dance Division only accounted for 5.93% 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 28% 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 more than 12% and seen our load go from a high of 724 during the 2012-2013 academic year to “just” 621 for the 2015-2016 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.

4E. Career Technical Education Program Required Information and Data (CTE Programs only)

Tools: Major Employers in San Mateo County:

<http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Staffing Patterns in Local Industries and Occupations:

<http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

Respond to the following:

- Review the program's Gainful Employment Disclosure Data. Identify any areas of concern.
- Discuss the role of the Advisory Committee and provide minutes of the most recent Advisory Committee meeting.
- Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the program.

No response requested.

5. Curricular Offerings

Tools: CurricUNET: <http://www.curricunet.com/smcccd>

5A. Program Curriculum and Courses. If your program does not offer curriculum please state "N/A".

Respond to the following:

- All courses, including prerequisites, must be reviewed and updated at a minimum of every six years. (Be sure to complete Appendix D: Course Outline and Prerequisite Checklist Table).
- List courses that have been banked/deleted.
- NOTE: Be sure to add any new courses to the department's three-year calendar of assessment and request that they be added to TracDat.
- NOTE: If new courses were added since the last CPR, be sure that they've been mapped to ISLOs and PSLOs on TracDat, including relevant interdisciplinary degrees.

All courses have been reviewed and updated as part of the CPR process. The following courses were deleted:

ADAP 348: Adaptive Physical Education

ADAP 349: Functional Adapted Fitness Assessment

ADAP 356: Adapted Total Fitness

ADAP 357: Physical Education for Individuals with Special Needs

COMB 401: Self Defense

COMB 404: Beginning Shotokan Karate

COMB 405: Intermediate/Advanced Shotokan Karate

FITN110: Adult Conditioning
FITN 112: Cross Training
FITN 116: Body Conditioning
FITN 160: Women's Conditioning
FITN 166: Golf Fitness
FITN 182: Introduction to Tai Chi
FITN 199: Interactive Cardiovascular Fitness
FITN 201: Beginning Weight Training
FITN 202: Intermediate Weight Training
FITN 205: Weight Conditioning
FITN 210: Individual Weight Conditioning
FITN 219: Core Fitness Training
FITN 235: Cross Training Boot Camp
FITN 301: Spinning
FITN 303: Trail Hiking
FITN 304: Walking Fitness
FITN 305: Cardiovascular Development - Running Emphasis, Beginning to Advanced
FITN 308: Hiking and Trekking for Fitness
FITN 314: Backpacking for Fitness
FITN 332: Stretching and Flexibility
FITN 334: Yoga
FITN 335: Pilates
FITN 336: Yoga for Fitness and Wellness
FITN 400: Fitness Academy

INDV 101: Beginning Archery
INDV 105: Intermediate Archery
INDV 121: Beginning Badminton
INDV 125: Advanced Badminton
INDV 160: Golf
INDV 165: Golf Short Game
INDV 165.1 – 165.4: Golf Short Game I, Short Game Golf II, Golf Short Game III, Golf Short Game IV
INDV 167: Golf Course Strategies
INDV 168: Tournament Golf
INDV 169: Golf Swing Analysis
INDV 171: Golf: On Course Playing Lesson
INDV 172: Golf: Improving the Mental Game
INDV 251: Beginning Tennis
INDV 253: Intermediate Tennis
INDV 255: Advanced Tennis

PE 203: Sports Med Clinical Internship
PE 212: Prevention and Care of Athletic Injuries Lab
PE 213: Sports Medicine
PE 214: Sports Medicine Lab
PE 270: Introduction to Human Performance
PE 880SA: Longevity Basics

TEAM 111: Beginning Basketball
TEAM 115: Advanced Basketball

TEAM 125: Non-traditional Outdoor Games
TEAM 132: Flag Football
TEAM 141: Beginning Soccer
TEAM 145: Advanced Soccer
TEAM 146: Men's Soccer Theory
TEAM 148: Indoor Soccer
TEAM 149: Women's Soccer Theory
TEAM 150: Softball
TEAM 171: Beginning Volleyball
TEAM 173: Intermediate Volleyball
TEAM 175: Advanced Volleyball
TEAM 176: Volleyball Theory
TEAM 680: Selected Topics: Team

The following courses be banked:

COMB 404.1-404.4: Shotokan Karate I, Shotokan Karate II, Shotokan Karate III, Shotokan Karate IV
FITN 680SH: Stress Management: Life Skills for Optimal Health
TEAM 201: Wrestling Theory

Through the catalog year 2015-2016, we have all courses in TracDat. All courses have SLO's and assessment plans. All courses have been assessed with over 1,000 results being posted. All courses have been mapped to PSLO's and ISLO's.

