

## 2021-22 Program Review

Program Name: Kinesiology/Athletics/Dance

Program Contact: Mikel Schmidt

Academic Year: 2023/24

Status:

Updated on:

### **INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?**

The goal of program review is to assess how well our programs are doing. Program review asks us

- to reflect on the state of student learning or support in our disciplines and programs, by discussing
  - efforts to achieve equity across student populations and modes of delivery;
  - results of assessment activities aimed at improving or researching student learning;
  - new challenges or changes to the program.
- to identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

### **1. Description of Program (200-400 words)**

- Provide a brief description of the program and how it supports the following:
  - [CSM Mission and Values Statements: \*The Kinesiology/Athletics/Dance \(KAD\) Division adheres to and is committed to the Mission and Values of the institution. The fundamental key component is "We foster success and ensure equitable opportunities for all our students, while celebrating the diversity of our campus." Our discipline is founded on equitable opportunities for all, which can be found in the various departments within the division. A large majority of our disproportionately impacted students achieve tremendous success in athletics, with approximately 85-90% matriculating, most with scholarships to four-year universities to continue their academic and athletic pursuits. The faculty in our CE programs \(Yoga Teacher Training, Pilates Teacher Training, Fitness Trainer Certification\) all prepare and place students in the workforce earning a livable wage. The faculty strive for Academic Excellence by engaging in regular Professional Development opportunities to remain current in their field.\*](#)
  - [CSM Statement of Solidarity: \*The Statement of Solidarity epitomizes the culture of our division. Our faculty and coaches express genuine care and concern for each and every student we serve. We continually strive to break down existing barriers for our DI students with the intent that their success will have a\*](#)

*generational impact. Recent hiring trends in the division have created the much-needed diversity amongst our faculty and staff, thereby better reflecting the student population demographic.*

- [CSM's Strategic Priorities:](#)
- [The division can proudly boast adherence to all 5 Strategic Priorities.](#)
  - *Supporting our Students Aspirations: Departments within the division continually adjust to support students by implementing cutting edge programs and support mechanisms, all catered to promote academic success. Learning Communities (Bulldog Athletics, IX in Action) are but two examples of recent initiatives developed with the intent to support our students.*
  - *Creating Equitable Opportunities for our Students: Recent hiring practices diversifying the faculty and staff, faculty and staff engagement in ongoing Professional Development opportunities, and Learning Communities designed to support students and provide a safe and empowering environment are but a few examples of adherence to this Priority.*
  - *Committing to Progressive and Innovative Teaching and Learning: As previously mentioned, the design and implementation of additional Learning Communities not only supports our students, but demonstrates the commitment to innovation, and bridges the gap between Instruction and Student Services.*
  - *Building on a Culture of Participation and Communication: The majority of faculty in the division are coaching and practices/games take place normally when committees meet. However, the division has made more of a commitment to serve on Participatory Governance committees to share their experiences with colleagues.*
  - *Building on a Tradition of Service to the Community: The faculty in our CE programs continually engage with industry leaders to place students into the workforce upon completion, and their success rates demonstrate strong ties. Recently, the division began to explore offering an Esports program encapsulating 3 distinct areas; ASCSM club, intercollegiate competition, and a CE degree/certificate program. The goal is to develop internships for students interested in entering this multi-billion-dollar industry.*
- [SMCCCD's Strategic Goals](#)
  - *Develop and strengthen educational offerings, interventions and support programs that increase access, success, and completion. As previously mentioned, Athletics has implemented Learning Communities to increase success and completion; IX in Action, Bulldog Athletics (formerly Math in the End Zone), and strengthened existing Learning Communities like Writing in the End Zone. We are also currently looking at partnering with San Mateo Athletic Center to create internships for students enrolled in our Pilates Teacher Training Program.*

- Establish and expand relationships with school districts, 4-year partners, and community-based organizations and employers to increase higher education attainment and economic mobility in San Mateo county. *Coaches are adept at establishing these relationships when it comes to recruitment (high school partners), and matriculation (4-year universities). In order to be successful, these bridges need to be established so transition from high school to CSM is seamless, and from CSM to 4-year universities likewise. Additionally, the faculty teaching in our career focused programs (Yoga Teacher Training, Personal Training Certification, and Pilates Teach Training) make it a priority to place these graduating students into the workforce – some of whom teach at San Mateo Athletic Center or in private studios throughout the bay area.*
- Promote innovation and excellence in instruction to support student learning and success. *The established and institutionalized Learning Communities are a prime example of innovation to enhance excellence in instruction and support learning and success. The Bulldog Athletics has a coach assigned to the classroom to support instruction, enhance the learning and hold students accountable.*
- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served: *There are two state mandated initiatives that have adversely impacted the enrollments in our Kinesiology activity courses; Repeatability and AB 928. We have withstood the repeatability legislation albeit it had an impact on our enrollments and impacted the lifelong learner. The newest legislation (AB 928) removes Area E from our degree pattern to align our system with the UC and CSU pattern. While this legislation did not consider the impact on our system (how it will impact athletics, tenured faculty, etc.) the legislation will take affect in 2025 and could have serious consequences to our discipline.*

