



## 2016-17 ALUR Divisions (Planning Units)

### KAD Kinesiology, Athletics, and Dance

I.A. What is the purpose of the unit and how does it contribute to the mission of Skyline College? (**Profile: Unit Purpose**)

Completed

Not Applicable

#### Narrative

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

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

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

#### **Values:**

- Campus Climate
- Open Access
- Student Success
- Academic Excellence
- Community Connection

#### **Goals:**



- Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity.
- Fulfill the college's role as a leading academic and cultural center for the community

Our mission is also consistent with the District Mission to:

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

**I.B.** Which programs or functions are contained within the unit? (**Profile: Programs**)

Completed

Not Applicable

**Narrative**

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

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

for means and mode of instruction		
Engage in outreach with local community	Counseling, A&R	Advocacy
Provide facilities that are clean, effective, and sustainable for use by programs and the community	Facilities, District	Planning & Services
Enforcement of applicable local, state and federal regulations	Commission on Athletics, Department of Education, Human Resources	Leadership
Engage in consistent and equitable hiring and evaluation procedures to insure a diverse, qualified and effective staff.	Human Resources	Leadership

**I.C.** List the current service area outcomes for the unit. **(Profile: Service Area Outcomes)**

Completed

Not Applicable

**Narrative**

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

**Associated Objectives**

 [234-Facility Replacement; Title IX Request](#)

 [138-Sustaining Program to meet SLO's / and Inflationary Impacts](#)

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

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

Completed

Not Applicable

### **Narrative**

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

Kinesiology is a program offered at all three campuses in the district (CSM, Canada and Skyline). Our program serves needs as a local graduation requirement (2 activity courses are required for any AA or AS degree aspirant), degree completion / transfer program and as a means / method of educating students and the local community about the epidemiological benefits of exercise and activity. Success, retention and demographic data all indicate that the Kinesiology program is performing strongly. Students succeed and complete at higher rates than in other disciplines and the program is working to reduce equity gaps that are prevalent in our student population and community related to obesity. Our educationally based curriculum is a cost effective means of educating our population about the importance of activity on health and well being. Furthermore, our degree options (Kinesiology AA-T, Physical Education and ISF-Physical Education and Health) comprised over 6% of the total degrees awarded at Skyline College during the 2016-2017 academic year.

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



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

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

Below are objectives from our last ALUR and their status:

College Goal	Strategy	Unit	Objective	Measurement Criteria	Outcome Status
3	3.1	DANC	Continue Dance Conference	Post-Assessment	Proposed in 17-18 budget
4	4.2	ATHL/DANC	Team / Dance Room Teaching Upgrade	Completion	Completed
1	1.2	ATHL	Study Impacts of Changing Conference	Proposal to Cabinet	In-Process
1	1.2	ATHL	Formalize Assistant Coach Budget	Establish Budget	Proposed in 17-18 budget
1	1.4	KINE	On-Line Access to PEEP Data	Recommendation	Proposed in 17-18 budget
2	2.1	KINE	Measure / Access Outcomes of Students who take activity v. those who do not	Assess value of activity related to academic completion and success	Need to solicit PRIE Office
1	1.2	ATHL	Proposal for Union Contract (Appendix G)	Recommendation / Agreement to Bargain	Propose to workload committee

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

<b>Associated Objectives</b>
 <a href="#">234-Facility Replacement; Title IX Request</a>  <a href="#">138-Sustaining Program to meet SLO's / and Inflationary Impacts</a>



**II.B.** Describe the progress on service area outcomes, conclusions drawn, and expected use of results. (**Analysis: Progress on Outcomes**)

Completed

Not Applicable

**Narrative**

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

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

**Associated Objectives**

 [233-Database and Student Access to PEEP Results](#)

**II.C.** Describe key factors and changes impacting the unit such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues. **(Analysis: Unit Environment)**

Completed

Not Applicable

**Narrative**

External factors drive the agenda in our division. Title V and California Community College Athletic Association (CCCAA) changes adopted with the purpose of reducing FTES in Kinesiology, Athletics and Dance activity courses has had its intended impact. 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 was also thought, in athletics specifically, that too much FTES was being generated from athletics related courses and that such large amounts of FTES made Athletic programs susceptible to being "targeted" for reduction.

