



Kinesiology, Athletics & Dance

Program Review - Comprehensive Review

2023 - 2024

Program Context

1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

The Cañada College Kinesiology, Athletics, and Dance (KAD) Division is dedicated to embracing and advancing a diverse community of students in their pursuit of self-development, educational goals, and lifelong learning through physical activity, sports, and body-mind wellness. We provide a wide variety of courses across kinesiology, athletics, dance, and fitness programs that enhance the overall academic experience while fostering a strong sense of individual and intercollegiate team achievement. We, KAD faculty and staff, are committed to inspiring learning by creating an inclusive, learner-centered environment, that prepares students for career opportunities and successful transfer to baccalaureate programs via our KAD degrees and certificates.

The Cañada College KAD Division strives to maintain and expand on its ranking as a nationally recognized, student-centered environment in its new state-of-the-art Building 1, designed for the utilization and assessment of innovative teaching strategies related to human movement. We aim to develop extraordinary future KAD educators, leaders, and professionals. Ultimately, we seek to bring "community" back to our beloved community college by creating strategic partnerships, primarily with non-profit institutions, that align with our Vision to provide service in response to mutually identified local and global community needs.

Currently, the KAD Division works collaboratively with a variety of campus programs:

- Promise Scholars Program
- Library and Learning Center
- COLTS (Community of Learning Through Sports)
- Multimedia Art & Technology Department
- SparkPoint
- Disability Resource Center
- Community Fitness - The Cañada College Athletic Center
- Student Life and Leadership Development
- International Student Program
- Umoja
- Puente

The KAD Division plays a crucial role in the college's educational master plan, specifically College Goal 1.5. Our objective is to create new Kinesiology, Athletics, and Dance programs and certifications in partnership with

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Community Fitness operations in Building 1. This collaboration will enable students to access on-site job training and workforce development opportunities, which will effectively prepare them for health and fitness-related employment in the region.

The college has a strong commitment to promoting equity, inclusion, diversity, and access. Among the student-athlete population, 71% to 79% are non-white or Hispanic students, which is similar to the overall campus diversity. Interestingly, the minority student-athletes have a higher success rate (82%) and retention rate (92%) compared to the campus as a whole (success rate of 70% and retention rate of 86%).

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."

AB 928 is a legislative act known as the Student Transfer Achievement Reform Act, which supports the CalGETC program. AB 928 was approved in 2021 and will become effective in fall 2025. One of the major changes brought by AB 928 is the removal of Area E (Lifelong Learning and Self-Development) from the general education requirements for CSUs. This change could have significant consequences for the KAD division as many of its course offerings fall under Area E. If students are no longer required to take physical education or KINE classes, the division's enrollment is likely to significantly decrease. After analyzing our data packets, we found that a large portion of our enrollment comes from students who are fulfilling graduation requirements. While we are uncertain about how AB 928 will affect the division, we believe that there is cause for concern. Therefore, we are seeking support from the college and district to address this statewide issue.

Possible strategies to maintain enrollment include:

- Open enrollment/positive attendance
- Concurrent enrollment of high school students
- Incentivizing enrollment by offering fitness center access as a benefit
- Fitness resources for students
- Expanding KINE lecture offerings that are transferable for Kinesiology major to make it available to students: daytime, nighttime, and online
- Expanding dance offerings that are attractive to students and close the equity gap

3. Community & 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.

According to the data provided by the US Department of Labor, there are currently over 299,000 job opportunities available for Personal Trainers across the country. The employment projections for this profession indicate a growth rate of 10-14% for the next ten years, which is faster than the average growth rate for all occupations. As per the CA-Labor Department report of 2018, in California, the annual wage for Personal Trainers varies between \$47,340 to \$81,490, with an average hourly pay of \$21. The demand for Personal Trainers is expected to increase due to the growing recognition of the benefits of health and fitness programs for employees by businesses, government, and insurance organizations. This, in turn, will lead to an increase in incentives to join health clubs or gyms, creating a further need for Personal Trainers.

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In partnership with Comfit (Community Fitness), KAD is developing a Fitness Professional Certificate of Achievement to address the need for Personal Trainers.