We've had three large program changes since our last program review which have impacted curriculum. The first program change is that we leveled all our activities based courses. We did this as described in question 4D above. Our leveled curriculum has created a significant workload at the division level in several areas. The inputting of the schedule has become more time consuming. We offer twice as many sections as before with a number of them being cross listed. This has created the need for more dedicated time for schedule input and greatly increased the complexity of entering the schedule. Also, after census each semester, course enrollments are reviewed and course levels must be canceled that have 0 enrollments. As a matter of course and in the spirit of working with in the regulations related to repeatability, we generally do not offer four levels in any fitness based courses. The second program change is that we adopted the AA-T for Kinesiology effective Fall 2013. The degree has been a huge success and required the addition of KINE 100 (Introduction to Kinesiology) into our curriculum. Currently, Kinesiology is the fifth most popular major in the CSU system and our AA-T is a clear pathway for students entering the CSU system. In addition to KINE 100, we have expanded offerings in KINE by adding KINE 305 (Health Related Fitness and Wellness) and KINE 510 (Sport, Movement and Film) to our curriculum as well. The third large program change is the successful adoption of on-line courses, FITN 199.1 and 199.2 (Interactive Cardiovascular Fitness I & II), into our curriculum. We had just begun utilizing the on-line class prior to our last program review. The course has been a successful option for students who want to pursue a degree completely on-line through Skyline. It's also been used as a flexible scheduling option for some students, a preferred medium of instruction for other students and as a way to complete requirements related to high school physical education for concurrent enrollment students. We've even seen out of state and international students complete the course. Overall, it has been a strong addition to our program. While not looking to offer more activity based courses on-line, we are interested in offering more lecture based courses that either fulfill general education, degree or certification requirements.

5B. Identify Patterns of Curriculum Offerings. If your program does not offer curriculum please state “N/A”.

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates, degrees, and transfer.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

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, 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 2015-2016 academic year, Kinesiology was the fourth most popular AA-T degree. This makes sense as Kinesiology is the 5th most popular degree program among CSU students. In fact, almost 4% of all degrees conferred at Skyline College in 2015-2016 (Summer 2015, Fall 2015 and Spring 2016) were either Kinesiology, Physical Education or Interdisciplinary Studies with an emphasis in Health and Physical Education.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Actions:

- Identify next steps to be taken and set a timeline.
- Identify questions that will serve as a focus of inquiry for the next Annual Program Plan and/or Program Review.
 - Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - Describe what you expect to learn from the assessment efforts.

Data and assessments indicate that student engagement (participation) is a huge factor in student achievement in Kinesiology. Because most activity classes are skill building (knowledge, motor and / or fitness), it's important to keep students engaged. We also 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.

PEEP (Physical Education Evaluation Program) is now in its 36th 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.

We also will need assistance in outreach related to our program. Our staff right now is stretched to simply meet operational needs. The campus has embarked on a strong outreach effort with numerous events and activities yet we are unable to participate in many activities. We don't have the staff. It's critical that we have such staff available.

We are in need of additional indoor space due to the impacted scheduling of three current teaching stations (3102 Fitness Room; 3200, Gym; and 3201, Dance Studio) and the useful life of our current portables. 3102, 3200 and 3201 are scheduled and used in some cases 12-14 hours a day (excluding weekends). We need additional

space to not only meet student demand but also as alternative teaching space because of weather. Our climate impacts the ability of students to learn and teachers to teach during especially windy and foggy times. Additional indoor space will be an alternative in such situations. In addition our classroom space in Portables 3A, 3B and 3C are coming to the end of their useful life. These portables are all 16+ years of age and need to be replaced in the next year or two. Otherwise, our classes and activities will be negatively impacted.

Finally, our review indicates that while assessments are important we have key items to consider over the next few years. Specifically:

1. Evaluate and update as necessary the current PE and ISF Degree Options to align them with our current AA-T degree to create a clearer pathway for students.
2. 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.
3. Investigate 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.