It is our perspective that course offerings in Kinesiology, Athletics and Dance 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, Athletics and Dance are some of the most successful and cost efficient in the system. It has been interesting to see how the system adjustments adopted during the down-turn, are being felt with the economy strong and offerings in such cost effective areas such as ours reduced.

Our data has shown that FTES generated in our division dropped declined by over 29% from our historic high in the 2009-10 academic year. In order to maintain a load close to 600, FTEF has been cut by almost 15% during that same period. System wide, FTES under the 0835 and 1008 have dropped by almost 38% since the adoption of Title V changes. Our program remains strong and diverse in the face of these actions but we have had to limit offerings to remain efficient. Our unit still remains the most efficient, based on load, of the units in the district (Canada, CSM and Skyline). It's important to note that institutionally, Skyline has seen drops of almost 15% in FTES with no reduction in FTEF creating a situation where load has dropped from over 600 to now around 520. In many respects, our unit has outperformed the institution in relation to load.

A second external factor that may have some impact on our area is the completion agenda being pushed by the state and local level. Obviously, timely and efficient completion is a notable system priority. Resources are used most efficiently when students can enter and exit the system expeditiously while meeting educational priorities (transfer, degree and / or certificate completion). As part of the completion agenda, a push toward a more standardized or streamlined degree format is being promoted. The rationale being that many "local" requirements can 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 issue.

Data from our own PEEP (Physical Education Evaluation Program) program validates the information above. During our 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. Failure to strongly encourage or mandate physical education is a student equity issue which will have a life-long impact on the student.

Now, will taking a Physical Education course change someone who is obese or overweight into a normal weight range? Most likely, that will not happen. 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.

Due to the rise in overweight and obese students, our program has responded by offering more classes which address fitness and are offered in a variety of formats. Classes are offered during the day, evenings, weekends and in self-paced and on-line formats and can be taken as little as one time a week for 2 hours or four times a week for 6 hours.

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

HINT: To display the information in a table, it is easiest to create the table in Word and paste into the narrative box. (**Analysis: Unit Personnel**)

Completed

Not Applicable

**Narrative**

Position	Staffing Levels for Each of the Previous four years as of July 1				Anticipated total staff needed as of July 1				
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2020/21
Administration	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Classified Staff FT	2.0	2.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0
Classified Staff PT	.11	.11	.11	.59	.48	.83	.83	.83	.83
Confidential Staff FT	0	0	0	0	0	0	0	0	0
Hourly Staff	See Below	See Below	See Below	See Below	See Below	See Below	See Below	See Below	See Below
Student Workers	See Below	See Below	See Below	See Below	See Below	See Below	See Below	See Below	See Below
FTE faculty Full-Time	7.0	7.0	6.0	7.0	7.0	7.0	7.0	8.0	8.0
FTE faculty Part-Time/Overload	6.0	6.0	6.5	6.0	6.0	5.0	4.0	3.0	3.0
Faculty Reassigned FTE Full time	.40	.40	.27	.27	.27	.27	.27	.27	.27
Faculty Reassigned FTE Part time	0	0	0	0	0	0	0	0	0
<b>Total Full Time Equivalent Staff</b>	16.51	16.51	16.88	17.86	17.75	18.10	18.10	18.10	18.10

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

Instructional Aide position was filled on a substitute basis. A permanent replacement was hired in 2015-2016. We requested and received a .48 -10 month position starting July 19, 2016 as an Assistant Athletic Trainer. In 2017-18, we see the additional training position becoming full-time for 10 months (.83 position)