The Fitness Professional Certificate of Achievement offered by the Kinesiology, Athletics, and Dance (KAD) Division is a great opportunity for students to improve their social mobility and secure well-paying jobs. The courses are industry-standard and for-credit, and the program is affiliated with reputable organizations such as the National Commission of Certifying Agencies (NCCA), National Academy of Sports Medicine (NASM), San Mateo County Community College District (SMCCCD) Community Fitness Operations, San Francisco State University Kinesiology Department, and local fitness experts and business professionals. These partnerships ensure that students are better prepared for employment opportunities in the fitness industry.

The most recent advisory committee meeting was held on May 17th, 2023. During the meeting, the committee recommended the inclusion of hands-on learning through internships and the development of interpersonal relationship soft skills between trainers and clients as foundational elements of the program. Additionally, the committee expressed their approval and support for the Fitness Professional Certificate and the initial direction of the curriculum. KAD intends to present the certification to the Cañada College Curriculum Committee in the fall of 2023. However, the process has been delayed due to the need to hire a new Director of Workforce Development, who is responsible for grants. We hope to proceed with the Fitness Professional Certificate program by January 2024.

KAD is investigating the policies and procedures of the District regarding events and programs sponsored by the academic institutions, such as athletic and dance clinics or camps, and other community events led by KAD faculty, coaches, assistant coaches, and staff that involve student and student-athlete participation. The primary objective of this investigation is to improve the connection and partnerships of Cañada College with the community and increase enrollment by providing access to B1 facilities. To achieve this, KAD is exploring partnership opportunities with non-profit organizations, sports corporations, and other community entities that are involved in the development of sports programming.

Providing diverse events to prospective students within the surrounding communities can enhance personal connections with the individuals belonging to underserved and underrepresented groups in our service area. This can ultimately result in a boost in enrollments via direct personal interaction, while also showcasing the beautiful Cañada College campus, its exceptional programs and facilities.

KAD, like other community colleges, is committed to providing sports and dance camps, as well as other KAD-related events for our community members. Our existing facilities will serve as the venue for these camps and events, allowing our neighboring communities to meet, learn from, and develop skills under the guidance of our students, student-athletes, coaches, faculty, and staff.

Providing future students an opportunity to experience the Colt community, while they engage and gain awareness of Cañada's programs and services is beneficial for all. Categories for camps and clinics that KAD already offers include Baseball, Basketball, Soccer, Tennis, and Volleyball, along with Dance camps and shows, while exploring a learn-to-swim program.

Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

There have been several changes to our program's curricular offerings. Since returning to in-person instruction, our division has done its best to offer a variety of instructional modalities. Since the fall of 2020, we have transitioned back to more than half of our classes/sections back to face-to-face as opposed to online/hybrid.

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We have created the curriculum and are ready to offer new sports/class sections (badminton, water polo, etc.), but we are limited by the facility's constraints (Building 1). Renovations are needed to facilitate classes and competition in those areas. The administration has communicated these renovations will be made, but the timeline still needs to be determined.

Since 2019-2020 program review, the following courses and modifications have been added or are in the curriculum process:

Kinesiology:

- KINE 119: First Aid/Adult & Pediatric CPR

Dance:

- DANC 161: Tango Argentino
- DANC 115: Mexican Folkloric Dance
- DANC 117: Tap Dance

Individual Sports:

- INDV 121: Badminton

Varsity:

- VARS 350: Women's Varsity Badminton
- VARS 400: Women's Varsity Water Polo
- VARS 160 Women's Varsity Swimming

Fitness:

- FITN 227: TRX
- FITN 301: Spinning
- FITN 128: Core Strength and Functional Training

Swim:

