Instructional Program Review Update

Directions: Enter your narrative responses after the questions. Upload report(s) that you reference in each narrative.

Submitter: Joe Morello

Submission Date: 11/13/2021

DIVISION: Kinesiology, Athletics, and Dance

PROGRAM NAME: KINE

1.A. STATUS OF PRIOR GOAL – Goal # 1

Complete the section of questions for each goal, for instance 1.A. for the first goal, 1.B. for the second, and so on. If there are more than five goals, please contact the Office of Planning, Research, and Institutional Effectiveness (PRIE) to add sections.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Enhanced technology, equipment, supplies and professional development; initiateed in 2014; measure of success is ability to replace and upgrade current areas and add where appropriate:

STATUS: ☒ Ongoing ☐ Revised for this cycle ☐ New ☐ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

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 raise the bar in the classroom is critical. Given

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

IMPLEMENTATION STEP(S) AND TIMELINE – FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)

List *remaining* and/or *new* implementation steps and timelines for ongoing and/or revised goals.

List implementation step(s) to achieve new goals, which can include intended changes, professional development, and/or further inquiry.

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

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☐ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

Have prepared Instructional Equipment Request and submitted to Dean and attached to this report.

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1.B.   STATUS OF PRIOR GOAL – Goal # 2

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Accessabilty of PEEP Date; initiated in 2014. Success would be implimentation of a data base that is accessible to students. Revised goal is now to develop a new PEEP program given the COVID restraints that will be in place as we exit the pandemic.

STATUS: ☐ Ongoing ☒ Revised for this cycle ☐ New ☐ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOALS' STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

Because of COVID, we'll need to re-imagine how we conduct our Physical Education Evaluation Program. Previously, this was done in a large group setting with several hundred students cycling through a pre and post test at the start and end of the semester. We don't think that model will remain viable. Instructors have been doing individual assessments in the pandemic. We plan on taking some of these new assessments as part of a revised PEEP and conduct those assessments at the course level

IMPLEMENTATION STEP(S) AND TIMELINE

Committee has been formed to develop a new testing template and how those tests can be administered in the individual classes with the data still being collected across the division.

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

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RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

Committee will be meeting in the spring. Based on those discussions, we may have resource requests coming forward.

1.C.   STATUS OF PRIOR GOAL – Goal # 3

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Construction of a Campus Fitness Center; 2006, success would be construction of such a facility.

STATUS: ☒ Ongoing ☐ Revised for this cycle ☐ New ☐ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOALS' STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
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    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
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- Discontinued – Explain why.

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.

IMPLEMENTATION STEP(S) AND TIMELINE

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.

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RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☐ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

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Depanding on the scope of what you want to build a fitness center could be between 50-150 million. The City of San Bruno is building their own community fitness center at this time. It may be possible to partner with them on aquatics.

1.D. STATUS OF PRIOR GOAL – Goal # 4

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

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

STATUS: ☐ Ongoing ☐ Revised for this cycle ☒ New ☐ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOALS' STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
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- Discontinued – Explain why.

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.

IMPLEMENTATION STEP(S) AND TIMELINE

Immediate and on-going. This is a maintenance goal

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

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RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

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1.E.   STATUS OF PRIOR GOAL – Goal # 5

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☐ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOALS' STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
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  b) What has been accomplished thus far?
  c) What has been the impact of resources that were provided? ☐ Not Applicable
  d) What are challenges not already documented? ☐ Not Applicable

- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

IMPLEMENTATION STEP(S) AND TIMELINE

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

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RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☐ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

2. **COURSE SLO RESULTS**

   Upload the relevant *Improve* (formerly *Tracdat*) SLO reports with the last three years of course SLO results. If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.).

Instructional Program Review Update

3. INSTITUTIONAL SLO RESULTS

When possible, concurrently assess course SLOs and ISLOs.

Report on the last three years of ISLO results which you'll receive from PRIE. Indicate if the results met the benchmark or were inconclusive. Additional commentary is optional.

ISLO	YEAR(S) ASSESSED	COURSE(S) TO ASSESS THE ISLO	RESULTS
CITIZENSHIP			
CRITICAL THINKING			
EFFECTIVE COMMUNICATION			
INFORMATION LITERACTY			
LIFELONG WELLNESS	Spring 2016	FITN various	Majority reported some proficiency on rubric

Drawing from 2 and 3, 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? Which course results led to action(s) that were planned or taken, if any? What efforts, if any, have been made to enhance student learning in those courses (e.g., curricular and pedagogical changes to the course; course sequencing, including complementary general education courses; adoption of OER/ZTC texts; assessment design; collaborations with other areas of campus, etc.)? (*Recommended length: not to exceed 250 words*).

Working on the current update to not make ISLO results so dependent on the PEEP data. As mentioned above, we are transitioning into a new evaluation program while keeping the best of PEEP.

4. CURRICULUM

Please check the boxes to indicate that the following tasks have been completed:

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

☒ Updated *Improve* with new or changed SLOs, and requested from PRIE the addition of new courses in order to input SLOs

☐ Not Applicable

☒ Updated new or changed PSLOs on the program website after they are published in the College Catalog

☐ Not Applicable

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

☐ Not Applicable

5.   ADDITIONAL INFORMATION

☐ Not Applicable

Please note anything else that has not been captured above that is relevant to program accomplishments, challenges, and resource needs. Explain and document your response as needed.

The mission of the Kinesiology program is to educate our students on the lifelong benefits of physical fitness. This is done through a variety of activity and lecture classes offered by the program. Over the last twenty five years, the program has

increased its focus on the national and local epidemic of obesity. Our curriculum is designed to tackle this epidemic and assist our students. Kinesiology also focuses on developing kinesthetic and critical thinking skills in our students. Students must not only be able to demonstrate various activity skills and improve their fitness but also think critically about activity as a means to promote health and well being. We feel that physical activity epidemiology (disease prevention) and the intersection of learning domains (cognitive, affective and psychmotor) are why the program is so important to the general education of all students. Kinesiology primarily impacts and interacts with other programs on campus as a local graduation requirement and as a primary means of fulfilling the Institutional Student Learning Outcome related to Life Long Wellness. The two activity course requirement is an integral part of the general education of a student. With higher success rates and a variety of offerings in the day, evening and on-line, Kinesiology curriculum fits perfectly with the campus wide "promise" to get students in, through and out on time. The requirement in no way is an impediment to student success and progress. The Kinesiology AA-T is the fifth most popular AA-T at Skyline over the past five years (2016-2021) Kinesiology is also the fifth most popular major in the CSU system. As such, the discipline is a critical pathway for students seeking a degree and transfer.

Skyline College's mission statement is: "To Empower and Transform a Global Community of Learners." This mission is consistent with the breadth of the Kinesiology curriculum with all of our courses leading to transfer, career advancement, and disease prevention or a combination of the above. Our program also strives to address the Skyline College value of student success and equity. Obesity rates disproportionately impact communities of color and those in lower socio-economic classes. By offering a primarily activity based curriculum, we strive to close those gaps faced in our local community by providing increased opportunities and education for those most vulnerable to the health related impacts associated with obesity.

APPROVAL AND SIGNATURE

This document has been reviewed and approved by: Joe Morello on 11/13/2021.