



# Skyline College

## SKYLINE CPR Report

2023 – 2024

SKY Dept - Kinesiology

Signature:   
Bianca Rowden-Quince (Apr 24, 2024 11:54 PDT)

Email: rowdenquinceb@smccd.edu

Signature: 

Email: hurlessj@smccd.edu

Signature:   
Dino Nomicos (Apr 24, 2024 13:48 PDT)

Email: nomicos@smccd.edu

Signature:   
Vinicio Lopez (Apr 24, 2024 18:27 PDT)

Email: lopezv@smccd.edu

**Assessment Unit Information**

**Program Type**

Instructional

**Division**

Kinesiology/ Athletics/ Dance (KAD)

**Assessment Contact**

Christopher Watters

**Comprehensive Program Review**

2023 - 2024

**Program Review Update**

Fall 2021, Fall 2026

## Instructional Comprehensive Program Review

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**Submitter Name:**

Kevin Corsiglia, Christopher Watters, Mike Sharabi

**Submission Date:**

03/22/2024

## BACKGROUND

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**1.A. DIVISION:**

Kinesiology, Athletics, and Dance (KAD)

**PROGRAM NAME:**

Kinesiology

**1.B. YEAR OF REVIEW:**

2023-2024

**1.C. PROGRAM REVIEW TEAM**

Chris Watters, Kevin Corsiglia, Michael Sharabi

**1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:**

**i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "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, the promotion of fitness and disease prevention or a combination of the above. Our program also strives to address the Skyline College value of student success and equity. Preventable diseases, such as cardiovascular disease, stroke, diabetes and obesity 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 low fitness. Finally, The San Mateo County Community College District states in its mission statement that it will "Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement." This goal is also a cornerstone of our program's mission.

**ii. Alignment with the College Values:**

Student Success and Equity, Open Access, Social Justice

**For each chosen Value, provide a concrete example of how each connects to your program.**

Student success and Equity is a central tenet, our department works to eliminate disparities in access and outcomes. An example would be and the continued development of inclusive curriculum and activities that reflect diverse perspectives within the field of Kinesiology.

Open access is facilitated through flexible course formats, including online options, accommodating various learning styles and catering to students with diverse schedules or accessibility needs. By embracing technology and alternative learning environments, the Kinesiology program strive to make education more accessible to a broader range of individuals.

Access to quality physical activity experiences is undeniably an issue of social justice, as disparities in resources, opportunities, and environments can significantly impact an individual's ability to engage in

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physical activity. Socioeconomic factors often dictate access to well-equipped gyms, sports facilities, or recreational spaces, creating a divide where those with limited financial means may face barriers to maintaining a healthy lifestyle. Additionally, disparities in access to safe and well-maintained public spaces for exercise disproportionately affect marginalized communities. The lack of fitness resources in certain areas contributes to health inequalities, reinforcing a cycle where individuals with fewer resources face greater challenges in achieving and maintaining optimal physical well-being. The Kinesiology program believes addressing access to fitness becomes a crucial aspect of broader social justice initiatives, striving to ensure that everyone, regardless of their background, has equitable opportunities to pursue a healthy and active life.

### 1.E. PROGRAM PERSONNEL

#### i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

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##### Full-time Faculty FTE:

7.8

##### Adjunct Faculty FTE:

6.32

##### Classified Professionals FTE:

1

##### Manager/ Director FTE:

0

##### Dean FTE (if applicable):

1

#### ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

Since the last program review, the Kinesiology Department has experienced significant staffing changes, marked by two retirements of full-time faculty and a Dean transitioning to a VP position within the college. However, we've been fortunate to successfully fill both vacant full-time faculty positions and appoint a new Dean to lead the department. Notably, our new Dean was selected internally, creating an additional full-time professor/coach position that currently remains unfilled. We're pleased to report that the FTE Committee has approved the creation of a replacement position, and we are actively planning to conduct the hiring process in the upcoming Spring 2024 semester.

While not directly related to Kinesiology, the introduction of Varsity Women's Wrestling to our athletics offerings in the Spring 2025 semester has prompted the hiring of an additional adjunct faculty member. This new hire will primarily focus on teaching the VARS course, and as enrollment for this program grows, we anticipate expanding their responsibilities to include additional KINE fitness-based courses. These staffing adjustments underscore our commitment to adapt and enhance our team to meet evolving program needs, ensuring the continued success and development of the Kinesiology Department.

