

## 2019-20 Kinesiology Annual Program Plan

### I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

#### Narrative

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 twenty five 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 kinesthetic and 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 well being. We feel that physical activity epidemiology (disease prevention) and the intersection of learning domains (cognitive, affective and psychomotor) are 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. The Kinesiology AA-T is the third most popular AA-T and the tenth most popular degree option overall at Skyline over the past five year (2014-2019) Kinesiology is the fifth most popular major in the CSU system. As such, the discipline is a critical pathway for students seeking a degree and transfer.

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.

#### Evidentiary Documents

[DegreesCertificates-top10\\_2014-2019.pdf](#)

**Associated Objectives**

1056-Accessibility of PEEP Data

1055-Enhanced Technology, Equipment, Supplies and Professional Development:

1057-Facilities Replacement



## **I.B. Program Planning Team**

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

### **Narrative**

Staff who provided data and were resources in completing this program plan were: 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), Amber Steele (Instructor) and a number of Adjunct instructors.

We have one administrator (dean), two classified (division assistant and instructional aide) and 17 faculty who serve the division. The dean, instructional aide and division assistant have split responsibilities with part of their time dedicated to the Dance and Athletic programs. Of the 17 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 due to cut backs related to repeatability and the institutional reduction in headcount. 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 Adaptive and just one for the entire program.

### **Associated Objectives**

[1056-Accessibility of PEEP Data](#)

[1055-Enhanced Technology, Equipment, Supplies and Professional Development:](#)

[1057-Facilities Replacement](#)

## **II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities**

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

### **Narrative**

#### **Enhanced Technology, Equipment, Supplies 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 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. 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. Given the COVID 19 pandemic, we have been trying to provide on-line options to supplement or replace face to face instruction. We see this as an area of growth for us as moving to an online environment has made us realize that tools are available that can supplement face to face instruction for the betterment of our students.

**Accessibility of PEEP Data:** PEEP (Physical Education Evaluation Program) is now in its 39th year. Over 50,000+ records have been collected regarding student progress towards outcomes related to the five major components of fitness. 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. We have started to work with District ITS and Soe in MCPR to use the Form Stack Platform for this purpose. Unfortunately, due to COVID 19, we will be suspending the post-test for Fitness Testing in Spring 2020. Instructors will be working with students directly to come up with an alternative way to measure progress.

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.

**Outreach:** 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. If the PSC for Athletics is funded, the Instructional Aide in our Division could have a greater percentage of their time shifted into Kinesiology allowing for this type of effort.

**Evaluate Curricular Options:** 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 / dual enrollment students which limits our ability to reach that growing population.

**Strengthen Equity and Social Justice Connection:** As was noted, we have pursued a focus related to obesity reduction as part of our program. CDC data indicated that obesity is found in statistically higher proportions based on gender, ethnicity and socio-economic status. Obesity is a major cause of the leading causes of death (heart disease, cancer, diabetes and stroke) in the United States. We want to more clearly demonstrate that it's not just access that impacts the numbers. It's availability of evaluative programs that are geared toward epidemiological (disease prevention) benefits. We want to make sure that our program benefits all students but want to take special care to make sure that it serves those who need this type of program most.

**Facilities:** 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. A Center for Human Performance and Kinesiology which is part of the campus and district facility master plan will fit this need.

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.

### **Evidentiary Documents**

[Assessment\\_ Course Four Column\\_KINE\\_2019-2020.pdf](#)

[Assessment\\_ Department Four Column\\_KINE\\_PSLO\\_2019-2020.pdf](#)

[bs-kinesiology-concentration-exercise-movement-sciences.pdf](#)

[bs-kinesiology-concentration-physical-education.pdf](#)

[Degree Handout Major.xlsx](#)

[DegreesCertificates-overall.pdf](#)

[SFState\\_Skyline\\_KINE\\_Articulation.pdf](#)

[SMCCCD-FacilitiesMasterPlanAmendment-2015.pdf](#)

(Note: Please see the Attachments tab to access all non-PDF documents.)

