



Administrative Leadership Unit Review (ALUR) Template for FY 2024-25

Date: 3/7/2024

Division: KAD

Division Dean: Dino Nomicos

Please respond to the following prompts by clicking on the grey box:

I. List the programs that fall within your Division.

Kinesiology/Athletics/Dance

II. Briefly describe any major changes to the Division or Programs' purview and functions during the past year.

Adding women's wrestling to our program is a positive step towards inclusivity and expanding the reach of the sport. However, it's understandable that this addition will strain the athletic training staff, the demand for workload and resources has increased.

III. Review the Improvement Platform's "General Information Summary" dashboard for program review completion and **note which programs within your division are (a) missing a CPR/PRU for their designated year, and are (b) scheduled for a CPR and/or PRU next year.**

All three programs, Kinesiology, Athletics and Dance are current in regards to their CPR/PRU for their designated years. Dance is scheduled for CPR beginning 2024 and will be submitted in spring 2025. Athletics is scheduled to begin CPR in 2025 and will be submitted in 2026. Kinesiology is concluding the CPR cycle in our current spring 2024 semester.

IV. Review the Improvement Platform's "Course SLO/ PSLO Assessment" dashboard for your division and **note progress on course SLO assessment (for instructional/ student service programs with courses) or program SLO assessment (for student services programs) for the current three-year cycle? Which programs may need your support, and how will you support them?**

The current three-year cycle has presented challenges for course assessments in Kinesiology, particularly for activity-based courses. The discontinuation of the Physical Education Evaluation Program (PEEP) in 2021 due to the COVID-19 pandemic has impacted the assessment of our ADAP, COMB, FITN, INDV & TEAM courses. The absence of PEEP has resulted in a reduction of qualitative data, making it challenging to evaluate the effectiveness of Kinesiology courses.

Another notable difficulty arises from the shift to online courses, which complicates the collection of data regarding physiological changes resulting from activity-based courses. This shift underscores the need for a comprehensive revamp of course Student Learning Outcomes (SLO) and assessment methods within the Kinesiology department. To assist in this process, I propose collaborating with Kinesiology faculty to develop alternative

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assessment strategies that accommodate the online learning environment. This could involve exploring virtual simulations, interactive platforms, or other innovative methods to capture essential data on physiological changes.

As the Dean I will continue advocating for resources and training sessions focused on adapting assessment techniques for online courses which can be instrumental in supporting Kinesiology programs during this transition. Additionally, fostering a collaborative environment for sharing best practices and lessons learned within the division can contribute to a more effective and cohesive approach to SLO assessment for our Kinesiology courses. On a positive note, assessments for Dance and Varsity courses, which are less dependent on PEEP testing and involve more in-person interactions, continue to demonstrate successful attainment of SLOs. In light of this, my support will primarily be directed towards the Kinesiology programs, assisting them in redesigning their SLOs and implementing effective assessment methods that align with the current online learning landscape.

V. Briefly describe the major challenges and achievements for your Division over the past year.

Major achievements were maintaining a diversity of offerings in an on-line format. We are the only district KAD program to continue offering an option in ADAP, COMB, DANC, FITN, INDV and TEAM in an on-line format. We continue to be the leading program in the district in awarding AA-T's in Kinesiology and among the leaders in California community colleges. A final achievement is that we got all athletic programs back on campus for training and competition. We saw an increase in athletes by 40 percent and were able to compete in all eight athletic programs. We anticipate that coming back to campus but it will to be like flipping a switch, and it's going to be hard anticipating demand for face to face instruction in our area. Some of the questions to be answered are: What will be the impact on athletic programs with the disrupted nature of club and high school sports for 18+ months? Will students feel comfortable being in large (20+) group exercise classes indoors (we have limited outdoor offerings with our weather)? If there is an institutional shift to a greater on-line presence (30+ % of instruction remains on-line) what would that do to face to face class sizes since not as many students will be physically on-campus?

VI. List and describe the major goals for your Division – What will the Division focus on achieving over the next 1-3 years? How do your Division goals align with the College's [M-V-V](#) and [Education Master Plan](#)?

VII. Recovery from COVID 19 Impacts: We want our goals to align with the College's [M-V-V](#) and [Education Master Plan](#)?

to get our program back operating where it was before while capitalizing on our growth in on-line instruction. It's critical to get our face to face programs back. This will require resources to address inflationary impacts on operations and money to fund some under-enrolled sections as we figure out demand levels. We don't want to offer and then cut classes.

Exercise Epidemiology: We believe the story of COVID, and how we can mitigate it's impacts moving forward, has many chapters that will need to be written. One of those

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chapters will deal with exercise as a means of disease prevention (Exercise Epidemiology). Negative outcomes from COVID infections correlated with age. But, it's also important to note the correlation of negative COVID outcomes based on heart disease, smoking, obesity and Type II diabetes. Educationally based exercise programs are uniquely positioned to fill this disease prevention need not only for college students but are larger community as well.