### 1.F. PROFESSIONAL DEVELOPMENT

#### i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

Kinesiology staff members have actively pursued professional development initiatives since the last CPR to align with the program's mission and the College's aim to enhance equity. In response to the evolving landscape of education, staff members have engaged in targeted training sessions and workshops focused on diversity, equity, and inclusion (DEI) practices. These sessions have equipped personnel with the necessary tools to create an inclusive learning environment that caters to a diverse student body.

Additionally, the staff has undertaken specialized training in utilizing technology to enhance educational outcomes. Recognizing the importance of digital literacy and accessibility, the personnel have attended workshops on integrating technology into the curriculum to ensure that all students, regardless of their

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background, have equal access to educational resources.

Furthermore, there has been a concerted effort to enhance cultural competence among program personnel. This includes workshops on understanding and addressing unconscious biases, fostering cultural awareness, and implementing strategies to create a culturally responsive educational setting.

The Kinesiology Department also been involved in ongoing assessment and reflection processes to evaluate the effectiveness of their professional development initiatives. This reflective practice allows them to continuously refine their approaches and ensure that their efforts contribute meaningfully to the program's mission and the College's commitment to advancing equity in education. Overall, the diverse range of professional development undertaken by program personnel reflects their dedication to staying current with best practices and fostering an inclusive and equitable learning environment.

### **ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.**

Due in large part to the depth and breath of the Flex Day offerings by the district and Skyline College there are currently no unmet professional development needs for the Kinesiology Department.

## CURRENT STATUS

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### **2.A. ACHIEVEMENTS**

#### **Describe the program's achievements since the last CPR.**

Since Kinesiology last conducted Comprehensive Program Review in 2017 the department has successfully transitioned to online instruction for every course offering. This transition became a necessity as a response to COVID, but even prior to 2020 the department recognized the popularity of distance education and had built a comprehensive collection of online fitness course. Our faculty created course curriculum using OER to accommodate student needs and facilitate student learning to closely align with Kinesiology SLO's. The use of current technology like fitness applications through accessible technology provided opportunities for faculty to assess students in activities courses, and the construction of courses on Canvas shells fostered classroom environments, including teacher to student and student to student interactions.

Kinesiology has added a number of course offerings including Kinesiology 100: Introduction to Kinesiology, Kinesiology 305: Health Related Fitness, Kinesiology 330: Introduction to Sports Psychology, and Physical Education 105: The Student Athlete Experience. All of our new courses were created to enhance our course offerings for the AA-T in Kinesiology degree.

Kinesiology has upgraded facilities to foster student growth, development, and equity for courses to meet appropriate SLO's. Some of the improvements include an upgraded weight room with new power racks and platforms, as well as updated equipment to accommodate all levels of skills and abilities; the addition of a cardio room with treadmills, ellipticals, and multiple forms of stationary bikes for various levels of riders; and a KAD classroom used for various Kinesiology courses and varsity team functions.

### **2.B. IMPACTS ON PROGRAM**

#### **Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.**

One potential major impact on Kinesiology departments state-wide stems from AB 928, a 2021 state law aiming to simplify transfer processes. The proposed pathway does not include CSU's Area E requirements, which cover lifelong learning and self-development, potentially discouraging students from enrolling in related courses. Community college presidents argue that this change may lead to a decline in enrollment in courses such as Physical Education and Kinesiology, affecting vulnerable populations, including first-generation and minority students.

#### 3.A. PROGRAM ENROLLMENT

##### **What enrollment trends do you observe, and what may account for these trends?**

Enrollment in the Kinesiology program is on an upward trajectory in the aftermath of the COVID-19 pandemic. The data reveals a significant increase from 2,577 student enrollments in the academic year 2021-22 to 2,953 enrollments in 2022-23. While this marks a positive shift, the figures still fall short of the pre-COVID average of 3,593 enrollments observed between 2017-20, indicating an ongoing recovery process.

The resumption of in-person indoor fitness courses has been slower than anticipated, with face-to-face KINE course enrollments experiencing a substantial decline. From an average of 2,922 students per year between 2017-20, enrollments in the 2022-23 school year have dropped to 1,339. In contrast, outdoor activities within the Kinesiology domain are regaining normalcy, as students exhibit a growing preference for open-air fitness pursuits.

A notable driving force behind Kinesiology enrollment is the active participation of student athletes, underscoring the importance of tailored fitness courses for this demographic. This engagement highlights the program's ability to meet the specific needs and interests of student athletes within the Kinesiology curriculum.