- AQUA 127: Swim Stroke Development
- AQUA 133: Individual Swim Conditioning

5A. Progress Report - IPC Feedback

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

2: Articulation

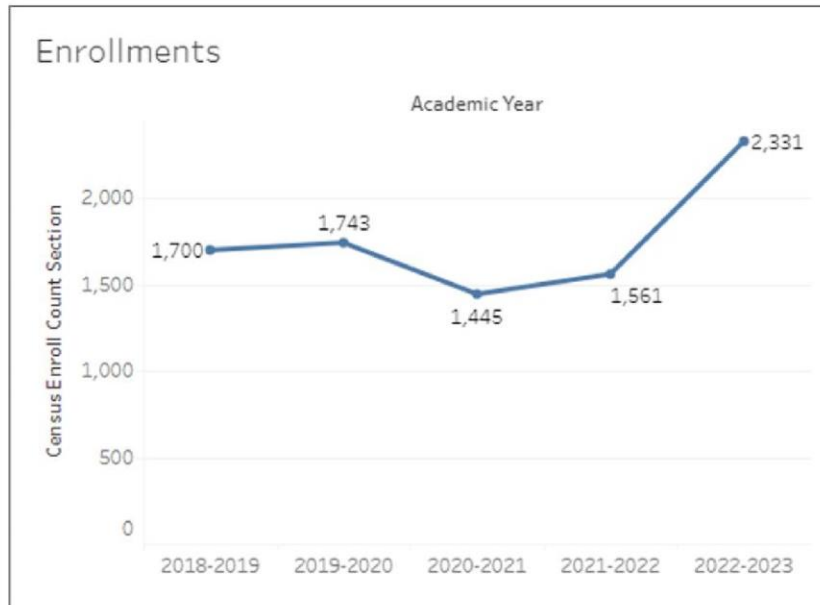
- Feedback: Please add whether there are changes in High Schools, how college changes impact your program.
- Response: No known changes.

Question 3: Community and Labor Needs:

- Feedback: What guidelines/data support the community needs for space listed? How does this compare to the district?

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- Response: The decisions made regarding the community fitness end of the building were outside of our purview, but we do know that the original designs for the community side were made according to projected



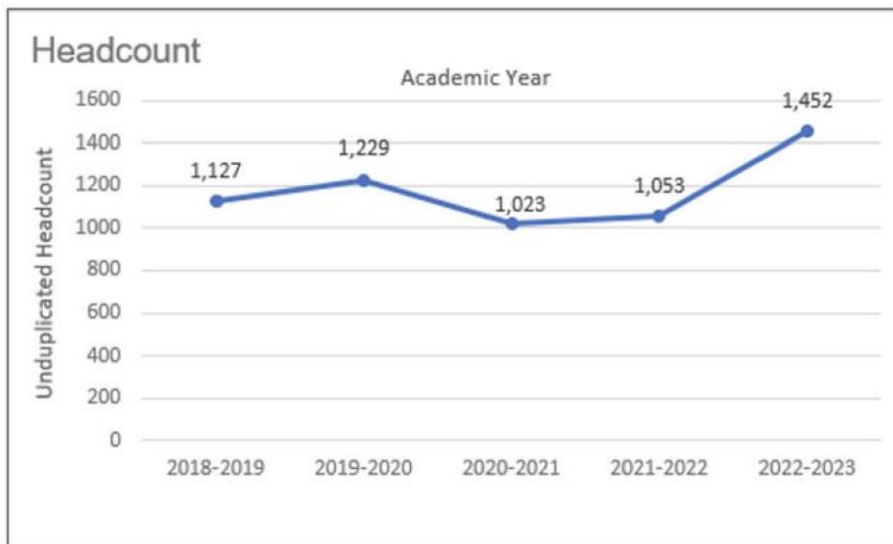
Enrollment in Kinesiology, Athletics, and Dance was up 37.1% in 2022-2023 compared to five years ago in 2018-2019. Enrollment in these programs reached a five-year high in 2022-2023 (2,331 enrollments) and a five-year low in 2020-2021 (1,445 enrollments).

memberships of up to 12,000 members. We understand they currently have 5,000 members. The only other comparable space in the district is the San Mateo Athletic Center, but they do not share their space with the academic side as they are in a separate building. Therefore the spaces, in our opinion, are not comparable.

