

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Athletics, Kin., & Dance

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

With unwavering dedication and commitment to the academic, artistic, and intercollegiate expression of the student experience, the Kinesiology, Athletics, and Dance Department at Cañada College provides learning opportunities through a wide variety of stimulating and physical activity classes that promote mind-body connections in an inclusive and dynamic environment enriched by creativity and passion. The KAD Department fosters a supportive environment in which lifelong learners can build intellectual and physical academic habits and skills. As stated in the department's mission, the Kinesiology, Athletics, and Dance Department adheres to all institutional planning initiatives, priorities, diversity statements, and planning documents at Cañada College.

The Kinesiology, Athletics, and Dance Department has gone through considerable reformation since its 2015-2016 program review submission. Beginning with the realignment of the Division of Athletics, Library, and Learning Center becoming the Kinesiology, Athletics, and Dance Department, to the Capital Improvement Program Phase 3 (CIP3) initiative of a ~85,000 SF B1 learning facility dedicated to fitness and wellness for students and the community, the KAD Department continues to reform and revolutionize itself as it builds towards the future.

The KAD Department finds itself in a landmark opportunity beginning FY17, as it rethinks access and engagement. The new B1 continues to lead the conversation and serve as a teaching tool to engage student and community interest within an instructional environment that reflect values of health and wellness. The KAD Department, although thinly spread throughout Cañada College itself and College of San Mateo, continues to pursue sustainable course offerings, is efficient with the use of facilities during swing space, and remains functional with resource requests.

The KAD Department recognizes the importance of updating popular courses and developing new course offerings that are relevant and stimulating to the general student population. Therefore, faculty and staff continually evaluate the method of delivery of instruction as well as instructional strategies that accommodate a range of learning styles. Currently, the KAD Department is assessing the appropriateness of different modes of distance education, and how these forms of delivery affect student learning outcomes and program learning outcomes in conjunction with weighing the need to bolster enrollment.

To further progress and develop the Kinesiology, Athletics, Fitness, and Dance programs, it is important that faculty and staff continue to meet and surpass industry standards. With the continued support from administration in backing these developing needs, the KAD department will be able to effectively support our athletic programs, student curricula, and community needs while aligning with the college's mission.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

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Response Detail

No Response Information to Display

Narrative

The Cañada College Department of Kinesiology, Athletics and Dance is dedicated to promoting physical activity as an essential component in achieving educational goals, lifelong learning and self-development. The department provides a variety of courses in fitness, dance, individual sports and team sports that will develop fitness components, a sense of body awareness, positive attitudes, and pride in individual and team achievement. In addition, Kinesiology, Athletics, and Dance is dedicated to developing future educators and professionals in the field of kinesiology, athletics, dance and fitness via our certificate and degrees. The ultimate purpose of the faculty and staff is to inspire the diverse community we serve to believe in themselves and strive for excellence in personal growth, lifelong health and wellness.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

There have been no recent changes in curriculum and degree requirements at high schools and 4-year institutions that would impact our program's articulation.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Response Detail

No Response Information to Display

Narrative

Facility/Community Needs

In Board Report No. 15-9-102B, members of the Facilities Planning, Maintenance, & Operations Team presented to the Members of the Board of Trustees on the delivery methods that outlined key components to the first phase of the Capital Improvement Phase 3 (CIP3) project that outlines the Cañada College Kinesiology and Wellness Building (B1).

The new B1 will operate similarly to the partnership between College of San Mateo and the San Mateo Athletic Club Auxiliary Enterprises, a revenue-generating, multi-use space enabling the opportunity to maximize the use of facility resources and consequently creating a revenue stream.

The concept of this endeavor will consequently create a revenue stream that will hopefully supplement the Cañada's budgetary requests including equipment maintenance and replacement, along with other high needs in collaboration with Cañada's KAD Department.

For a detailed look at revenue possibilities, we have provide a link to the 1617 SMAC Final Budget Report.