Despite the majority of Kinesiology course offerings (80%) maintaining an in-person format, a distinct trend underscores the rising popularity of online Kinesiology courses, particularly those focusing on physical activity. Although online sections constitute only 20% of all course offerings in KINE, their significance is evident in the notable increase in student enrollment. The shift is striking, with an average of 671 enrollments between 2017-20 rising to an average of 1,754 enrollments between 2020-23. This heightened demand emphasizes a persistent preference for flexible and remote learning options within the Kinesiology field.

The high enrollment in online activity courses reflects an ongoing need for diverse learning alternatives that cater to the evolving preferences of Kinesiology students. The popularity of these online courses is underpinned by the emphasis on accessibility and convenience, positioning them as key factors driving enrollment patterns within the dynamic landscape of Kinesiology education.

#### 3.B. EQUITABLE ACCESS

##### **Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:**

##### **i. PROGRAM ACCESS: How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?**

The demographics of the Kinesiology program closely mirror those of the college as a whole, with some notable distinctions. One significant difference is observed in the gender distribution, where enrollment trends in Kinesiology indicate a higher representation of male students compared to the college overall. This departure from the general college demographics prompts a closer examination of factors influencing gender-specific preferences and participation in Kinesiology courses.

Enrollment data also highlights consistency in ethnic representation, aligning with the college's demographics. Hispanic students constitute the highest proportion in both the college and the Kinesiology program. This congruence suggests that efforts to ensure equitable access for students of various ethnic backgrounds have been successful within the Kinesiology department.

However, certain institutional factors pose challenges to equitable access in the Kinesiology program. Facilities limitations have resulted in restricted course offerings, impacting the overall accessibility of Kinesiology courses. The constraints on indoor fitness courses, compounded by a slow return to in-person activities, may be deterring potential participants. The lack of outdoor-based fitness courses further contributes to enrollment limitations, especially as outdoor activities predominantly comprise individual and team sport classes. This indicates a potential gap in catering to students seeking alternative outdoor fitness options.

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On a positive note, the popularity of online fitness courses within the Kinesiology program signifies a positive impact on equitable access. This mode of delivery aligns with contemporary preferences for flexible and remote learning, attracting a diverse student population. The high enrollments in online fitness courses suggest that the program is successfully reaching students who may face barriers to in-person attendance, thus enhancing accessibility.

Repeatability remains a potential concern, but the implementation of leveled courses appears to be an effective strategy. This adaptation allows for continued student engagement while addressing potential issues associated with repeat enrollments. The success of leveled courses in maintaining student interest indicates a responsive approach to program dynamics and student needs.

### **ii. COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?**

Enrollment trends across various courses reveal distinct patterns within the Kinesiology program. Notably, online fitness courses have demonstrated resilience, serving as a consistent anchor during and post-COVID. Their sustained popularity suggests a sustained demand for flexible and remote learning options. The convenience and accessibility of online fitness courses likely contributed to their continued high enrollment.

Lecture-based courses also exhibit strong enrollment, indicating a student preference for academic content delivery. The popularity of these courses suggests a recognition of the value of theoretical knowledge in Kinesiology, possibly driven by academic requirements or student interest in the theoretical foundations of physical activity.

Interestingly, outdoor fitness-based courses show higher enrollment compared to indoor courses. This pattern may be influenced by various factors, including the impact of COVID restrictions favoring outdoor activities, the perceived safety of open-air settings, or potential limitations in indoor facilities. The shift towards outdoor fitness courses could reflect a response to the ongoing pandemic or a broader trend in preferences for outdoor exercise environments.

Conversely, courses experiencing declining enrollment warrant attention and analysis. Understanding the reasons behind declining enrollment is crucial for making informed decisions. Factors such as changes in student interests, evolving industry demands, or specific challenges associated with the course structure may contribute to declining enrollment. Identifying and addressing these issues is vital for adapting the course offerings to meet the dynamic needs of students and ensuring the overall health of the Kinesiology program.

### **iii. What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.**

Efforts to increase equitable access to the Kinesiology program have been focused on the strategic incorporation of online fitness courses. These courses have proven to be a successful option for diverse student needs, aligning with the commitment to provide accessible education. Online fitness courses have emerged as a valuable resource for students aiming to pursue their degree entirely online through Skyline College, offering a flexible scheduling option for those with time constraints.