### **Associated Objectives**

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[1055-Enhanced Technology, Equipment, Supplies and Professional Development:](#)

[1057-Facilities Replacement](#)

## II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

### Narrative

External factors have had a major impact on our division. Title V changes adopted in Fall 2013 with the purpose of reducing FTES in Kinesiology, Athletics and Dance activity courses has had its intended impact over the last seven years. The impetus for the change in the regulations is that offerings were too robust given the scarcity of resources in the system and that courses in our division did not support the core mission of community colleges related to transfer, vocational training, degree / certification attainment and / or basic skills.

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

A second external 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 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, not of interest, and / or delay completion. At many community colleges one of the “local” requirements can be Kinesiology / Physical Education courses. The SMCCCD schools (Canada, CSM and Skyline) all have a two activity class requirement for students who want to earn a degree. Exceptions can be granted to this requirement on a limited basis. **NO** data has been presented that indicates that the current activity requirement is an impediment to student progress or completion. Other courses may be an impediment but activity courses are not. Our area, with system wide colleagues, would strongly defend the importance of local control in determining requirements for graduation in addition to any Title V mandates.

Our defense of the requirement is based on external and internal data. Data from the CDC (Centers for Disease Control) indicates that of the U.S. adult population obesity and severe obesity rates are rising. Obesity in adults was defined as a BMI of greater than or equal to 30 and severe obesity as a BMI of greater than or equal to 40.

The age-adjusted prevalence of obesity was 42.4%, and the age-adjusted prevalence of severe obesity was 9.2% among adults aged 20 and over in the United States in 2017–2018. The overall prevalence of obesity was similar among men and women, but the prevalence of severe obesity was higher among women. Adults aged 40–59 had the highest prevalence of severe obesity.

The prevalence of obesity was highest among non-Hispanic black adults compared with other race and Hispanic-origin groups, overall and among women. However, among men, the prevalence of obesity was not significantly different between non-Hispanic white, non-Hispanic black, and Hispanic men. Overall, and among men and women, obesity was lowest among non-Hispanic Asian adults. Non-Hispanic black adults had the highest prevalence of severe obesity, and non-Hispanic Asian adults had the lowest.

From 1999–2000 through 2017–2018, the prevalence of obesity and severe obesity increased, but the observed increase in the prevalence of obesity and severe obesity between 2015–2016 and 2017–2018 was not significant.

Monitoring the prevalence of obesity and severe obesity is relevant for public health programs that focus on reducing or preventing obesity and its consequences. In the United States, the prevalence of obesity among adults has moved further away from the Healthy People 2020 goal of 30.5%.

Those classified as either obese or severely obese are significantly 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 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 2017), we calculated that over 35% of the students who participated in the PEEP program (remember these are only students who choose to take Kinesiology activity classes) were either obese or severely obese. As noted in the national data, we see the same disproportionate impact based on a person's ethnicity, age and gender as noted above. We do not gather information related to socio-economic status. Thus, we would argue that having a PE requirement for graduation is not only important but **essential** in the education of the student.

Now, will taking a Kinesiology activity course change someone who is obese into a normal weight range? No, most likely that will not happen immediately if ever. But, after taking two activity based courses, students should understand what

blood pressure, resting heart rate, and body composition are, how they are measured, and what results they should be looking for. They will also be able to think critically about what habits, behaviors and choices they should be making in relation to their fitness.