## **2. Results of Previous Program Review (200-500 words)**

- a) Describe the results of your previous Program Review's action plan and for identified equity gaps.
  - a. Previous Goals
    1. Seek ways to improve efficiency (LOAD): *Our load has marginally improved. In conducting an assessment of delivery methods (online vs. hybrid vs. F2F) we found that online and hybrid are still in higher demand than F2F. Many of our courses continue to be delivered in a F2F mode as our discipline is traditionally geared for that method of delivery, however we have transitioned where appropriate many of our courses to either hybrid or online. A more in-depth analysis of who is benefitting and who is not needs to be conducted to ensure we are not leaving out any groups.*
    2. Finalize implementation of a comprehensive Esports Program: *This endeavor is still in progress. Meetings are currently taking place with more focus.*
      - i. Club involvement
      - ii. Intercollegiate endeavor
      - iii. Certificate/Degree program

**3. Identify and address the lower success rates of our African-American students.**

*The support mechanisms put into place to enhance success of our DI students in athletics is clearly working – we now need to focus on other departments. This was brought to the attention of the division during the last P.R. cycle. Since it was a post-Covid cycle and students were still accessing instruction through online modalities, a possible issue that surfaced was our African-American students might not have had the resources and technology by which to be successful. We have since seen that change in a positive direction.*

**3. Current Program Review (200-400 words)**

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2020-21	Ethnicity	First Gen	Age	Gender	Total
<b>Headcount (unduplicated)</b>	Latinx 32% White 26% Asian 19% Filipino 7% Multi Races 7% African American 3% Pacific Islander 2% Unknown 4% Native American 0%	48% of our students are the first in their family to go to college.	66% Under 24 yrs. 20% Ages 25-34 15% over 35 yrs.	50% Female 47% Male 2% Unknown	10,910 students
<b>Enrollments (duplicated)</b>	Latinx 32% White 25% Asian 19% Filipino 7% Multi Races 8% African American 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	73% Under 24 yrs. 16% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Unknown	32,761 enrollments

**(a) Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-gen, age, gender and total enrollment), or student population served.

- Findings: What has changed from the previous program review? *Much of the changes noted from Program Review data in 2020/21 – 2022/23 is in relation to withdrawal and success rates. These are the two indicators in which major changes have occurred across all demographics. In looking at four of the major departments within our division (Dance, Fitness, Kinesiology lecture, and athletics), other than in athletics, withdrawal rates have increased significantly from 2021/22 – 2022/23 (Dance: 1.6% - 12.2%, fitness activity .9% - 5.2%, KINE .4% - 7.3%). Success rates have likewise fallen other than in the KINE lecture courses (Dance 87.3% - 84.1%, fitness activity 91.3% - 88.2%, KINE lecture*

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87.5% - 88.3%). In VARS courses, all indicators have either maintained, or improved. Enrollments in our athletic programs have increased from 343 – 403, success rates have increased from 95% - 98%, and retention rates only dropping one percentage point from 100% - 99%. This is extremely reassuring since the institution adequately funds the athletics program and our focus on transferring our scholar athletes, most of them (80%) being from marginalized groups is generationally transformative.