7. Resource Identification

7A. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

In the past year, some of the funded projects included but are not limited to: Rachelle Marquez completed Adaptive Kinesiology course work and multiple instructors have retained or renewed certifications in Spinning, yoga, pilates and first aid / CPR.

Activities such as those mentioned above are symptomatic of the type of continued Professional Development required to teach in Kinesiology. All our full-time and part-time staff are engaged in some activity to either update skills, maintain certifications or enhance their pedagogy. Examples of this are staying current on CPR, First Aid, AED, Yoga, Pilates, Spinning and other types of certification.

The need for Professional Development is constant as Kinesiology is a discipline of change. New information, improved pedagogical methods and technology are all areas of focus and interest. Unfortunately, Kinesiology is also an area where time on task is required. Faculty are loathe to miss class time in order to engage in Professional Development activities. As such, it can be difficult to push folks to do more especially when keeping certifications current often eats up their time dedicated to professional development. The dean needs to do more to try and encourage staff to pursue opportunities.

This spring and summer our on-line instructors, Kevin Corsiglia, Justin Piergrossi and Amber Steele were working through the CTTL to become certified to teach using the new CANVAS system. It's a Division goal over the next several years that all faculty will begin using the CANVAS LMS as a repository for syllabi, course materials, handouts and other resources that will benefit students.

Finally, because of the focus of our program on disease prevention through exercise epidemiology, we are hopeful to offer more activities through the CTTL targeted for staff to help them engage in exercise as a means of disease prevention.

7B. Office of Planning, Research & Institutional Effectiveness requests

Actions:

- List your program's data requests from the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.

We would seek PRIE help on the following data requests:

Success and retention rates comparing students enrolled in KINE activity courses vs. those who do not?

The success / need to evaluate the new AA-T Kinesiology degree?

PEEP evaluation to validate equity in outcomes as part of the SEEED initiative?

Retention and success are at the heart of the Skyline Promise (Get In, Get Through and Get Out on time). Our current AA / AS requirement has the student complete two activity courses. The newly formed AA-T's exempt students from the requirement. We are curious to see if students perform academically better when enrolled and participating in an activity course versus when they are not. Research and anecdotal reports seem to indicate improved cognitive functioning and academic performance when students are concurrently engaged in a fitness program. We would like to study the intersection of activity and its impact on academic performance. We are interested in looking at students at both the full-time and part-time level.

We want to continue looking at our AA-T degree. In 2014-2015, we had 33 students graduate with the AA-T in Kinesiology. In 2015-2016, that number dropped to 19 students. We want to try and understand why. We took a stab in the dark for now and opened an additional section of KINE 100 but was that the right course? Is it possible that the addition on new AA-T's has diluted the student pool? Are we offering enough courses so the students can get through in time? Was the drop an anomaly?

We also want to study the intersection of race / socioeconomic status as related to exercise and disease prevention. Obesity and Type II Diabetes are an epidemic locally and nationally. People of color and lower socioeconomic backgrounds are disproportionately impacted. What can our program offer to close this gap?

7C. Faculty and Staff hiring, Instructional Equipment and Facilities Request

A critical piece not included in the table below are on-going, continuing, budget requests for operations such as supplies, repairs, contract services or memberships. The operational budget for the program has not been increased, either based on need or adjusted for inflation, since well before our last program review. As noted, funding in these areas is important to our program. We've also noted our efficiency and documented that our resources in relation to the Fund 1 budget have decreased over the past six years. Therefore, in addition to the items below, we would wish to request \$21,000 allocated in the following fashion:

10002-2416-4510-083500 = 14,000 (Supplies)

10002-2416-4570-083500 = 2,000 (Equipment Repair)

10002-2416-5310-083500 = 2,000 (Memberships)

10002-2416-5690-083500 = 3,000 (Contract Services)