Technology Needs

Advances in technology have had a profound impact on sports, physical fitness, physical activity and health including but not limited to:

Real-time analysis of sport results to greatly improve the quality of feedback to players/athletes

Increase accuracy in time measurements of sport performance

Improves quality of long-term planning for athletic training and conditioning

Improvements in the decision making of instructional sport equipment and apparel

Accurately measure athletic progress through training procedures and practice plans

Enhances instructor's ability to track the duration, volume and intensity, of student activity levels

Generates and organizes information allowing instructors and coaches to create programs that improve student's physical activity levels, fitness, health and safety

Enables students to become self-regulated consumers of physical activity

Encourages greater contact and communication between students and professors

Empowers both students and student-athletes by allowing them to part of the goal setting process

Supports KAD's mission to make Cañada College students lifelong consumers and advocates of daily physical activity

HUDL is a technology platform used by the Men's Basketball Team, Men's Soccer Team, and Women's Soccer Team. Through the HUDL platform, Cañada's Athletic programs have the ability to view, edit, analyze, and share videos for both practice and competition purposes. This tool allows student athletes and coaches the ability to interact with statistical records, and create quality highlight reels for recruiting purposes accessible to anyone with a computer device.

Links to HUDL articles: [New York Times](#), [Tech Crunch](#), [Forbes](#), [Fast Company](#)

Krossover provides Cañada's Women's Volleyball program an online video indexing platform that provides data analytics technology directly to their staff and players. The platform archives all game film, and indexes and evaluates player match performance, recording, indexing and rating each ball contact, to allow players and staff to evaluate each player's offensive and defensive efficiency and overall team performance by rotational position, within a cloud-based platform. Krossover also enables the players and coaches to access game clips and data, share content with players and four-year college coaches/recruiters, and sort film clips by player and skill type.

Links to Krossover articles: [Sports Illustrated](#), [ESPN](#), [Chicago Tribune](#)

Volt Athletics provides Cañada's Women's Volleyball program with a mobile phone app-based year-round strength and conditioning program that is formulated by Volt strength and conditioning experts, in consultation with coaching staff. The program is displayed on each player's mobile phone, and the player is able to see each scheduled workout, and record reps and weight on their mobile device. The program is customized to coordinate with the program's in-season and out-of-season schedule, with appropriate rest periods and a different focus during each particular interval in the annual training program. Once workouts begin, each player's app on its mobile phone automatically increments the reps and weights as strength increases, based on the performance that is logged by each player into the app. Coaches can monitor not only team in-practice workout performance, but also individual workouts that the players may do on their own outside of practice through cloud based summary reports. The app has video demonstrations of the programmed exercises for reference as well as written tips for athletes and coaches. This allows players to execute workouts on their own time during the off season and outside of practice time but within the overall customized team program.

Volt Website

<https://www.si.com/edge/2015/07/16/tech-talk-how-volt-builds-strength-and-training-programs>

Presto Sports, per Bylaw 4.3.4 of the California Community College Athletic Association: When a home team's qualified statistician is present at an event and using either StatCrew or the PrestoSports stats software, then the home team's stats will be official for both teams.

A Qualified Statistician, as outlined in the glossary of the CCCAA Constitution and Bylaws, will have attended either online or in-person training provided by the CCCSIA, PrestoSports support staff, or the College Sports Information Directors of America (CoSIDA) and performed successful statistical tabulation for the sport being covered, prior to the event.

The Athletic Training staff uses SportsWareOnLine, an online injury tracking software program. Staff members use this software to record pre-participation medical information (relevant existing medical conditions, emergency contact information, primary insurance, etc), input injury reports, and update injury statuses. The SportsWareOnLine online platform is even more important now that we have two athletic trainers treating athletes on two different campuses; both staff members can access up-to-date information on all student-athletes even if they do not have direct contact. This minimizes interruption in continuity of care.

ImPACT is another online software program utilized, not only by the Cañada College athletic training room staff but, by all athletic trainers in the SMCCD district. This software is utilized to complete baseline concussion testing on all incoming student-

athletes and post-testing as needed in the event of traumatic brain injuries. Purchased as one umbrella organization, all athletic trainers in the District have access to the test results, which is convenient when student-athletes make intra-district transfers for athletic purposes (e.g. Cañada College soccer player goes on to compete in track and field at CSM). Staff members complete baseline testing in groups via campus computer labs. Reports can be generated for physician review and advisement. Concussion testing is required by the CCCAA.