- Analysis: What factors do you feel contribute to these gaps? While the “free education” bill that was passed for county residents can provide much needed access to the institution, one theory, albeit controversial, is that things that are free have less value so it becomes easier to drop classes, thereby increasing withdrawal rates. These withdrawal rates transcend across all demographics and so isolating to one or more affected groups is difficult. The reduction in success rates is an area in which the division needs to apply focus – why is this occurring? This also cuts across all demographics – all groups are experiencing reduced success in classes however, the one area that is encouraging and was a focus of the division from the last Program Review was to address the gap in success of our African American students. In the KINE lecture courses (those primarily catering to KINE majors, the success rates improved from 69.8% in 20/21 to 88% in 22/23. In activity courses, this demographic improved from 87.1% to 88.5% however in the Dance department, the success rates dropped from 100% to 75%. This needs further intervention.
- Resources: If you were granted a resource request, please note what that was and the impact it had. The major request granted was the hire of a full-time KINE faculty who has Track and Cross country assigned to them. This serves many purposes; (1) It is the last athletic program to have a full-time coach, (2) It serves as compliance towards gender equity as there are 2 female sports and 2 male sports (Cross Country and Track and Field), (3) It expanded the diversity make-up of our staff, and (4) It provides an access point for matriculating high school students, many of whom are from marginalized groups.
- Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
  - interventions implemented The main focus from the last Program Review was to “call out” the lack of success our African American students received in our courses. Unless an issue is called out and addressed, they can often continue and even become exacerbated. By focusing on the issue in a division meeting, each faculty member became aware of the lack of success of this specific demographic and a positive shift has since occurred. In discussing this gap from the last Program Review, the theory was raised that perhaps the lack of technology devices contributed to lower success rates, and now that the majority of our classes are back to F2F, there might be some credence to this hypothesis.
  - any successes in closing gaps As mentioned, the success rates of our African American students has increased other than in the Dance department. The success rates of African Americans is now fairly

*equivalent to the all other populations – indeed a success story we are proud of.*

- ongoing challenges *The data from 22/23 demonstrates reductions in success and retention rates.*

**Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.**

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1.			
2.			
3.			

**(b) Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review? *A comprehensive chart has been created (below) to provide a comprehensive analysis within the division by department: The success rates of our African American students fell below the averages of all other demographics in the previous PR cycle but now are well within the norm of all other groups. In this cycle, what we found was that the success rates of students in F2F courses were significantly better than in courses offered in a DE mode as can be seen by the Excel chart attached. The greatest contradiction in that analysis being the success rates in the DE delivery mode was greater in F2F in 3 of the 7 demographic categories. Because of the inconsistency in a pattern, it is difficult to decipher what the factors are which contribute to this.*



F2F\_DE Comparison  
PR\_2023.xlsx

- Analysis of gaps: What factors do you feel contribute to these gaps? *We are uncertain as to why this gap exists other than to speculate that our discipline is more conducive to a F2F delivery mode than in a DE mode.*

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- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

**Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.**

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1.		
2.		
3.		

**(c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment:** Describe learning or area assessment plans implemented since last Program Review, **including any activities undertaken to address equity or delivery mode gaps.** Your summary should explain:

- SLO/SAO
  - What did the assessment focus on? *The division engages in a physical assessment pre and post-test analysis of the physiological changes which occur as a result of engaging in an active lifestyle through enrolling in our activity classes. Students engage in both pre and post tests using body weight, height, flexibility, resting heart rate, Body Mass index (BMI) and changes are documented and provided to students for their information.*
  - Was it a discipline-specific or interdisciplinary (for instruction only)? *This is a discipline specific activity designed to motivate students and provide objective data as to the benefits of engaging in regular exercise.*
  - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)? *This is a key discipline issue implemented to provide objective data to students. Often, our discipline relies on subjective data to evaluate students. Providing objective data is a better motivating factor for students.*

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- Assessment results
  - What was the activity or intervention? *See above. A pre and post-test physiological assessment.*
  - What were the outcomes? *There are 6 physiological assessments by which students are tested. The goal is for students to improve on at least one assessment. We can confidently say that more than 90% of students evaluated in both the pre and post test improve in one assessment metric.*
- Program improvements implemented
  - What did you learn from it? *We have been doing these assessments since 2006. Over that time, there have been 56 assessment cycles in 14 years. We test approximately 250 students per semester or 500 per year for a total of approximately 7,000 students tested.*
  - What changed? *We have been conducting the same tests (with slight modifications) since 2006 and have found the results both useful for the students and for faculty. A certain course can lend itself to greater results, for example, yoga students will perform better in the flexibility assessment, aerobic based courses a greater decrease in BMI and resting heart rate. Specific courses tend to have more gains in one assessment or another based on the nature of the activity. As such, no major changes have been made to SLO's as they have been consistent throughout the years we have implemented these Fitness Tests.*

SLOs/SAOs	Assessment Results	Program Improvements Implemented
<p>1. No changes made – division feels the SLO's are appropriate and adequately assess the Learning Outcomes of courses within our division.</p>		<p>None needed</p>
<p>2.</p>		
<p>3.</p>		