Comprehensive Program Review: Resource Needs Summary Table

Program: Kinesiology

Date: March 3, 2017

	Needs	How does this request align with your assessment of student outcomes?	How does this request align with your action plan?	Estimated cost for facilities and equipment
Personnel	1. Release time for faculty to do assessment revisions	Assessment plans must be entered for all leveled curriculum.	It is necessary to measure success/need for improvement.	\$20,000
	2. Contract personnel for development of database	Database will be used as repository for PEEP data.	It allows students to engage results on a continuing basis.	\$10,000
	3. Contract personnel for having access to data base for students and staff	It allows students and staff to engage results on a continuing basis and monitor progress.	It allows students to engage results on a continuing basis.	\$10,000
Equipment	1. Replacement of existing equipment based on need.	Equipment must be functional and operational to use. Replacement based on schedule	Allows for greater student engagement	\$58,000 (See IE List)
	2.			
	3.			
	4.			
Facilities	1. Replacement of portables	Replacement of existing instructional space at the end of its useful life. Units were purchased between 1999-2001	Necessary to maintain existing instructional program with current space	\$3,000,000
	2.			
	3. Construction of Center for Kinesiology and Human Performance	We need the center due to space considerations, weather and community demands. It would be both an instructional and enterprise space.	Assist in developing certification options and linking exercise with disease prevention.	\$100,000,000

APPENDIX A

VISION, MISSION, VALUES AND GOALS OF SKYLINE COLLEGE

Please check current catalog for most recent goal statements.

Vision Statement

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Mission Statement

To empower and transform a global community of learners.

Values Statement

Education is the foundation of our civilized democratic society.

Thus:

Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

Student Success: We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

Shared Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability "To meet present needs without compromising the ability of future generations to meet their needs."

APPENDIX B

Definition of Terms

- WSCH: Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census
- FTE: The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.
- LOAD: Teaching Load is taken as the ratio of WSCH to FTE
- N GRADES: The total number of grades awarded ($A+B+C+D+F+CR+NCR+I+W$)
- RETENTION: The sum of all non-W grades divided by N grades times 100, expressed as %
- SUCCESS: $A+B+C+CR$ grades divided by N grades times 100, expressed as %

APPENDIX C

FREQUENTLY ASKED QUESTIONS

1. Why are faculty asked to perform Program Review?

Faculty are the members of the campus community who best understand the intricacies of the courses and the body of work within programs. Faculty work each day with students and staff within these programs and are best suited to understand the strengths and needs of specific programs. Because Program Review is also used for budget and planning, it is imperative that faculty perspective is included in that process.

2. How do I know that all the work I put into this document will have any impact?

A well thought through and completed Program Review will have its greatest impact on the program and its faculty/staff. Evaluation of practices, procedures and student outcomes is the hallmark of successful educational programs and institutions. A thoughtful analysis of the results and findings of the Program Review should be used to improve student outcomes. The Curriculum Committee and College Council have developed a process which requires the Program Review to impact the College planning, budget, SLOAC and resource allocation processes.

3. Why the oral presentation to curriculum committee?

The oral presentation of your Program Review serves two purposes. Primarily, it will allow the program exposure to a cross-section of the campus community. Many members of this community are not aware of the accomplishments of programs or their needs. It allows each program to shine! Secondly, it allows the Program Review process to become more personal. Committee members and program personnel will have the opportunity to interact, question each other, and respond to the Program Review. Finally, it will help the College do systematic planning and coordinate our efforts.

4. I am a one-person department – I don't have the capability or time to perform this review.

Each Division Dean is available to assist you in gathering information and preparation of the self-study. Please utilize him or her. Also, keep track of the amount of time spent on the self-study. When submitting your evaluation of the Program Review process, please include the total hours involved in the process. This will help with future planning and modifications to the review process.

5. How will the self-study questions be kept current and useful?

The Curriculum Committee, through the Academic Senate, will have that responsibility.