- A classified Instructional Aide II was assigned to the APE program effective July 1, 2012 (.11 FTE). The incumbent resigned in Spring 2017. We'll be filling on a short-term, non-permanent, basis.
- We are requesting a 1.0 Program Services Coordinator for 2017-18 to work in the Athletics Program who will be responsible for: SLO Assessment, Completing reports and documentation related to Title V, IX, State, Federal and CCCAA regulations; Organizing, Facilitating and Supervising operations at athletic events (approximately 80 per year); Facilities scheduling including all rentals; External Relations including but not limited to web site management; publicity, promotion, outreach and recruiting; Purchasing and inventory of all athletics equipment and supplies. We anticipate this position being filled starting July 1, 2018.
- We have no confidential staff and do not anticipate needing any at this time.
- Hourly staff consists of stipends paid to assistant coaches and dance production assistants. A budget was approved for \$75,500 for these expenses but has to be requested each year out of one time funding. Increased funding was required to comply with Affordable Care Act requirements. This needs to be set into the continuing budget
- Student workers come from financial aid and serve in our APE program and other areas. We also use students to work at games. We would seek increases in these funds on a yearly basis to accommodate program needs.
- FTE per semester for instruction is around 12.5 per semester. If you count summer we are about 29.5 FTE. We anticipate that our FTEF will drop to about 28 due to reductions in enrollment over the next several years. Currently, we have seven FTE that are full time. We would anticipate that one of the seven, Mike Fitzgerald, will retire in the next several years. If trends continue with decreased enrollments, we may not need to replace that position full-time. Instead, we would try and leverage the PSC position as an opportunity to fill that need **and** hire someone who would coach one of our intercollegiate sports that are currently coached by a part-time faculty (volleyball, women's basketball and wrestling).

**III.A.** Considering the previous analysis, identify unit strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the conclusions drawn can be used to improve the unit's effectiveness in order to promote student learning and achievement. (**Reflection: Considering Key Findings**)

Completed

Not Applicable

### Narrative

The unit has the following strengths:

**First Strength: Culture of Reflection:** This is an area of strength for the unit based on a strong track record of assessment. In evaluating assessments completed to date, all courses currently taught in Kinesiology, Athletics and Dance have an assessment plan and results. Instructors are evaluating courses on a semester by semester basis in order to post results. Over the past six years, over 300 courses have been assessed with over 1200 results having been posted. This history of assessment validates our belief that a culture of assessment and inquiry is an organic part of the program.

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

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

**Second Strength: Degree Completion:** A second strength is the ease in which individuals pursuing Kinesiology, Dance or ISF - Physical Education / Health or any Skyline degree can achieve degree completion. Any student graduating from Skyline with a AA or AS degree must complete two activity classes. In addition, we offer majors in Physical Education, Interdisciplinary Studies, Dance and Kinesiology (AA-T). As such we make sure that we offer core courses regularly and provide a depth of choices for students pursuing a general or Kinesiology and Dance area specific degree. For graduates during the 2016-2017 academic year, Kinesiology was the fifth most popular AA-T degree. This makes sense as Kinesiology is the 5th most popular degree program among CSU students. In fact, over 6% of all degrees conferred at Skyline College in 2016-2017 (Summer 2016, Fall 2016 and Spring 2017) were either Kinesiology, Physical Education, Dance or Interdisciplinary Studies with an emphasis in Health and Physical Education. The two activity course requirement is an integral part of the general education of a student. With higher success rates and a variety of offerings in the day, evening, by arrangement and on-line, unit curriculum fits perfectly with the campus wide "promise" to get students in, through and out on time. The requirement in no way is an impediment to completion.