For the most part, today's students and student-athletes are "digital natives" and have never known a time without personal computers, the internet, cell phones, video games... They expect the effective integration of the latest technology to be part of the learning experience. Data indicates that each year more SMCCD students are enrolling in online classes. Incorporating effective technology, online classes and web-assisted/blended classes are important elements of almost all KAD courses, instructional programs and athletic teams. In fact, the integration of new technology into physical education and sport is unceasing and in many cases, happens in this discipline before others. Additionally, KAD is currently displaced for the next 2-3 years by the demolition and replacement of building #1 making technology, online classes and web-assisted/blended classes even more important in order to serve the Cañada College student body.

Labor Needs

Within the broad field of labor economics and statistics, the KAD Department continues to monitor the occupation outlook on the following categories of Kinesiology, Athletics, Dance, and Fitness within the Bureau of Labor Statistics website.

Consequently, the KAD Department provides the foundational requirements through a rigorous academic schedule to help further students into careers such as the ones below:

Kinesiology – Exercise Physiologists, Health Educators,

Athletics – Coaches & Scouts, Athletic Trainers

Dance – Dancers & Choreographers

Fitness – Fitness Trainers & Instructors

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3	Looking Back
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4	Curricular Changes
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List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

<http://www.curricunet.com/smcccd/>

Something to consider regarding curricular changes is the department's trend of late filling classes. Fitness students tend to enroll in the fitness and dance classes when the courses begin. For example, FITN 117/118/119 courses tend to fill or reach near the maximum during the first two weeks of classes, not before. When cancelling classes, enrollment trends during the first weeks of classes should be considered. All KAD offerings should be given special consideration when determining cancellation of sections based on enrollment minimums. Because the KAD classes are outside of the academic offerings, our sections are often filled during the late add period.

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5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

No Response Information to Display

Narrative

Mission – We are in the process of coordinating with the webmaster to correct our mission statement to include women's tennis.
Community and Labor Needs – We addressed IPC's feedback in this current program review's "Community and Labor Needs" section. Additional sports were suggested in the "Program Planning" section.
SLO Assessment – Compliance – SLO assessment is discussed in this year's review. We have implemented a department-wide schedule to ensure that all SLOs are assessed as required.

Suggested Follow Ups

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No Suggested Follow Ups to Display

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

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Response Detail

No Response Information to Display

Narrative

Since the 2015-2016 KAD Program Review, a committee was formed to include district partners such as Skyline's Dean of KAD along with Cañada Administration to form a CAN B1 Task Force to collect perspectives, feedback and continue the discussion of program planning as we entered swing space. For more on the Task Force Report, please click here.

Curriculum Offerings

As of 2015-2016 Program Review, the following courses and modifications to courses have been added or are in the curriculum process:

Web-assisted element to the fitness center classes: FITN 112,117,118,119

Completed Courses since the 2015/16 Program Review:

Addition of FITN 304: Walking Fitness

Leveling of DANC 150.1-4 (Hip-Hop)

Leveling of Mexican Folkloric Dance

Leveling of Team 148 .1-4 (Indoor Soccer)

Team 132.1-3 (Flag Football)

FITN 227.1 -4 (TRX)

New Lecture courses:

KIN 110 (Lifetime Fitness and Nutrition)

KIN 105 (Stress Management)

KIN 137 (Student Athlete Skill for Success 1st year)

KIN 138 (Student Athlete Skill for Success 2nd year)

Classes still pending submission:

FITN 301 (Spinning)

TEAM/INDV -- (Survey of Sport)

AQUA 127, 133,

Sport Psychology

Sports Management

First Aid/CPR

Hiking/Backpacking/Trail Running

Dance Classes: Swing, Argentine Tango, Tap Dance and Dance Appreciation

INDV 126 (Badminton)