**(d) Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, etc.). *SB 928 (elimination of Area E) is a huge threat to our discipline and could have serious consequences for our faculty teaching activity courses. Many years ago and right as the Repeatability Legislation was being enacted, much of the FTE currently allocated to the division shifted from activity to lecture courses. We created curriculum to incorporate courses for KINE majors and now, many of our full-time faculty are teaching these courses. However, it is a complete shame that our system, without the input from our State Academic Senate was never invited to the table with the UC and CSU's to appeal our case. Consequently, SB 928 was put forth into legislation at the expense of the health of our students. While we have entered into a post-Covid era, the impacts the shutdown created has exacerbated the mental health of a lot of our students and one great way to combat that is by engaging them in activities which serves to boost endorphins. Physical health is also on the decline in our nation and those groups traditionally marginalized simply do not have equitable access to fitness clubs (generalization). Our system provides this access and our discipline specifically educates students on engaging in a healthy lifestyle.*

## **4. Planning**

### **a) Program goals**

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals.

For each goal, you should include

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
  - Professional development activities
  - Institutional support
  - Collaborations
  - Training
  - Resources

<b>Goal</b>	<b>Actions</b>	<b>Measurable Outcomes</b>	<b>Timeline</b>	<b>Responsible Party</b>	<b>Support Needed</b>
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1. Increase enrollments in fitness activity courses	1. Review curricular offerings 2. Review and analyze enrollments in the various delivery modes	Raw enrollment numbers provided by PRIE	Next Program Review cycle (2025/26)	Faculty teaching activity courses	
2. Address equity gap in Dance courses	1. Understand why African American student's success rates have dropped and withdrawal rates have increased.	See improvement in success rates and decrease in withdrawal rates	Next Program Review cycle (2025/26)	Faculty teaching in the Dance Dept.	
3. Increase Pacific Islander enrollments in our dance courses	Review program offerings and perhaps create courses that are culturally appealing	Pacific Islander population enrollments increased	Next Program Review cycle (2025/26)	Faculty teaching in the Dance Dept.	

### **5. CE Only**

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links: [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):

*KAD currently offers three CE programs - Yoga Teacher Training-200 Hour, Yoga Teacher Training-300 Hour and Pilates Teacher Training with specialties in Pilates Mat, Reformer and Apparatus. Wages for Fitness Professionals, according to the State of California Employment Development Department in 2019 are as follows:*

*Fitness Trainers and Aerobics Instructors*

- *Annual wage or salary*
  - *Number Employed: 2,570*
  - *Mean annual wage or salary: \$60,814.84*
  - *Salary ranges from \$25,222.20 - \$108,713.09*

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- *Hourly wage*
  - *Number Employed: 2,570*
  - *Mean hourly wage: \$29.24*
  - *Hourly wages range from: \$12.13 - \$52.27*

*All three of our CE programs are cognizant of the need for students to work in the industry after graduation. The Pilates Teacher Training program has been working with CSMAC to create internship opportunities for graduates. The Yoga Teacher Training programs are currently applying for Strong Workforce support to help fund a Yoga Career Talk series. This series will bring in local yoga professionals from studio owners to group fitness managers to private yoga teachers to give students insight into the job market and the opportunity to make connections with potential employers.*

b). [Employment data](#) (by Program Top Code) from the State Chancellor's Office

c.) Summarize [student outcomes](#) in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.

*All student outcomes are being met by both the Yoga and Pilates teacher training programs. Students are taking on the role of Fitness Professional by designing classes, identifying ways to customize movements for students at various levels and abilities, ensuring that the classes they design are safe and effective, demonstrating an understanding of anatomy as it pertains to their field and connecting with the history and culture of their field. Consistently, students have graduated in awe of all they have learned. Since the inception of both programs, students have entered the trainings underestimating the quality of instruction. This can be considered high praise for these programs. It can also be a detriment because we are clearly not marketing our programs effectively. Better marketing may help to convey the excellence of these programs to potential students.*

d.) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc).

*Advisory Boards last met September 2023 and plan to meet again in October 2024. Members include: Robin Jaffe, Eva Wu, Sim Ling Lam, Gabriella Rojas, and Jean Garcia. New potential members include owners of local studios and group fitness managers from local health centers.*

*Topics to address at the next meeting include marketing strategies, best ways to partner with local studios and health centers, and possible mentorship programs for graduates.*

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e.) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?

*Last year, most of our discussion was around coming back from Covid. We also discussed guest lecturers that would best serve the student body. After this meeting we brought in workshops that addressed equity in our field, the importance of creating a sense of community in fitness classes and how to do it, and using the somatic arts as a way to help with anxiety and depression.*