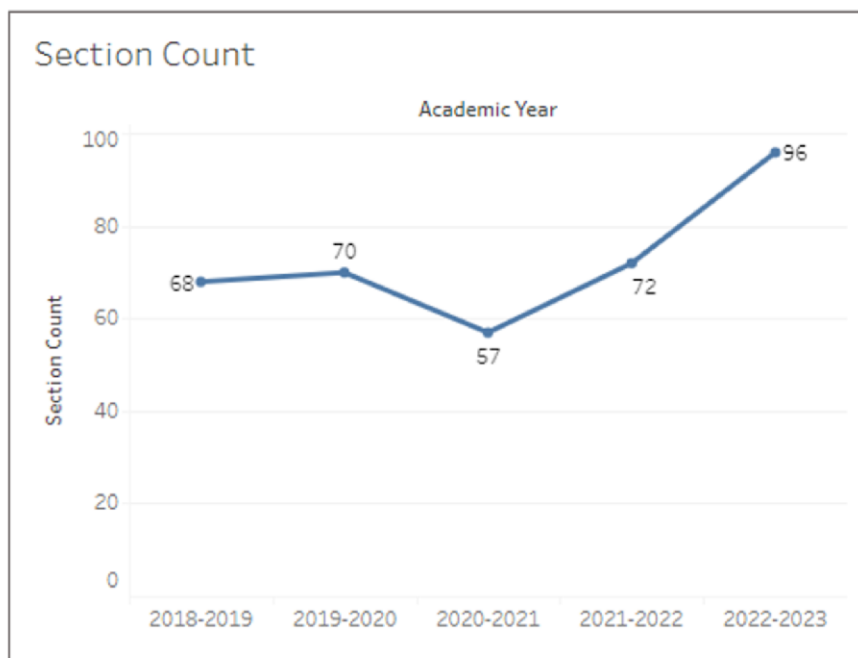
Question 4: Curricular Changes

- Feedback: Tough swing-space challenge! Please provide data about student success. How can you address the late fill issue? Late class starts? Pro-active registration? Retention specialist work?
- Response: As of fall 2021, we are no longer in swing space. Access to our building has helped alleviate many of the issues we were experiencing, resulting from teaching many course outdoors with inadequate equipment and having to use off-campus/off-site spaces. We addressed a trend where students were looking for fitness classes after the first two weeks of the semester, likely because they were focusing on enrolling in academic or GE classes initially. To tackle this enrollment issue, we decided to offer a variety of late-start courses for fall 2023. We offered 25 late-start courses, and enrollment is trending up in each of those sections, with many being wait-listed. Thanks to proactive registration and our new facilities, our enrollments, headcounts, and the number of courses and sections offered have all gone up.

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Headcount in Kinesiology, Athletics, and Dance was up 28.8% in 2022-2023 (1,452 students) compared to 2018-2019 (1,127 students).



The number of sections offered in Kinesiology, Athletics, and Dance increased over the last five academic years, going from 68 sections in 2018-2019 to 96 sections in 2022-2023.

Question 5B: Progress Report—Prior Action Plans

- Feedback: How will you promote, be involved in, gain support for ongoing discussions with how college will fully support athletics?
- Response: We are no longer operating in swing space. We have continued to advocate for our programs and department (existing and new) by participating in committee meetings, attending/participating in board meetings, collaborating and maintaining an open dialogue with community fitness, division, and department meetings, etc.

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Question 6B: Impact of Staffing Changes

- Feedback: Please add a timeline and justifications related to your program objectives.
- Response: Adding a timeline for the 2019 positions is not relevant for this program review. As far as justifying our position requests, the positions we acquired have been tremendous in growing and supporting our division. The new positions have helped us solidify our position as a new division and have helped us navigate the transition into our new building. We will continue to advocate for additional support as evidenced in 6b. Since 2019 we have successfully added an Athletic Director Dean and Division Assistant. We are also now our own division (KAD). We previously had a PSC and a KAD program director, those positions were removed in 2022/2023. Additionally our KAD IAll was reverted back to full time.

Question 8A: Access & Completion:

- Feedback: What data or research supports the specific ideas for culturally relevant new dance courses? (E.g. why these specific ones?) Is this relevant to our service area.
- Response: The data was identified in line one of the response for 8A. We utilized the data packets which identified the access gaps for AANAPISI populations.