Moreover, these courses cater to different preferences among students, serving as a preferred medium of instruction for some. Additionally, online fitness courses have facilitated concurrent enrollment for high school students, allowing them to fulfill physical education requirements while still in high school. The success of this approach is evident in the participation of out-of-state and international students, showcasing the broader reach and inclusivity achieved through online offerings.

Recognizing the positive impact of online courses, the program expresses an interest in expanding offerings to include more lecture-based courses. This expansion aims to fulfill various requirements, including general education, degree, or certification requirements. By diversifying course formats and incorporating online and lecture-based options, the program strives to enhance accessibility and cater to the diverse learning preferences and circumstances of students. These efforts collectively contribute to creating a more inclusive and equitable learning environment within the Kinesiology program at Skyline College.

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### EFFECTIVENESS

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#### 4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

i. How do the overall course success rates compare to the College and/or Division success rates?

Kinesiology course success rates have been between 9-12% higher than overall course success rates in the time period ranging from the 17-18 academic year through the 22-23 academic year. Kinesiology course success rates have consistently been in the 86%-88% range from the 17-18 academic year through the 22-23 academic year.

ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).

The overall data shows Kinesiology consistently has higher course retention and course success rates than college wide course retention and course success rates. Kinesiology consistently outperforms overall course success and course retention rates in the disproportionately disadvantaged communities of student populations including the following: Black/African American, Hispanic/Latinx, and Pacific Islander.

In addition, Kinesiology consistently outperforms college wide course retention and course success rates in both Face-to-Face and Online course options.

Kinesiology outperformed overall Face-to-Face course success rates for the disproportionately disadvantaged communities of Black/African American by 19%, Hispanic/Latinx by 17%, and Pacific Islander by 21%.

Kinesiology outperformed overall online course success for the disproportionately disadvantaged communities of Black/African American by 14%, Hispanic/Latinx by 16%, and Pacific Islander by 29%

iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

Kinesiology outcomes reveal equitable education across all listings and offerings. Students achieve consistently high course retention and course success rates across multiple modes of instruction and across race and gender.

#### 4.B. INDIVIDUAL COURSE SUCCESS RATES

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Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

There is no minimum success rate the Kinesiology department considers acceptable, though we would like to maintain or improve our current success rate which has averaged just under 87% for the previous six academic years. Kinesiology would like to make that the baseline for success and find ways to improve our success rate over the next six academic years.



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There are two general areas that fall below the average course success rate: Kinesiology and Theory courses.

There is some fluctuation in success rate in Kinesiology and Theory courses in the 19-20 and 20-21 academic years. The fluctuation would not be considered dramatic, but is prevalent in certain demographics. This may be attributed to the transition to fully distance education during the Covid-19 Pandemic. The groups most affected during these academic years are Black/African American and Hispanic/Latinx. Reasons for this fluctuation are not precisely known, but might be attributed to lack of resources, or a dramatic change in daily life such as entering the workforce. The success rates from those courses have returned to pre-Pandemic levels over the past two academic years.

There are no specific courses that are currently a cause for concern in the Kinesiology department.

### 4.C. COURSE AND PROGRAM SLO RESULTS

**What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:**

**i. What percentage of course SLOs have been assessed during the past five years?**

**Number of Course SLOs:**

89

**Percentage:**

90

**ii. How well is the program meeting its PSLOs?**

Results across various domains of Kinesiology, encompassing ADAP, COMB, FITN, INDV, PE/KINE, and TEAM, consistently demonstrate success at both the course and program levels. Notably, participants engaged in activity-based curricula exhibit significant enhancements in baseline fitness across two or more areas in the majority of courses. These improvements, tracked over the semester, play a pivotal role in establishing a fundamental knowledge and functional base that students can seamlessly carry beyond the classroom.

Students enrolled in both activity and non-activity-based curricula showcase proficiency in both content and movement. This proficiency not only signifies their current success but also equips them with the skills needed to progress to more advanced levels of study and function within their specific areas of interest. The results underscore the effectiveness of the curriculum in fostering holistic development, as students not only achieve measurable gains in fitness but also acquire a robust understanding of content and movement that prepares them for future academic and professional endeavors. Overall, the outcomes reflect the program's commitment to comprehensive education and its success in nurturing students for higher levels of achievement.