Weight Training/Body Conditioning

Pickleball

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

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Response Detail

No Response Information to Display

Narrative

The new Kinesiology and Wellness Building project, which includes demolition, removal, and reconstruction of the former B1, directly impacts each of the Kinesiology, Athletics, Physical Education, and Dance programs beginning FY17. The loss of B1 correlated with swing space relocation of faculty offices, classrooms, auxiliary rooms, team rooms, locker rooms, showers, storage space, etc. has affected student engagement, enrollment, and the ability to properly and strategically offer a variety of course offerings. Without a central space of operation and the displacement of resources, the KAD Department is concerned with not just the decline of student enrollment in activity courses, but the ability to restart classes once sections are no longer offered. ?

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

2016/2017 Not Applicable

2017/2018

Kinesiology, Athletics, and Dance Department formed (formerly Division of Athletics, Library, and Learning Resources)
The realignment of the KAD Department allows a vision facilitated by a comprehensive curriculum designed to educate students specifically through activity, creative expression and intercollegiate practice / competition. The KAD Department encourages high expectations for success through development appropriate instruction that allows for individual differences and learning styles. Through activity, creative expression, and competitiveness are basic skills that prepare degree, transfer and / or certificate seeking students with knowledge and skills to be successful and productive members of our multicultural community. The KAD Department strives to have faculty actively involved in student learning and to provide quality curriculum, facilities and equipment to achieve program outcomes
Interim Vice President of Instruction David Johnson assigned as Interim Dean of KAD Department
The Interim Dean of KAD continues to provide the overall leadership and guidance that ensures the viability of all KAD programs and academic support programs that meet requirements for all college planning and evaluation activities, including but not limited to program review, accreditation, resource allocation and student learning outcomes and assessment provides key assistance in the planning, development, coordination, and evaluation of programmatic needs and department-wide initiatives designed to ensure student success

Division Assistant title change to Program Supervisor – Matt Lee

The Program Supervisor, in collaboration with both the Interim Dean of KAD and Athletic Director, provides input on all academic support programs to meet requirements for all college planning and evaluation activities, including but not limited to program review, accreditation, resource allocation, budgeting and planning, and scheduling

Addition of Assistant Athletic Trainer – Ashley Peltz

This position has been critical in managing the displacement of Men's Basketball and Women's Volleyball to College of San Mateo, the temporary offsite location for both teams during Building 1 construction. Scheduling of practices and games for the campus's 7 sports often overlap, making it impossible for one athletic trainer to cover all mandated events

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Suggested Follow Ups

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No Suggested Follow Ups to Display

4 Current State of the Program

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

Response Detail

No Response Information to Display

Narrative

Load stabilized within last two (2) years

College goal: 525

KAD: 528-536

As sections and max enrollment have decreased, our loads have decreased and fill rates have increased.

We are aware of enrollment issues (decreased load and number of enrolled students), but contend that decreases in the number of sections offered play a significant role. We intend to continue to update and expand offerings.

Fill rates may not be strong indicator of productivity with regards to varsity athletic courses. Some teams (such as golf, tennis, and volleyball) do not require a large roster, and therefore it is counterproductive for instructors and students if there are more students enrolled than needed. For example, varsity volleyball teams generally average 12-15 student-athletes, but currently the max enrollment number for the course is 40. This negatively impacts the fill rate calculation.

Consider topics that have low enrollment, and replace them with topics/subjects that are relevant to what students want and can take to the next level of their education (and possibly career).

Suggested Follow Ups

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8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

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Response Detail

No Response Information to Display

Narrative

The Equity Supplement Link identified a program gap for female and Asian students of 3.0% and 4.7% respectively and a notable program completion gap (in terms of the number of students) for female and Asian students. As a result, the department is seeking to identify whether new courses can be added that would be more attractive to female students, or whether existing courses that have relatively low female-to-male enrollments can be enhanced to attract more female students. Also, the department is conducting a self-examination of current equitable practices alongside curriculum to be certain that gender bias is not an issue. Furthermore, KAD is initiating a review of its marketing efforts to attract students, including the underrepresented, who may not be aware of our offerings. Lastly, the program is seeking to identify and add courses that might appeal more to female students so that the mix of course offerings in our program can appeal equally to male and female students, and thus eliminate the gender access gap.