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

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

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

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



We ask that you consider the following statistics since the adoption of changes related to repeatability took place in Fall 2013 as related to efficiency. State wide FTES generation under the 0835 top code, Physical Education, has decreased by over 28,000 resulting in a 41% 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 3.66% of system wide FTES. Locally, we have seen our FTES drop by 27%. While we have cut FTEF (20%) to maintain efficiency and keep a load around 600 (597 in 2018-19), our sister schools are running loads in the mid 400 range. In comparison with those programs, especially looking at the amount of full-time staff and FTEF, Skyline is the most efficient program in the district. Our costs are lower while producing as much or more FTES. This efficiency benefits all programs and services on campus. A further example of this specific to the campus is the portion of expenditures from our budget in relation to all Fund 1 (General Fund) expenditures. During 2012-2013 expenditures from the Kinesiology, Athletics and Dance Division accounted for 7.04% of Fund 1 expenditures at Skyline College. During the 2017-2018 year expenditures from the Kinesiology, Athletics and Dance Division only accounted for 4.83% 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, 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 27% drop in FTES generation in Kinesiology since the changes began. Most of the drops have occurred in evening classes or those activities which showed high repeat patterns in the past. Still this reduction in enrollment pressure has forced us to reduce FTEF by about 20% and seen our load go from a high of 724 during the 2012-2013 academic year to "just" 597 for the 2018-2019 academic year. Four, we have seen a significant increase in students who audit courses. 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. And six, we have seen explosive growth in our on-line activity offering. We had over 6,000 total enrollments in our program during the 2012-2013 academic year but had no on-line course offering. In 2018-2019, we had about 3,600 total enrollments in our program and almost 650 were in on-line curriculum.

In reviewing student characteristics, the program reflects many of the same categories seen throughout the entire student population. Whether gender or ethnicity is looked at, percentages are basically the same with only a few percentage points of difference being seen. What is striking is that by goal and enrollment status, students taking Kinesiology are more likely to be degree or transfer seeking than the general student population but not interested in CTE or



Career Development. Kinesiology students are also more likely to be 22 years or younger and enrolled full-time than general students. This seems to make sense as almost all of our curriculum is CSU or UC transferable, applies to the local graduation requirement and / or can be scheduled easily in a variety of areas. It bolsters the contention that activity courses are not a barrier to student completion. Furthermore, our success rates are higher (83% v. 73%) and withdraw rates lower (9.8% v. 13.4%) than the institutional average.

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

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

Faculty expertise and budget are two additional factors that impact curricular scheduling. Limitations in funds can limit the number of sections offered in any specific activity. Budget can serve to restrict curricular options. Certainly, we have been strongly advised to keep our load near 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 2017-2018 academic year, Kinesiology was the fifth most popular AA-T degree. This makes sense as Kinesiology is the 5th most popular degree program among CSU students. Overall, Kinesiology is the 10th most popular degree awarded at Skyline from 2014-2019 with 100+ degrees being conferred. About, 4% of all degrees conferred at Skyline College in 2018-2019 were either Kinesiology, Physical Education or Interdisciplinary Studies with an emphasis in Health and Physical Education.

**Evidentiary Documents**

Copy of Commencement -2018\_KINE.xlsx

Copy of Commencement 2019 List.xlsx

[DegreesCertificates-overall.pdf](#)

[DegreesCertificates-top10\\_2014-2019.pdf](#)

[kinesiology\\_apr\\_2018-2019.pdf](#)

[kinesiology\\_apr\\_f2f\\_2018-2019.pdf](#)

[kinesiology\\_apr\\_online\\_2018-2019.pdf](#)

[Skyline\\_apr\\_2018-2019.pdf](#)

[Skyline\\_apr\\_f2f\\_2018-2019.pdf](#)

[Skyline\\_apr\\_online\\_2018-19.pdf](#)

[SMCCCD-FacilitiesMasterPlanAmendment-2015.pdf](#)

Total PE FTES 2018-19.xls

[Wellness\\_draft\\_fpp\\_complete1.pdf](#)

[Wellness\\_drawings1.pdf](#)

(Note: Please see the Attachments tab to access all non-PDF documents.)

**Associated Objectives**

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## **II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)**

- 1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- 2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

### **Narrative**

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 eight years, all active 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. SLO and PSLO reports are included.

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. It was noted that facilities are impacted and that portable 3A, 3B and 3C are at the end of their useful life. The portables are being replaced with modular buildings in summer 2020.