Question 9B: SLO Assessment - Impact:

- Feedback: Could provide information about your reflection on SLOS?
- Response: After reviewing our assessments we have utilized the data to make appropriate changes and improvements to our course content. We have had many discussions regarding changes to our classes and teaching styles due to our move into the new building and offerings of new classes. We are currently on an SLO 3 year assessment plan that requires us to evaluate one SLO x per course for the following classes each semester:

Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: Kinesiology, Athletics & Dance

	2023-2024	2024-2025	2025-2026
Fall Semester	DANC 100 FITN 128.1-2 FITN 301.1-4 FITN 227.1-4 VARS 154 (soccer)	FITN 210 VARS 114 (basketball) KINE 137 & 138 FITN 304.1-4 TEAM 187 (tennis) / TEAM 104 (baseball)	KINE 109 AQUA 127.1-4 TEAM 111.1-4/186 (basketball) VARS 114 (basketball)
Spring Semester	KINE 105 FITN 334.1-4 FITN 335.1-4 DANC 125.1-4 DANC 121.1-4 DANC 140.1-4 TEAM 184 (soccer)	FITN 117/118/119 FITN 122/235 KINE 119 (summer 2025) DANC 150.1-4 / DANC 130.1-4 / DANC 400.1-4 VARS 170 (tennis)	KINE 101 / VARS 104 (baseball) TEAM 141.1-4/148.1-4/183 (tennis) DANC 161.1-4 DANC115.1--4
Notes			
PLOs Assessed <i>(Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)</i>	Cooperative interaction-spring 2024 Healthy Lifestyle - spring 2024	Improve fitness - spring 2025	Analyze kinesiology - spring 2026 Ethical decision making-spring 2026
ILOs Assessed <i>(ILOs are listed here as a guidance tool to help you choose courses for assessment)</i>	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity

5B. Progress Report - Prior Program Goals

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

Goal #1 Increase enrollment by extending academic programming through the utilization of KAD’s facilities to host youth events.

- We have not been able to host enough youth events to increase enrollment, which remains a concern for us. There are ongoing issues with the rentals of our athletic facilities, and we have requested that the rental process be made more flexible and transparent to better serve our division. We have had meetings with organizations that could potentially benefit our division, but due to our prices and rigid process, we lose the rentals to other programs and facilities. We are also aware that the athletic departments at the other two colleges in the district have more control over their processes and the revenue that comes from rentals.
- We have hosted successful youth events (men’s basketball/Redwood City Together and women’s soccer/Red Star Soccer Club) but do have the capacity to do more as we are understaffed. We need more support staffing the requested events and pushing the connections with the community.

Goal #2 Review and strengthen KAD Division operations by evaluating resources, policies, and procedures to support programmatic growth.

- Assistant Coach Pay
 - We can improve inclusivity, diversity, and equity for our students by re-evaluating and strengthening the operations of the KAD Division. By providing assistant coaches with more resources and better pay, we can ensure they have the necessary time and ability to provide expanded support for our students.

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Paying assistant coaches a fair wage for their important work will also continue to ensure student-athletes' safety during practice and on game day.