**iii. Are the PSLOs still relevant to your program? If not, what changes might be made?**

Program Student Learning Outcomes (PSLOs) remain highly relevant to our program, contributing significantly to its effectiveness and success. These outcomes serve as a valuable framework, ensuring that our curriculum aligns with the evolving needs of students and the field of Kinesiology. The PSLOs continue to guide our educational approach, fostering a comprehensive learning experience that goes beyond just physical activity experiences.

While the PSLOs provide a solid foundation, we are always open to refining and enhancing them based on feedback, industry developments, and emerging trends. Regular evaluations ensure that our program remains dynamic and responsive to the changing landscape of Kinesiology. Any potential adjustments to the PSLOs would be made with the intent of further elevating the educational experience for our students, ensuring they are well-equipped with the knowledge and skills necessary for success in their future endeavors.

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### iv. Drawing from the last six years of course SLO assessment, which course(s) and/or course SLO(s) are of concern (e.g., not met or inconclusive results, those with action plans)?

Assessment has always been considered an area of strength for the Kinesiology Program based on a strong track record of assessment. All courses currently taught in Kinesiology have an assessment plan and results. Instructors have always been evaluating courses on a semester by semester basis in order to post results.

Prior to our last CPR cycle and continuing after 2017 this culture of assessment was evident with 259 courses having 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.

Over the past six years, the Kinesiology department has demonstrated a commendable commitment to assessing course Student Learning Outcomes (SLOs). However, recent challenges, particularly the impact of the COVID-19 pandemic, have presented some concerns and prompted necessary adaptations. In the pre-2020 era, the department successfully conducted in-person fitness pre and post testing to gauge the achievement of course-level SLOs. This approach allowed for a comprehensive understanding of student success and provided valuable insights into the effectiveness of the educational experience.

The subsequent shift to online courses, constituting 20% of all Kinesiology courses but accommodating 80% of enrolled students in fitness courses, posed a unique challenge. The limitations imposed by the online format made in-person fitness pre and post testing less feasible. This shift necessitated a reevaluation of assessment strategies to ensure the continued effectiveness of the SLO evaluation process.

One specific concern is the hiatus in the administration of the Physical Education Evaluation Program (PEEP) since Fall 2019. PEEP, integral to the course PSLO assessment process, has temporarily been on hold. However, the Kinesiology department is actively addressing this issue and is currently in the process of re-establishing the PEEP program. Recognizing the vitality of PEEP for the comprehensive assessment of course-level SLOs, this initiative reflects the department's proactive stance in overcoming challenges and ensuring the continued success of its assessment practices.

Despite these challenges, the Kinesiology department remains optimistic and forward-looking. The adaptation to online courses and the re-establishment of the PEEP program underscore a commitment to finding innovative solutions and maintaining the integrity of the assessment process. This resilience in the face of challenges is a testament to the department's dedication to student success and continuous improvement. The ongoing efforts to refine assessment strategies and reinstate critical programs reflect a positive and hopeful outlook for the future effectiveness of the Kinesiology department's course SLO assessment.

#### 4.D. COURSE ENHANCEMENTS

**Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.**

Despite maintaining course success rates in Kinesiology that surpass the college-wide average, a slight decline occurred during the transition to online courses amid the COVID-19 pandemic. Notably, success rates are rebounding to pre-COVID levels, especially in courses challenging to adapt to online formats. Fitness-based courses requiring specialized equipment or activity settings, such as basketball, soccer, archery, tennis, and badminton, were particularly impacted as not all students had equal access to the necessary resources for success.

In response, the Kinesiology department has proactively addressed these challenges. Recognizing the limitations of online delivery for certain fitness courses, efforts have been made to transition these less successful online courses back to face-to-face formats. This strategic shift has resulted in significantly higher student success rates, emphasizing the department's commitment to optimizing the learning environment and ensuring equitable access to resources. These initiatives underscore the department's dedication to the academic success of its students and its ability to adapt to changing circumstances, fostering an environment conducive to learning and achievement.

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### 4.E. DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/certificates awarded by your program. Specific questions to answer in your responses:

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#### i. What do the data reveal about degree and certificate completion? time to completion?

Currently students have the option of pursuing a Kinesiology AA and a Kinesiology AA-T degree. It is interesting to note that a majority of our student athletes choose to attempt an Interdisciplinary Studies:Health and Physical Education degree, as the units required and time to completion are less than the AA-T degrees. This we believe has more to do with transfer rules established for student athletes by the 4-year institutions.