In terms of the identified access gap for Asian students, the department is exploring whether revision of existing courses or addition of new coursework could make the program's offering more culturally relevant to Asian students – perhaps adding elements of traditional Asian dance to existing dance offerings or fitness components as tai-chi, yoga and meditation to fitness courses. Once the new Kinesiology & Wellness Center is on line the department will add or restart additional courses that appeal to wide range of students from different cultural backgrounds.

The same examination is being applied to ethnic groups that show a high failure to complete our program's courses – the program is seeking to understand what classes have failed to retain the student groups in question and whether course content can be tweaked or new content added to make the coursework more culturally relevant to those ethnic groups and thus improve student interest and student retention.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

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8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

In Spring 2016 our fitness online classes had 71% (success) and 78.5% (retention) which is slightly higher compared to the college online classes 63% (success) and 70% (retention) in 2015/2016.

The non-online classes for our college for 2015/2016 were 78% (success) and 87% (retention).

Our goal would be to improve the number and raise success between 70-80% and retention at about 80% to align with the non-online classes.

The following strategies/changes could be taken:

Work with the learning center and library to offer more Canvas support for student

Create a student readiness/preparedness questionnaires' prior to enrolling into an online class

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Response Types: All Responses Types

9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Based on the Teaching, Learning and Assessment (TLA) coaches' recommendation, in May 2017, the Academic Senate adopted a new assessment cycle in which all active courses will now be assessed on a three-year cycle.

KAD Faculty met on October 6th and created a plan in which each course will be assessed within the three year cycle.

The three-year assessment plan can be found here.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

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Response Detail

No Response Information to Display

Narrative

KAD created a 3 year plan for all our SLO currently offered:

**All courses will be assessed during the 3 year schedule with at least one SLO
Any new classes will be included in the semester they are first offered.**

Most of the KAD SLOs have been assessment. The strategy is to review the plan and results at the beginning of the semester and then follow up on the results toward the end of the semester. Faculty will also discuss and complete one of the Program Student Outcomes towards the end of the semester.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

10	PLO Assessment
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Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

Faculty had several discussions regarding PLO assessments.

After the discussions, faculty came up with a plan to assess one PLO for the year (based on our 3 year cycle document). We selected couple of courses that link to the PLO and the PLO will be assessed based on the selected courses. For example, at the end of this spring semester, the PLO labeled Cooperative Education will be assessed based on the assessment method we created in Tracdat. Each course: VARS 340, TEAM 133, DANC 124, TEAM 184 and 185 will use the assessment method and will report by the end of Spring Semester.

Suggested Follow Ups

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No Suggested Follow Ups to Display

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5	Looking Ahead
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11	Program Planning
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Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

Future Athletic Programming, Staffing, and Curriculum

With the exciting changes coming to our department the future direction becomes very important. We would like to continue to raise our level of service to our campus community and students.

Discussions around curriculum and staffing are an integral part of the regular program meetings to ensure successful implementation in the future.

The Athletics Department has been considering adding Women's Basketball and an Aquatics program once the new building comes on line. The department is exploring adding sand volleyball. A local volleyball Redwood City junior's volleyball club has offered to build competition sand volleyball courts on campus at the club's expense, which courts will be used by a college sand volleyball team and classes and will provide revenue in the form of rental of the facilities back to the club.

As a department we recognize a need to offer and commit to adding course offerings designed for the general student population, not just our student athletes. Moreover, to continue to progress and develop our athletic department it is important that we meet industry standards in athletic operations and support. Things like appropriate number of athletic trainers on site, the addition of an equipment manager, and a Sports information director will keep our department up to date. With the addition of these specific support personnel/services we will be able to support our programs and students effectively and in line with our college's mission.