- We have recently made some progress in terms of assistant coaches' pay, with a pay increase being implemented for Fall 2023. However, before this time, the other two colleges in our district received significantly more funding for assistant coaches' pay than Cañada College. In particular, Skyline's assistant coaches' budget was twice that of Cañada's, and CSM received more than ten times our amount. With the recent pay increase, Cañada's assistant coach stipends are now (\$122,000) matching those of Skyline, but still remain far less than the amounts paid to assistant coaches at CSM, even when adjusted for the number of sports (excluding football). Since the \$122,000 amount was a one-time allocation, we will seek to increase the amount to \$150,000 as a recurring expense due to the addition of new sports. We are continuing to ask for additional support as we strongly believe that providing assistant coaches with greater resources and pay will enable them to better support and ensure the safety of our student-athletes, both on and off the field.
- Transportation
 - We have improved the number of buses per season from 1 to 5. However, with the amount of traveling that each team does, we still need access to more chartered buses. In the preseason, teams make trips to play games as far as the Central Valley and Sacramento areas. Driving home in vans is a safety issue for both coaches and players. We are aware that schools in our immediate area and district can have charters for all of their games.
 - It's still an issue that we don't have enough vans for teams to drive shorter distances. If multiple teams have games on the same day, not all teams have access to a van. In such cases, we have to borrow vans from other district schools. This is a time-consuming and tedious task. It would be better if all teams had access to their own van on game days.
- Gymnasium
 - As KAD evaluates future sports and course offerings, the gymnasium, in its current setup, does not support the growth of our academic class offerings (TEAM 171.1-.4, INDIV 121.1-.2 Badminton, futsal, etc.) and Varsity Teams. This limits our full-time students and programs. The current use of portable basketball stanchions is problematic. The ability to suspend basketball hoops from above the weight-supported beams will increase the gym's usability and versatility. Below is an impact report indicating the cost of moving the basketball stanchions to allow for VARS and TEAM activity within the gym:
 - Things have not changed with the gymnasium. Until the issue is resolved regarding the gymnasium, it will be impossible to have sustained growth in our academic class offerings and varsity teams.However, working with what we can, we are scheduled to have badminton lines added to the gymnasium floor at the end of the spring semester so that we can add a women's varsity team for the 2023-2024 school year. Until the issue with the basketball stanchions has been resolved, we will not be able to add varsity sports such as women's volleyball or even a general volleyball class for students.
- Staffing
 - The KAD Division continues to serve a high number of FTES students per semester while maintaining the highest transfer rates at Cañada. Our focus is to ensure all students, including but not limited to, those who are low-income, first-generation college and those who are older from underrepresented minority groups have the opportunity to attend Cañada College. Reviewing and strengthening our KAD Division website, marketing resources, and social media will provide us the ability to reach potential/future

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students and showcase our diverse student population and how we provide equitable, inclusive, and transformative learning.

- From spring 2022 to Spring 2023, we had a temporary PSC. It was not renewed and we no longer have access to this position as of fall 2023. We also asked for an equipment manager and sports information director in the last round of position proposal requests but were denied. We will continue to ask for all 3 of these positions as our belief that these positions are necessary has not changed.
- Athletic Facilities - Below is the District-wide Athletic Field Replacement schedule. The spreadsheet specifically indicates the timeline at which our baseball field, soccer field, and tennis courts are to be upgraded. This was discussed by CAN/CSM/SKY Dean/AD's with District Facilities and personnel. The need to upgrade athletic facilities is imperative for the safety of the students and branding of the Kinesiology, Athletics & Dance - Annual Update 11/23/2022 Generated by Nuventive Improvement Platform Page 9 of 11 division/college. Additional areas that need upgrading, not originally on the spreadsheet are as follows:
 - Baseball Field
 - turf pitching mound, batters box, and pull pen, creating a 5-year cycle for the batting cage netting (beginning 2024), refurbishing the cement flooring of the first base line, upgrading stereo-system and speakers
 - Baseball received funding to replace the batting cage netting, but there has not been progress on the 5-year cycle replacement schedule. The facility still needs the first baseline refurbishing.
 - Soccer Field
 - Confirming a bi-annual in-fill replacement with HELLAS (scheduled maintenance should be proportionate to rentals), new windscreens, extended fencing along the south end of the soccer field (below the scoreboard)
 - Despite receiving new windscreens in June of 2022, the product was faulty and already needed to be replaced by December of 2022. The soccer facility is still waiting for this replacement as of now, October 2023. The extended fencing has been requested but as of now still no plans for construction.
 - Tennis Courts
 - upgrade windscreens
 - This fall 2023, we were approved for tennis court resurfacing, it will be completed before the end of the fall semester.

Goal #3 Explore and research the landscape of Kinesiology and Fitness in order to consider the viability of past curriculum and potential new certificates.