The data for Kinesiology Associate Degrees for Transfer (AA-T) awards indicates a fluctuating but overall positive trend over the past six years. The number of awards increased from 25 in 2017-18 to a peak of 35 in 2019-20, showcasing growth in program recognition. However, there was a slight decline in 2021-22 with 16 awards, followed by a rebound to 21 awards in 2022-23. This suggests a resilient program capable of adapting and recovering from external factors.

The average semesters to completion remained relatively stable, ranging from 7 to 10 semesters. The decrease in completion time to 7 semesters in 2020-21 is noteworthy, indicating potential program improvements or increased efficiency due to the transition to online learning as a result of COVID. The subsequent years maintained an average completion time of 8 semesters, reflecting program consistency in supporting students towards timely degree attainment.

The Kinesiology department remains focused on prioritizing the achievement of Kinesiology AA-T degree completion as one of our foremost program objectives. We are dedicated to crafting curriculum offerings within Kinesiology that effectively cater to the needs of students aspiring to earn a degree in our continually expanding discipline.

### 4.F. LABOR MARKET CONNECTION

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.

N/A

### 4.G. STUDENT FEEDBACK

Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.

Students enrolled in Kinesiology course during the Fall 2023 semester were provided the opportunity to participate in a Student Feedback Survey. Ninety-nine (99) students completed the survey. The results provided an overall positive view of Kinesiology courses and the student's physical activity experience.

Here are some key findings:

#### 1. Kinesiology Course Participation:

- 54.55% have taken 1 course, 45% have taken 2 or more courses

#### 2. Meta-Major Distribution:

- 48.98% are in the "Science, Technology, & Health" meta-major

#### 3. Reasons for Taking Kinesiology Courses:

- 68% took a course to fulfill a degree requirement, 46% took courses to increase physical activity, 40% for overall health improvement, and 41% to learn a new skill.

#### 4. Course Satisfaction:

- 97% felt kinesiology courses either exceeded or met their expectations

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### 5. Shortcomings (for those not meeting expectations):

- Identified shortcomings include outdated course content, unengaging lectures, and issues with course difficulty and duration.

### 6. Preferred Modality for Future Courses:

- 47.31% prefer fully face-to-face courses, 47.31% prefer fully online, and 21.51% prefer hybrid courses.

### 7. Liked About Kinesiology Courses:

- 65.59% liked the challenging nature of courses, 64.52% found activity experiences engaging and 46.24% appreciated the adequate opportunities to apply/practice the learning.

### 8. Recommendation:

- 90.32% would recommend kinesiology courses at Skyline College.

### Areas of Strength:

#### 1. Course Satisfaction and Recommendation:

- A significant portion (97.89%) reported that kinesiology courses at Skyline College either met or exceeded their expectations. Additionally, an overwhelming majority (90.32%) would recommend these courses to others interested in the kinesiology field. This indicates a high level of satisfaction and positive perception among students.

#### 2. Diversity and Inclusivity:

- The survey includes demographic information, covering aspects such as meta-major, sources of information, reasons for taking courses, and personal identifiers like gender, age, and ethnicity. This comprehensive data collection demonstrates an inclusive approach, considering the diverse backgrounds and perspectives of the student population.

### Areas for Improvement:

#### 1. Identification of Shortcomings:

- The survey reveals that only a small percentage of respondents provided feedback on shortcomings (Q6). Out of 95 respondents, only 2 highlighted issues. Encouraging more students to share their concerns and experiences could provide a more nuanced understanding of areas needing improvement. Strategies to increase the response rate on this specific question might include open-ended prompts or follow-up interviews.

#### 2. Modality Preferences:

- While the survey gauges the preferred modality for future kinesiology courses (Q7), it doesn't delve into the reasons behind these preferences. Understanding why students prefer one modality over another can provide valuable insights for course delivery planning. Conducting follow-up focus groups or qualitative interviews could help gather more in-depth information about the factors influencing modality preferences.

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### 4.H. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.

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Secured approval of updated courses by the Curriculum Committee

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee

Yes

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Yes

## KEY FINDINGS

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Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

### 5.A. CHALLENGES AND CONCERNS

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Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

Over the past six years, the Kinesiology department has exemplified resilience and dedication in navigating challenges, particularly during the shift to online courses triggered by the COVID-19 pandemic. The proactive response to return fitness-based courses to face-to-face formats resulted in significantly higher success rates, emphasizing the department's unwavering commitment to student success.