**Evidentiary Documents**

[Assessment\\_ Course Four Column\\_KINE\\_2019-2020.pdf](#)

[Assessment\\_ Department Four Column\\_KINE\\_PSLO\\_2019-2020.pdf](#)

**Associated Objectives**

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### III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

#### **Narrative**

**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. All 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 2018-2019 academic year, Kinesiology was the fifth most popular AA-T degree. This makes sense as Kinesiology is the 5th most popular degree program among CSU students. From 2014-2019, Kinesiology was the 10th most popular degree at Skyline with 100+ degrees being conferred. In fact, over 4% of all degrees conferred at Skyline College in 2018-2019 (Summer 2018, Fall 2018 and Spring 2019) were either Kinesiology, Physical Education or Interdisciplinary Studies with an emphasis in Health and Physical Education. 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 90.2% for Kinesiology courses in comparison with a 86.6% college wide rate which equates to a 3.6% differential. PRIE data indicates a 83.6% success rate for Kinesiology courses in comparison with a 73.3% college wide rate which equates to a 10% 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" or kinesthetic opportunities to learn, have similar higher rates of success.

Results at the course level indicate a level of success at above established criterion. Because evaluation measures are impacted by active participation, students who regularly participate in skill and fitness activities tend to succeed at a higher rate than students who do not. Progression can also be impacted by injuries, ability and other limitations. Because ability can play a role in progression, rubrics are used in most classes to assess students progression based on pre-test and post-test results. This allows students to succeed based on improvement in skills and abilities as opposed to simply meeting established norms. A great example of this is the Physical Education Evaluation Program (PEEP). It uses pre-test and post-test data to access improvement across all five areas of fitness (cardiovascular efficiency, muscular strength, muscular endurance, flexibility and body composition). Course level assessments indicate the critical role that our activity based curriculum plays in the Lifelong Wellness ISLO. The Lifelong Wellness ISLO includes the ability to demonstrate an understanding of physical fitness and its role in lifelong wellness. We utilize activity as the means for educating the student about the epidemiological benefits of exercise on lifelong well-being. This is a critical component in the general education of the student. We believe, based on internal and external data, that access to educationally based physical activity program is a critical student equity and social justice component for Skyline students. Based on our assessments, we believe students can effectively meet the standards for excellent, good or adequate competency as described in the ISLO rubric for physical fitness by participating in the Kinesiology program.

Suggestions for improvement are:

**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 CCTL 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 (Physical Education Evaluation Program) is now in its 39th year. Over 50,000+ records have been collected regarding student progress towards outcomes related to the five major components of fitness. 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. We have started to work with District ITS and Soe in MCPR to use the Form Stack Platform for this purpose. Unfortunately, due to COVID 19, we will be suspending the post-test for Fitness Testing in Spring 2020. Instructors will be working with students directly to come up with an alternative way to measure progress.

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.

**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.

### **Evidentiary Documents**

[Assessment\\_ Course Four Column\\_KINE\\_2019-2020.pdf](#)

[Assessment\\_ Department Four Column\\_KINE\\_PSLO\\_2019-2020.pdf](#)

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

[DegreesCertificates-overall.pdf](#)

[DegreesCertificates-top10\\_2014-2019.pdf](#)

[kinesiology\\_apr\\_2018-2019.pdf](#)

[kinesiology\\_apr\\_f2f\\_2018-2019.pdf](#)

[kinesiology\\_apr\\_online\\_2018-2019.pdf](#)

[Skyline\\_apr\\_2018-2019.pdf](#)

[Skyline\\_apr\\_f2f\\_2018-2019.pdf](#)

[Skyline\\_apr\\_online\\_2018-19.pdf](#)

(Note: Please see the Attachments tab to access all non-PDF documents.)

### **Associated Objectives**

[1056-Accessibility of PEEP Data](#)

[1055-Enhanced Technology, Equipment, Supplies and Professional Development:](#)

[1057-Facilities Replacement](#)



### III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

(1) What are the findings and/or conclusions drawn?

(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

#### **Narrative**

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.