Appendix D

Program: Kinesiology

Semester: Fall 2016-Fall 2017

COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE							
1	2	3	4		5	6	7
Prefix & Number	Course Title	Curric-UNET Review Date (Month /Year)	Transfer		G.E.	Prerequisites, Co-requisites, and/or Recommended Preparations	Reviewed
			C S U	UC			
ADAP 358	Adapted Strength Development	11/2016	X	X	X	Physician's, Health Counselor or Dean Recommendation	X
ADAP 359	Balance and Functional Movement for the Physically Limited	11/2016	X	X	X	Concurrent Enrollment with ADAP 358	X
COMB 301 & 302	Wrestling, Beginning and Intermediate	11/2016	X	X	X	None	X
COMB 401.1 -.4	Self Defense I, II, III, IV	11/2016	X	X	X	None	X
COMB 680SA	Muay Thai	10/2014	X			None	X
COMB 680SB	Beginning Jiu Jitsu	09/2016	X			None	x
FITN 106	Varsity Conditioning	10/2016	X	X	X	None	X
FITN 107	Intercollegiate Fitness	11/2016	X	X	X	None	X
FITN 112.1-.4	Cross Training I, II, III, IV	09/2016	X	X	X	None	x
FITN 116.1-.4	Body Conditioning I, II, III, IV	10/2016	X	X	X	None	x
FITN 166.1-.4	Golf Fitness I, II, III, IV	10/2016	X	X	X	None	X
FITN 199.1-.2	Interactive Cardiovascular Fitness I, II	11/2016	X	X	X	None	x

COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE

1	2	3	4		5	6	7
Prefix & Number	Course Title	Curric- UNET Review Date (Month /Year)	Transfer		G.E.	Prerequisites, Co-requisites, and/or Recommended Preparations	Reviewed
			C S U	UC			
FITN 201.1-.4	Weight Training I, II, III, IV	10/2016	X	X	X	None	X
FITN 219.1-.4	Core Fitness Training I, II, III, IV	12/2016	X	X	X	None	x
FITN 301.1-.4	Spinning I, II, III, IV	10/2016	X	X	X	None	x
FITN 304.1-.4	Walking Fitness I, II, III, IV	10/2016	X	X	X	None	x
FITN 305.1-.4	Cardiovascular Development – Running Emphasis I, II, III, IV	11/2016	X	X	X	None	X
FITN 308.1-.4	Hiking and Trekking for Fitness I, II, III, IV	09/2016	X	X	X	None	X
FITN 314.1-.4	Backpacking for Fitness I, II, III, IV	09/2016	X	X	X	None	x
FITN 332.1-.4	Stretching and Flexibility I, II, III, IV	10/2016	X	X	X	None	x
FITN 334.1-.4	Yoga I, II, III, IV	10/2016	X	X	X	None	X
FITN 335.1-.4	Pilates I, II, III, IV	10/2016	X	X	X	None	X
FITN 400.1-.4	Fitness Academy I, II, III, IV	12/2016	X	X	X	None	X
INDV 101.1-.4	Archery I, II, III, IV	09/2016	X	X	X	None	X
INDV 121.1-.4	Badminton I, II, III, IV	09/2016	X	X	X	None	X
INDV 126	Coed Club Badminton	10/2016	X	X	X	None	X
INDV 160.1	Golf I, II, III, IV	09/2016	X	X	X	None	X

COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE

1	2	3	4		5	6	7
Prefix & Number	Course Title	Curric-UNET Review Date (Month /Year)	Transfer		G.E.	Prerequisites, Co-requisites, and/or Recommended Preparations	Reviewed
			C S U	UC			
INDV 251.1-.4	Tennis I, II, III, IV	10/2016	X	X	X	None	x
KINE 100	Introduction to Kinesiology	09/2016	X			None	X
KINE 305	Health-Related Fitness and Wellness	09/2016	X	X	X	Recommended: Concurrent enrollment in activity class	X
KINE 510	Sport, Movement and Film	02/2017	X	X	X	Recommended: Eligibility for ENGL 846 or ESOL 400	X
KINE 680SA	Introduction to the Field of Physical Therapy	03/2017	x			None	X
PE 105	The Student-Athlete Experience	03/2017	X	X	X	None	X
PE 152	Theory of Sport and Fitness Management	03/2017	X			Recommended: Eligibility for ENGL 846 or ESOL 400	X
PE 211	Prevention and Care of Athletic Injuries	11/2015	X	X		None	X
PE 301	Introduction to Personal Training	03/2017	X			Recommended: Eligibility for ENGL 846 or ESOL 400	X
PE 302	Introduction to Sports Nutrition	03/2017	X	X		None	X
TEAM 100	Men's Baseball	12/2016	X	X	X	None	X
TEAM 111.1-.4	Basketball I, II, III, IV	12/2016	X	X	X	None	X
TEAM 112	Basketball: Advanced Competition Strategies	12/2016	X	X	X	None	X
TEAM 116	Basketball: Individual Skill Development	12/2016	X	X	X	None	X
TEAM 132.1-.4	Flag Football I, II, III, IV	02/2017	X	X	X	None	X

COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE

1	2	3	4		5	6	7
Prefix & Number	Course Title	Curric-UNET Review Date (Month /Year)	Transfer		G.E.	Prerequisites, Co-requisites, and/or Recommended Preparations	Reviewed
			C S U	UC			
TEAM 141.1-.4	Soccer I, II, III, IV	02/2017	X	X	X	None	X
TEAM 148.1-.4	Indoor Soccer I, II, III, IV	02/2017	X	X	X	None	X
TEAM 179	Tournament Volleyball	02/2017	X	X	X	None	X
TEAM 188	Volleyball Theory, Defense	02/2017	X	X	X	None	X
TEAM 189	Volleyball Theory, Offense	02/2017	X	X	X	None	X
TEAM 190	Baseball Theory, Defense	02/2017	X	X	X	None	X
TEAM 191	Baseball Theory, Offense	02/2017	X	X	X	None	X
TEAM 192	Men's Basketball Theory, Defense	02/2017	X	X	X	None	X
TEAM 193	Men's Basketball Theory, Offense	02/2017	X	X	X	None	X
TEAM 194	Women's Basketball Theory, Defense	03/2017	X	X	X	None	X
TEAM 195	Women's Basketball Theory, Offense	03/2017	X	X	X	None	X
TEAM 196	Men's Soccer Theory, Defense	03/2017	X	X	X	None	X
TEAM 197	Men's Soccer Theory, Offense	03/2017	X	X	X	None	X
TEAM 198	Women's Soccer Theory, Defense	03/2017	X	X	X	None	X
TEAM 199	Women's Soccer Theory, Offense	03/2017	X	X	X	None	X

APPENDIX E
SKYLINE COLLEGE

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Program: KINESIOLOGY

Thank you for your time and effort in preparing this Program Review. Your Resource Needs Summary has been shared with the College Budget Committee and the Resource Needs Summary and Executive Summary, with recommendations, has been shared with the College Council.

College President

Comments:

Signature

Separate boxes for each

College Vice President(s)

Comments:

Signature

Curriculum Committee

Comments:

Signature

Appendix F

Skyline College

Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review:250+

1. Was the time frame for completion of Program Review adequate? If not, explain.
It was adequate but that was because we started planning at the end of the Spring 2016 semester. If we had waited for the Program Review orientation in October we would have been hopelessly behind. We would recommend that those programs up for review be notified and given some training in the spring the year before their review. Summer can be a good time to start working on items such as curricular modifications.
2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement. It was clear and fairly consistent with the annual planning document. This consistency was appreciated as it made completion of the narrative much easier than in the past. Formatting can sometimes be difficult when typing in the document.
3. Were the questions relevant? If not, please explain and offer suggestions. Yes the questions were relevant. Hopefully, we answered them in a way that addressed the intent of the question.
4. Did you find the Program Review process to have value? If not, please explain and offer suggestions. It does have value. We found it especially valuable in looking at our degrees and courses. It also seems to be a good “cap stone” project as one can use previous annual plans to put together the comprehensive program review.
5. Was the data you received from the Office of Planning, Research and Institutional Effectiveness complete and presented in a clear format? Would you like additional data? PRIE Data is always helpful. How can any office that Aaron McVean is the head of be anything but helpful? We do however supplement PRIE data with our own data either internally (PEEP, Graduation Statistics, etc...) or externally (CDC).
6. Please offer any comments that could improve and/or streamline Program Review. We would like to thank Adam Windam and Dennis Wolbers for meeting with us prior to modifying our curriculum. It was especially helpful and appreciated. We would recommend that those programs up for review be notified and given some training in the spring the year before their review. Summer can be a good time to start working on items such as curricular modifications.

Appendix G
Skyline College

Program Review Completion Check off Sheet

Before submitting your self-study report, please make sure that all forms are submitted by using the checklist below:

		Checked if Completed
1.	Executive Summary	X
2.	Program Review Self-Study (including TracDat PSLO report)	X
3.	Resource Needs Summary Table	X
4.	Course Outline and Prerequisite Checklist Table (Appendix D)	X
5.	Response Sheet (Appendix E)	X
6.	Evaluation of the Program Review Process (Appendix F)	X

Approved by Curriculum Committee 11/6/13
Revised 10/26/16