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

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

The unit has the following challenges and opportunities:

**First Challenge / Opportunity: Facilities, Supplies, Equipment, Technology and Professional Development:** Data and assessments indicate that student engagement (participation) is a huge factor in student achievement in Kinesiology, Athletics and Dance. Because most activity classes are skill building (knowledge, motor and / or fitness), it's important to keep students engaged. We have noted the need to purchase, modify or update current supplies, equipment and technology that we use in our discipline. Our data indicates that student outcomes are better when students are actively participating. A key component in that is having supplies, equipment and technology which allow students to perform activity properly, safely and in a way that allows them to understand and achieve the epidemiological benefits of exercise. Technology, especially software programs, are used to pin point metrics for improvement and have become a staple in athletics. All programs now use software packages,



based on file, for the compilation and breakdown of statistics. This is used not only for staff but by recruiters evaluating student-athletes. As part and parcel of purchasing updated / improved supplies, equipment and technology staff will have to fully utilize professional development opportunities to use items effectively in the classroom. Whether through the CTTL or external sources, the desire and ability to always look to raise the bar in the classroom is critical.

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

PEEP is now in its 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 Challenge / Opportunity: Evaluate Curricular Options / Strengthen Equity and Social Justice Connection:**

As enrollment in our activities based curriculum has gone down due to changes in repeatability and degree opportunities, we recognize the need to improve / change curricular options for students. While activities will always remain the backbone of the curricular program, we should evaluate and consider any certificate options related to our discipline that may be viable without creating undue barriers for students. These could be single course certificates / certifications or possibly continuing education units for certification. We also plan on investigating areas of growth in our curriculum and enrollment based on the internalization of the campus, on-line options and / or expanding GE options within the program. We are prohibited from doing outreach for concurrent students which limits our ability to reach that growing population.

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





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

<b>Associated Objectives</b>
 <a href="#"><u>232-Assessment of Activity on Academic Performance</u></a>
 <a href="#"><u>234-Facility Replacement; Title IX Request</u></a>

**III.B.** Based on the CPRs/APPs for programs within the unit, identify any potential areas of synergy across unit and program activities that may not be easily recognized from within individual programs. **(Reflection: Synergy)**

Completed

Not Applicable

### **Narrative**

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

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

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

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

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

Completed

Not Applicable

### Narrative

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

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

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

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

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

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





(2) IMPORTANT! Make sure to associate each objective to this standard in the ALUR and link each objective to one or more Institutional Goals.

Need help? Contact the PRIE Office for further instructions. **(Strategy for Unit Enhancement: Action Plan and Resource Requests)**

Completed

Not Applicable

#### **Associated Objectives**

-  [232-Assessment of Activity on Academic Performance](#)
-  [233-Database and Student Access to PEEP Results](#)
-  [234-Facility Replacement; Title IX Request](#)
-  [138-Sustaining Program to meet SLO's / and Inflationary Impacts](#)