**Evidentiary Documents**

[lifelong wellness islo results fall 2014.pdf](#)

[lifelong\\_wellness\\_rubric\\_fa16.pdf](#)

**Associated Objectives**

[1056-Accessibility of PEEP Data](#)

[1055-Enhanced Technology, Equipment, Supplies and Professional Development:](#)

[1057-Facilities Replacement](#)

#### **IV.A. Strategy for Program Enhancement: Continuation/Modification**

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

##### **Narrative**

##### **Enhanced Technology, Equipment, Supplies 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 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. 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 CCTL or external sources, the desire and ability to always look to raise the bar in the classroom is critical. Given the COVID 19 pandemic, we have been trying to provide on-line options to supplement or replace face to face instruction. We see this as an area of growth for us as moving to an online environment has made us realize that tools are available that can supplement face to face instruction for the betterment of our students.

**Accessibility of PEEP Data:** PEEP (Physical Education Evaluation Program) is now in its 39th year. Over 50,000+ records have been collected regarding student progress towards outcomes related to the five major components of fitness. 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. We have started to work with District ITS and Soe in MCPR to use the Form Stack Platform for this purpose. Unfortunately, due to COVID 19, we will be suspending the post-test for Fitness Testing in Spring 2020. Instructors will be working with students directly to come up with an alternative way to measure progress.

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.

**Outreach:** 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. If the PSC for Athletics is funded, the Instructional Aide in our Division could have a greater percentage of their time shifted into Kinesiology allowing for this type of effort.

**Evaluate Curricular Options:** 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 / dual enrollment students which limits our ability to reach that growing population.

**Strengthen Equity and Social Justice Connection:** As was noted, we have pursued a focus related to obesity reduction as part of our program. CDC data indicated that obesity is found in statistically higher proportions based on gender, ethnicity and socio-economic status. Obesity is a major cause of the leading causes of death (heart disease, cancer, diabetes and stroke) in the United States. We want to more clearly demonstrate that it's not just access that impacts the numbers. It's availability of evaluative programs that are geared toward epidemiological (disease prevention) benefits. We want to make sure that our program benefits all students but want to take special care to make sure that it serves those who need this type of program most.

**Facilities:** 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. A Center

for Human Performance and Kinesiology which is part of the campus and district facility master plan will fit this need.

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.

### **Evidentiary Documents**

[Assessment\\_ Course Four Column\\_KINE\\_2019-2020.pdf](#)

[Assessment\\_ Department Four Column\\_KINE\\_PSLO\\_2019-2020.pdf](#)

[bs-kinesiology-concentration-exercise-movement-sciences.pdf](#)

[bs-kinesiology-concentration-physical-education.pdf](#)

[Degree Handout Major.xlsx](#)

[SMCCCD-FacilitiesMasterPlanAmendment-2015.pdf](#)

[Wellness\\_draft\\_fpp\\_complete1.pdf](#)

[Wellness\\_drawings1.pdf](#)

(Note: Please see the Attachments tab to access all non-PDF documents.)

### **Associated Objectives**

[1056-Accessibility of PEEP Data](#)

[1055-Enhanced Technology, Equipment, Supplies and Professional Development:](#)

[1057-Facilities Replacement](#)

#### **IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests**

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

#### **Narrative**

Data and objectives entered and assigned.

#### **Evidentiary Documents**

[Assessment\\_ Course Four Column\\_KINE\\_2019-2020.pdf](#)

[Assessment\\_ Department Four Column\\_KINE\\_PSLO\\_2019-2020.pdf](#)

[Portable Room Numbering.pdf](#)

[SMCCCD-FacilitiesMasterPlanAmendment-2015.pdf](#)

[Wellness\\_draft\\_fpp\\_complete1.pdf](#)

[Wellness\\_drawings1.pdf](#)

#### **Associated Objectives**

[1056-Accessibility of PEEP Data](#)

[1055-Enhanced Technology, Equipment, Supplies and Professional Development:](#)

[1057-Facilities Replacement](#)

#### **Enhanced Budget with Objectives and Task Detail**

[Kinesiology Enhanced Budget with Objectives and Task Detail](#)