Equity: Equity ties into the piece on Exercise Epidemiology and our Women's Athletic Programs. Not everyone has equal access to on-line exercise resources. Not everyone can employ a personal trainer to work with them remotely or can purchase expensive home fitness equipment. Not everyone benefits from watching you tube exercise videos or subscribing to online exercise resources. Our classes are a great access point for students and community members. Looking at COVID statistics, the disproportionate impact of negative outcomes can be tied to a lack of access to quality, accessible educational based activity programs such as ours. I also worry about our Women's Athletic programs. Participation in on campus training has been most limited among our female students. Our plan, prior to COVID, was to look at adding Beach Volleyball and / or Women's Wrestling in the next one to three years. We would want to institutionalize our Dance Festival as soon as practical (Fall 2025). This was funded as a PIF to great local reviews but was not institutionalized. We are seeking that support. And, as always, we seek support for our KINE and Athletic programs as well related to our community. Athletic events are important but even more important is that our athletic programs draw 90+ percent of their participants from San Mateo and San Francisco counties and are a source of community involvement and pride

- VIII. **Using the boxes below, list the resource requests that the Division is moving forward for consideration. Please note that the resource requests should be in declining order of priority, as indicated in the upper left corner of each box. For each resource request, describe how it connects with your Division goals, and the potential consequences of not securing the requested resource. In sum, please explain why filling this request should be a priority for the College.** (To see a list of requests submitted by your programs, please follow the separate instructions for downloading from the Nuventive Platform.)

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
1	Increase FTE for Athletic Trainer from .4 to 1.0	Classified Professional FTE	Athletics	51,300-91,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
This position is of HIGH IMPORTANCE. If this position is not approved we will not have coverage for all our teams. We currently have one athletic trainer working full-time on a 12-month schedule (100%) and a part time trainer working 10 months (40%). This request is to increase our part-time athletic trainer to a 12-month employee (an increase of .40 FTE to a				



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1.0, 12-month position) to supplement the services currently being offered. We currently have limited availability of training services which began in June 2021. Demands on the training room have expanded exponentially due to COVID making this additional support critical. The need for testing, scheduling, administration and reporting, contact tracing, sanitizing, symptom checking and physical assessments related to athletic training operations makes additional help in the training room a requirement not a luxury. I anticipate COVID measures will be in place for the foreseeable future.

In addition to the workload cited above, currently, Skyline College offers the lowest amount of athletic training service among district schools. College of San Mateo (CSM) has three full-time 12-month athletic trainers. An argument can be made that CSM needs this as the program is larger than Skyline. But Canada College, which is smaller than Skyline, has one full-time 12-month athletic trainer and one part-time 12-month athletic trainer insuring access on a year around basis.

A skilled athletic trainer can reduce exposure to insurance claims by properly treating, referring and rehabilitating student-athletes. The easy and time saving thing is to refer a student to a physician. This can be expensive if the student has no or limited insurance. It's also an equity issue. The more difficult thing is to assess and treat the student so that going to the doctor is not a necessity. This keeps costs down, enables our students to return to practice / competition more quickly and is a way of mitigating any risk to the district. It also creates greater equity in outcomes for our students impacted by injury. We have also gone to a 7-day operation with COVID cancelations of games and re-scheduling. Dealing with injuries and missing time on the court/field due to injuries is one of the greatest impacts on student-athlete's mental health. Providing more athletic training services to assist the athletes will have a positive impact.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
2	Program Service Coordinator (PSC)	Classified Professional FTE	Athletics	85,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
<p>We are currently are the only department that doesn't have a programs service coordinator on our campus. Our sister colleges currently have a PCS at Canada and an Assistant Athletic Director at CSM. (Salary 125,000-150,00) This is an equity and equality issue in our Kinesiology/Athletics/Dance department compared to the other colleges in our district and other colleges in the state. In collaboration with the dean, oversee the execution of evaluation procedures for all faculty and staff in the Division. The PSC responsibilities would be the following:</p> <ol style="list-style-type: none">1) Assist with short-term and long-term staffing levels for the division2) Assist with eligibility, tracers, and all matters pertaining to compliance				

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- 3) Develop, direct, and supervise the activities of athletic marketing, promotions, branding, and related projects in-line with the overall branding of the district
- 4) Carry out initiatives to maximize attendance for home games
- 5) Develop and implement an effective marketing and promotions campaign
- 6) Assist with game management for all home contests
- 7) Ability to communicate with employees/students/public
- 8) Focus, implement, and ensure compliance with Title IX
- 9) Apply NCAA/CCCAA rules and regulations governing intercollegiate athletics
- 10) Oversee transportation coordination for all intercollegiate athletic programs
- 11) Implement and monitor Name, Image, and Likeness (NIL) protocols
- 12) Serve as key emergency prevention, preparedness, and response personnel as assigned
- 13) Perform other duties as assigned by the Dean of Kinesiology/Athletics/Dance

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
3	Part-time .50 FTE 10 Month Equipment Manager/ Game operational Set up	Classified Professional FTE	Athletics	25,000-50,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
<p>We are currently operating without an employee in this position for game operations, set ups and break down of events. Because of limited resources at the college, currently the Dean is responsible to physically set up facilities for home events. We currently offer about 90 home events a year in our Athletic department. Also, with post COVID the necessity to clean the equipment and uniforms has gone up by 50%. By adding this position, we will almost align with College of San Mateo who currently have one full time and one part time equipment manager and two full time instructional aids.</p>				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
4	Transportation	Transportation	Athletics	50,000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
<p>Ensuring bus transportation aligns with CSM (College of San Mateo) and Canada College to promote equity and equality, this is an important goal. By prioritizing equity and equality in bus transportation for Skyline College student athletes, you can help ensure that all students</p>				



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have equal access to educational opportunities and resources in alignment with CSM and Canada College. We are one of 2 colleges (20 total colleges) in the bay area that does not have charter bus service for our student athletes. This is truly a disadvantage to our college in recruiting also and will affect enrollment. This also is a liability for our coaches because of the length of the game day and they go over the time allowed to drive a van or bus as per Federal Driving rules (10-hour Day) driving rules.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
5		Choose an item.		
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				

If you have additional resource requests, please copy and paste new boxes below, and be sure to update the priority ranking.