The Kinesiology AA-T program demonstrates a positive trend in awards, with fluctuations attributed to external factors. Program consistency is evident in stable average semesters to completion. Initiatives to enhance student learning include adapting curriculum offerings, re-establishing the Physical Education Evaluation Program, and upgrading facilities. The commitment to equity is palpable through inclusive curriculum development and the strategic incorporation of online fitness courses for improved accessibility.

Effective management of staffing changes, successful replacements, and internal promotions highlight adaptability. The addition of Varsity Women's Wrestling showcases flexibility and responsiveness to evolving program needs. Professional development initiatives focusing on diversity, equity, inclusion, and technology underscore the department's commitment to staying abreast of best practices.

Concerns arise regarding the potential impact of AB 928 on Kinesiology statewide, potentially affecting enrollment. However, the department's proactive transition to online instruction positioned it favorably and the addition of new courses strengthens the AA-T in Kinesiology degree offerings.

Enrollment trends reflect post-COVID recovery, with a notable surge in online fitness course popularity. The program's consistent outperformance in course success rates, especially for disproportionately disadvantaged communities, highlights its strength. Challenges such as facility constraints impacting accessibility are acknowledged, with a growing preference for outdoor courses.

The commitment to continuous improvement is evident in the Kinesiology program's assessment practices. Despite challenges posed by the shift to online courses, the department has adapted assessment strategies, including efforts to re-establish the Physical Education Evaluation Program. Looking forward, the department remains forward-thinking, reflecting a positive and hopeful outlook.

## **SKY Instructional Comprehensive Program Review**

In conclusion, the Kinesiology department's journey over the past six years signifies resilience, adaptability, and an unwavering commitment to student success. The strategic solutions employed in addressing challenges position the program for continued growth and excellence, aligning with the district and Skyline College's mission and goals.

## GOAL

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Enhanced Tech, Equipment, and Professional Development to Enhance Student Engagement

### Goal and Desired Impact on Students

Enhanced technology, equipment, supplies and professional development; a critical measure of the Kinesiology programs success is ability to replace and upgrade technology and equipment and add where appropriate.

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 and 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 bring the latest pedagogical knowledge to classroom is critical.

Even before the he 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 continued 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.

### Year Initiated

2023 - 2024

### Implementation Step(s) and Timelines

Continuing through the instructional equipment process, advocacy in the APP process and utilization of the CTTL by staff on technology and professional associations for pedagogy.

## STATUS

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### Goal Status Date

10/18/2023

### Academic Year Updated

2023 - 2024

### Goal Status

On Schedule

### Resource Request

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#### Division Name

Kinesiology, Athletics, and Dance (KAD)

#### Year of Request

2023 - 2024

#### Resource Type

Instructional Equipment

#### Resource Name

Fitness Equipment and Technology

#### Resource Description

Our current fitness facility and the equipment we use to educate, train and rehabilitate our students is in need of upgrade. Faculty and staff have identified the need for replacement of current machine and free weights, cardiovascular fitness machines, functional fitness equipment, adaptive physical education equipment and sport specific fitness equipment.

**Funds Type – Mark all that apply.**

One-time Cost

**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.**

Investing in updated fitness equipment for our fitness facility is a crucial and forward-thinking decision. In an era where the importance of physical health and well-being has never been more apparent, providing our students with state-of-the-art fitness equipment is a necessity.

Updated fitness equipment will contribute to the overall health and well-being of our college community. Regular exercise has been proven to enhance physical fitness, reduce stress, and improve mental health. By offering modern and diverse equipment, we can cater to a wider range of fitness needs and preferences, encouraging more individuals to engage in regular physical activity. This will not only benefit individuals' health but also foster a culture of wellness and vitality on our campus.

Furthermore, the availability of updated fitness equipment will make our college facility more appealing to current and prospective students. Skyline is looking to grow enrollment, students often consider the quality of campus amenities when making their choices. A well-equipped fitness center can serve as a unique selling point for our institution, attracting more students to enroll and contributing to student retention in our Kinesiology courses. It also promotes a positive image of our college, showcasing our commitment to providing a holistic educational experience.

Additionally, investing in modern fitness equipment is an investment in safety and durability. Outdated or poorly-maintained equipment can pose safety risks, potentially leading to accidents or injuries. Upgrading our fitness facility will enhance user safety and minimize the risk of equipment malfunctions. It's a proactive step in ensuring that our community can work out in a secure environment.