# Enhanced Budget with Objective and Task Detail

Budget Account #: 2416KADX00--

Planning Unit Code: 2416KADX00

Unit Manager: Morello, Jr., Joseph

Budget Account: Kinesiology, Athletics, and Dance

Planning Unit: Kinesiology, Athletics, and Dance

Planning Year: 2017-2018

GL Code	Description	Requested			Objective Title	Task Description
		Qty	Cost	Amount		
1495 - OTHR CERT SAL	This is simply a request that requires dedicated time and no specific additional resources.			\$0	Assessment of Activity on Academic Performance	Solicit the help of PRIE to attain the data from the Banner system. The Division, through the Dean, would submit the request during the fall semester from PRIE. Hopefully, it's a data request that can be extrapolated from Banner so we can use the information to engage in academic planning best practices to make sure that our students have access to curriculum and programs tied directly to improved performance and success.
1495 - OTHR CERT SAL	Money would institutionalize faculty time for the Dance Conference.			\$7,500	Sustaining Program to meet SLO's / and Inflationary Impacts	These are IE and budget requests that were pulled from the unit plans.
1495 - OTHR CERT SAL	Time, basically 3 hours per week over the fall and spring semester, for a faculty lead on the project.			\$7,500	Database and Student Access to PEEP Results	We need to identify and compensate a faculty lead for the project. That faculty leader in conjunction with our instructional aid will research database options and seek vendors or individuals who could construct a database for our purposes. It's critical that IT be bought in at the start to make sure whatever is proposed can work in collaboration with websmart so students can access their records. After getting the parameters from IT and selecting a possible vendor, we would enter all student data electronically during testing. Currently, everything is done with cards and transcribed.
2494 - AIDE/SHORT TERM	This account was augmented \$46,000 in 2014-2015 in the middle of the year to augment the existing assistant coach budget of \$25,500. The total available was supposed to be \$71,500. Additional dollars were required to comply with ACA requirements. Existing budget loaded in at the start of the year is only \$20,000. We need 2494 loaded with a continuing budget of \$71,500.			\$51,500	Sustaining Program to meet SLO's / and Inflationary Impacts	We've been asking for this yearly since 2013-2014. We will continue asking and submitting through the planning process. Eloisa and Judy have found one time funds each year to cover any potential deficits. The problem is that money usually doesn't come until the spring. By that point, the ability to budget on current year activities is greatly diminished.
4570 - EQUIP REPAIR	Repair budget has not been increased in 10+ years			\$2,000	Sustaining Program to meet SLO's / and Inflationary Impacts	These are IE and budget requests that were pulled from the unit plans.
4620 - GAS/OIL/TIRES	Gas budget has not been increased in 10+ years except with one time money			\$5,000	Sustaining Program to meet SLO's / and Inflationary Impacts	These are IE and budget requests that were pulled from the unit plans.
5130 - CONTR PERSONNEL	Request would help institutionalize Dance Conference. Money would be used for guest artists and performers			\$3,000	Sustaining Program to meet SLO's / and Inflationary Impacts	These are IE and budget requests that were pulled from the unit plans.

5213 - CONF EXP STD	This has not been increased except with the use of one time funds for 10 years. We don't provide meals to students unless the trip is more than 60 miles one way. This has been done because the current budget can not fund anything greater. If we provide reimbursement to faculty and staff for meals, we should provide it to students as well.	\$10,000	Sustaining Program to meet SLO's / and Inflationary Impacts	These are IE and budget requests that were pulled from the unit plans.
5621N - RENT/SOFTWARE - NON-TAXABLE	Really, this is just a guess at what a software package might be for the database.	\$4,000	Database and Student Access to PEEP Results	We need to identify and compensate a faculty lead for the project. That faculty leader in conjunction with our instructional aid will research database options and seek vendors or individuals who could construct a database for our purposes. It's critical that IT be bought in at the start to make sure whatever is proposed can work in collaboration with websmart so students can access their records. After getting the parameters from IT and selecting a possible vendor, we would enter all student data electronically during testing. Currently, everything is done with cards and transcribed.
5690 - OTHER CONTR SVC	This account has not been augmented, except with one time funds, in 10+ years. In addition to costs increasing, we now utilize contract services to provide medical screening and in compiling and disseminating film of students for recruiting services.	\$22,000	Sustaining Program to meet SLO's / and Inflationary Impacts	These are IE and budget requests that were pulled from the unit plans.
6210 - IMPROV OF BLDGS	Not sure this is the right budget code. See document library for back-up.	\$300,000	Facility Replacement; Title IX Request	Estimated budget is 300,000. Units would be purchased in conjunction with Canada's to maximize savings. Added to CIP agenda and waiting to be contacted by construction management. Goal would be to start and finish project in Summer 2018.
6450NC - MISC EQUIP - NON CAPITALIZED	Instructional Equipment Request for 2017-2018	\$105,000	Sustaining Program to meet SLO's / and Inflationary Impacts	These are IE and budget requests that were pulled from the unit plans.
<b>Total for 2416KADX00-- Kinesiology, Athletics, and Dance:</b>		<b>\$517,500</b>		