A redesign of the department website so that it is appealing and useful as a marketing and athlete recruiting tool is a key needed improvement. A visually rich and frequently updated web presence for the department, which includes video content and is easily navigable on mobile devices is crucial to reaching and appealing to our targeted audience of college age students. It is essential for our teams to compete successfully in recruiting the Varsity athletes needed to keep our programs viable. A well-maintained website for each of our teams is also a resource that our varsity programs use to improve their athletes in getting recruited to four year colleges, by providing readily available information, including current statistics, of our athletes to be reviewed by four year college coaches who may be seeking athletes for transfer.

Presto Sports is a website design company that 70% of CCCAA athletic departments utilize. In the Coast Conferences alone, 8 of the 13 teams have their own athletics specific website run through Presto. A successful website will require the department to employ a staff person responsible for coordinating department-wide updating of events, reporting team results, and uploading visual content to the site, including video clips, so that the website always contains current information and promotes team sports and department offerings on campus and in the community.

In order to ensure visibility of the wide range of recreational classes available to the campus community, an overall marketing plan for the department's course offering needs to be developed and executed. One facet of the marketing plan should be part of the department website design, which currently focuses on the varsity teams, but does not have an attractive, visually rich, and easy to locate overall listing of recreational classes offered by the department. That resource should be available with one click from the department main page.

In the interest of furthering the goals of the Cañada College Athletic Department to provide support for our student-athletes, we are proposing the integration of a facility dog into Athletic Training Room Services. A facility dog will facilitate injury recovery through enhanced psychological support, provide emotional support for student-athlete with anxiety, depression and other psychological disorders, assist in reducing injury-related stress, and increase overall staff and student morale. Larger institutional impact is also positive. In times of campus-related crisis, the facility dog can be a critical tool to provide emotional support to the larger student population. The fact that facility dogs have been repeatedly invited during finals week attests to the college's belief that they can be an effective tool in stress and emotion management. From a financial standpoint, the college is not responsible for purchase or care of the facility dog. The California Canine for Independence (CCI) organization trains and provides the dog free-of-charge. CCI also provides liability coverage for the facility dog. In order to receive a facility dog, the Athletic Trainer must be accepted after an extensive application process, followed by extensive training and continuous recertification. The Athletic Trainer is responsible for housing, food, proper grooming, and medical needs.

Future enhancements to Dance Programming, Staffing, and Curriculum

The new building will provide opportunities to grow dance offerings. In addition, Dance faculty have been collaborating with the Fine and Performing Arts faculty to consider opportunities for inter-disciplinary performing arts programs.

The Dance program is also creating curriculum for:

- Dance Appreciation,
- Swing,
- Tap Dance
- Argentine Tango

The dance faculty is also collaborating with the fitness faculty to identify current trends in dance and fitness. The new building will also open opportunity to organize a dance festival or dance workshops in collaboration with other performing arts departments and the outreach department.

To provide the highest quality of instruction, current Dance professors will engage in professional development and training to enhance their range of skills and capacities.

Additionally, adjunct faculty members with expertise in specific areas, will be employed. We are planning on expanding dance offerings such as modern dance, jazz dance, argentine tango, swing.

Currently, the dance and fitness department would need assistance in cleaning various equipment (blankets, yoga mats).

Future Enhancements to Fitness Programming, Staffing, and Curriculum

In anticipation of the opportunities that the new building will provide, faculty are working on curriculum for the following courses:

- Spinning
- Survey of Sport
- Aquatics
- Hiking/Backpacking/Trail Running
- Badminton
- Weight Training/Body Conditioning
- Volleyball class (evening)
- Pickleball

To ensure appropriate pedagogy, we are working on certification for these classes. In addition, experts in these areas can provide instruction as adjunct faculty members.

Future Enhancements to Kinesiology Programming, Staffing, and Curriculum

The new building will provide an opportunity to provide internships and certifications for students working toward a Fitness Professional or Kinesiology career pathway. A close collaboration with faculty will ensure quality instruction for these internships and certification. In addition, as Workforce and Industry demands evolve, faculty will work proactively to offer courses and programs that effectively serve needs. (Please reference list above & 5b)

- First Aid, CPR, and AED
- Sport Psychology
- Sports Management
- Stress Management
- Lifetime Fitness and Nutrition

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	
12	Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Athletics, Kin., & Dance

Response Types: All Responses Types

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display