- Maintain Existing Curriculum - Our Division has updated course outlines to align with District Standards and has been updating every 5 years for each department. Our Division has been offering a bigger variety of courses in different modalities (in-person, hybrid, and online).
- Certification Program - Our division has discussed and had specific meetings to review the current core program of the existing (and currently banked) Fitness Professional Certificate of Achievement. We have considered strategic revisions to the program to make it a viable option for potential students looking to prepare for careers in the health and fitness-related industry. The existing program coursework of the banked Fitness Professional Certificate of Achievement was discussed and it was revised to align with a nationally recognized and accredited organization in a way that the content is condensed into fewer courses

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but that students are still prepared for the certification exam after our program. This includes ensuring all course content addresses the knowledge base required of a certified professional. In collaboration with Community Fitness, we will offer hands-on experience as part of the program in the form of internships, mentorships, and/or paid student employment. It is important to onboard Community Fitness to help offset third-party certification costs, legitimizing the program. Currently, the Director of Workforce Development, who is in charge of grants, needs to be hired. We are hoping to proceed with the Fitness Professional Certificate in January of 2024.

- New Course Offerings - Our division is still in the process of designing new courses for the general student population utilizing newly available resources. The courts for pickleball are getting completed and our Division is going to design new courses for pickleball. Also, the 3 x 3 basketball course is in the process of being developed in the curriculum. The dance department is discussing introducing new courses relevant to students and our community such as Afro-Cuban Dance, Polynesian Dance, etc. We were not permitted to add new courses for intercollegiate athletic teams due to facilities limitations.

Goal #4 Implement a plan of action to introduce and re-establish Varsity Athletic Teams over the course of five (5) years.

The plan of action to increase Intercollegiate Varsity Athletic Teams over a five (5) year timeline can be found below.

- 2023/2024 Women's Volleyball - KAD requested and received approval to hire a full-time coach/instructor for Women's Volleyball during the 22/23 academic year. However, due to the new gymnasium's current configuration, it is unsuitable for intercollegiate volleyball. Nevertheless, KAD still plans to offer Women's Volleyball and is working with the facilities department to modify the gymnasium configuration. Women's Volleyball ranked #3 on the CCCApply Interest survey 2022.
- 2024/2025 Women's Basketball- The curriculum was developed and approved in 2021. However, the Athletic Directors of the three colleges in the district felt that adding a third women's basketball team from the same talent pool would make it challenging to field competitive teams. Women's basketball ranked #2 on the CCCApply Interest survey 2022.
- 2025/2026 Women's Water Polo - The new pool does not conform to NCAA or CCCAA rules.
- 2026/2027 Men's Tennis - The immediate priority is to add more opportunities for women's athletics before bringing back men's intercollegiate tennis and golf. KAD plans to introduce intercollegiate Women's Swimming, Badminton, and Volleyball, and the curriculum has already been written and was accepted 2021.
- 2023/24 Women's Swimming - The new pool does conform to CCCAA rules. The curriculum was developed and approved in 2021.
- 2023/24 Women's Badminton- KAD is moving forward with Women's Badminton. The curriculum has been finalized and approved as of 2021. The gym will be lined to accommodate six courts in May or June 2024. Women's Badminton was ranked as the most sought-after sport in the CCCApply Interest survey in 2022.
- To support our students a full-time Head Coach/Kinesiology Instructor will be a high priority.

6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

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The resources that we have been able to obtain has allowed us to continue to reach our target populations and have aided in our measures of student success. For example, new equipment in the weight room has allowed us to introduce our students to the newest and latest equipment for fitness and health as well as the latest techniques in the field. The same can be said for new equipment for our varsity athletic teams.

As a division we continue to see negative impacts in the following areas due to lack of funding in the specific areas as mentioned in Goal #2 above from our previous program annual plan review. These outstanding issues from previous program review specifically in Goal #2 above remain current and hinder our ability to implement and sustain programs across the division that impact students, faculty, and staff.