Upgrading our college fitness facility with modern equipment is not just a matter of luxury; it's a pressing equity issue. Access to updated fitness equipment ensures that every student, regardless of their background or financial means, has the opportunity to maintain their physical well-being. It levels the playing field, allowing everyone to pursue a healthier lifestyle, which is crucial for academic success and overall personal development.

**Cost**

150,000

**Level of need, with 1 being the most pressing**

1

**FOR ADMINISTRATIVE USE ONLY**

**GOAL**

Construction of a Campus Fitness Center to Promote Equity and Social Justice

**Goal and Desired Impact on Students**



Construction of a Campus Fitness Center. Success would be construction of such a facility. Construction of a campus fitness center, like the ones provided at CSM and Canada, have been part of the campus facilities master plan since 2006.

Equity and Social Justice are district and campus values and tie uniquely into what we provide in KAD. Not everyone has equal access to on-line exercise resources. Not everyone can employ a personal trainer to work with them remotely or can purchase expensive home fitness equipment. Not everyone benefits from watching you tube exercise videos.

Our classes are a critical access point for students, regardless of their fiscal, social or personal circumstances because they are evidence based, educationally grounded and offered / assessed as part of a curriculum to inform and educate the student though kinesthetic learning in the psych-motor learning domain. Our program meets the needs of our students by attempting to bridge gaps in health outcomes across social, ethnic and economic boundaries for those who face barriers and obstacles in their lives.

We have done this remotely with COVID and are excited for a return to face to face instruction as soon as practical while building and expanding on what we have learned in teaching remotely. We also look forward and advocate strongly, in the not so distant future, for equitable, comparable and accessible fitness center facilities being made available on the Skyline College campus so our Skyline College students, Skyline College student-athletes, Skyline College staff and our Skyline College and north San Mateo County community communities can enjoy the same benefits as what is being provided at our sister colleges in this district.

**Year Initiated**

2021 - 2022

**Implementation Step(s) and Timelines**

Fitness center included in campus and district facilities master plan. A bond would need to be proposed and passed with such a center as an identified project. We would anticipate, after bond passage, that construction of such a facility would take five years.

**Mapping**

- SKY College Values: (X - Selected)

- Academic Excellence: X
- Campus Climate: X
- Community Partnership: X
- Open Access: X
- Social Justice: X
- Student Success and Equity: X

**Resource Request**

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**Division Name**

Kinesiology, Athletics, and Dance (KAD)

**Year of Request**

2023 - 2024

**Resource Type**

Facilities

**Cost**

35,000,000

**FOR ADMINISTRATIVE USE ONLY**

**GOAL**

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Maintain Status as a Top-AA Degree Granting Institution in the District to Strengthen Cirricular Diversity

**Goal and Desired Impact on Students**

Maintain status as top AA-T degree granting institution in the district and strengthen exercise epidemiology curricular options. Initiated in 2021 and success would be maintaining status and the continued ability to offer a diverse curriculum.

Why is maintaining curricular diversity is so important? It is important because of the KINE AA-T Degree; That degree requires three separate subject areas be successfully completed to satisfy activity requirement; The AA-T is important because, according to the California Community College Chancellor's Data Mart in 2020-2021; Skyline College awarded 60% of the AA-T's in KINE for the district (31 -51). That is not a one year trend, starting with the adoption of the KINE AA-T in Kinesiology in 2012 ,Skyline College has awarded 58% of the degrees in KINE in the district (213 of 367). We believe the story of COVID has many chapters that will need to be written. One of those chapters will deal with exercise as a means of disease prevention (Exercise Epidemiology). Severe disease from COVID infections correlate with age. But, it's also important to note the correlation of severe disease from COVID in areas where exercise can be a preventative strategy such as heart disease, cancer, hypertension, obesity and Type II diabetes. Educationally based exercise programs, such as what we provide at Skyline College, are uniquely positioned to fill this disease prevention need moving forward by educating the student about the need and methods to engage in daily physical activity. We believe Exercise Epidemiology will remain a critical component in the general education of all students as we manage COVID moving forward and in combating all disease related to a lack of physical activity.

**Year Initiated**

2023 - 2024

**Implementation Step(s) and Timelines**

Immediate and on-going. This is a maintenance goal.

**Mapping**

- SKY College Values: (X - Selected)

- Academic Excellence: X
- Campus Climate: X
- Open Access: X
- Social Justice: X
- Student Success and Equity: X