- Limitations based on gymnasium and pool configurations
 - We are unable to offer Women's Volleyball or Badminton with the current structural limitations and cost to move the basketball stancions
 - The depth of the pool does not meet requirements for water polo. According to NCAA field of play, pool dimensions include a depth of 7 feet for facilities built after January 1, 1990.
- Funding for Assistant Coach pay
 - Re-evaluating and strengthening our KAD Division Operations will improve inclusivity, diversity and equity for our students. Providing assistant coaches with more resources and pay allows them the time and ability to provide expanded support for our students and ensures the safety of student athletes during practice and game day travel.
 - We have made some progress with assistant coaches' pay with an increase for fall 2023. Prior to the fall of 2023 both of the other colleges in the district were given astronomically more funds for assistant coaches pay, compared to Cañada. Skyline's assistant coaches' budget was 2x more, and CSM was receiving more than 10x our amount. This fall, 2023, Cañada's assistant coach stipends were on par with skyline but still are less than the amounts awarded at CSM (even when adjusted for number of sports and not including football). We are continuing to ask for more support as we believe providing assistant coaches with more resources and pay allow them the time and ability to better support and ensure the safety of our student athletes on and off the field.
- Funding for athletic team travel
 - With the amount of traveling that each team does, we still need access to more chartered buses. In the preseason, teams make trips to play games as far as the Central Valley and Sacramento areas. Driving home in vans is a safety issue for both coaches and players. We are aware that schools in our immediate area and district are able to have charters for all of their games
- Website management/sports information
 - See 6B for more info
 - Negative impacts of resource requests and funding not being met include but not limited to Increased hours from faculty/staff is required to just sustain our current level of operations.

Being asked to grow the athletic/KAD program, knowing full well that the building in its current state cannot support the competition or facilitate home matches for new sports. This is not only inefficient and frustrating considering faculty requested many of these issues be resolved during the design phase of the building.

6B. Impact of Staffing Changes

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

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Since the 2019-2020 comprehensive review, we have added a permanent Dean/AD and Division Assistant. These two positions have been integral to our success as we moved into the building in the fall of 2021. We managed the merger with the community fitness enterprise (ComFit) in our 110,000-square-foot facility with the stewardship of interim Dean/AD Matt Lee and then current Dean/AD Kathleen Sullivan-Torrez. Additionally, the number of courses and sections offered by the KAD Division increased by 30%, and the Division's enrollment is up over 37% since 2019. The growth in the KAD Division is only possible with the help of the division assistant as well as the support and advocacy of a Dean/AD.

The Instructional Aide II position also reverted back to a full-time position entirely in the KAD Division. This staff position provides critical support for our faculty members in delivering instruction.

However, we lost the temporary Program Service Coordinator (PSC) and Program Director. These two positions were critical to providing visible representation and promoting the Cañada College Athletic Programs and the Kinesiology degrees and certifications, fitness and activity courses, and Dance programs to the general campus and local community. KAD will continue to advocate for hiring a Program Service Coordinator. As we maneuver through the coexistence with ComFit while continuing to increase enrollment, additional support will be crucial for a successful outcome. Since 2021, the KAD enrollment has risen by 37%. Without a PSC, the continued growth of KAD programs is a concern.

The PSC (Detail) position assists in the planning, coordinating, and implementing KAD programming, services such as student recruitment, intercollegiate home events, special events, tours, individual and specialized programs, and other support for current and potential program participants. Public contact is extensive and includes students, staff, other educational institutions, community and business representatives, governmental agencies, and the general public to exchange program information and services, especially within the B1 Kinesiology and Wellness facility. A Permanent Program Services Coordinator is vital for KAD's sustainability and continued growth. The PSC position will be re-submitted as permanent in the 23-24 personnel resource request process.

KAD requested several positions in previous program reviews that need to be approved. We will continue to pursue the hiring of a Sports Information Director and Equipment Manager. We will also seek staffing for intercollegiate games.

Intercollegiate athletics has come to a point where professionally managed websites and social media apps are crucial for recruiting and transferring athletes to the next level. However, without the approval of the SID, the entire responsibility of handling website and social media work falls on the faculty members. Coaches in the athletic department are now managing an Instagram account for each team and updating their website at least once a week. Managing social media content alone can take more than five hours per week. Currently, pictures and media for team websites and social media apps are paid for by fundraising. It is important to note that faculty members are not web designers or social media experts, yet they are expected to maintain both of these in addition to their regular teaching assignments, coaching obligations, and recruiting duties... Having a dedicated webmaster or SID would ensure that the Cañada College Athletics program's information and marketing are updated and accessible on all social media, network, hard-copy, and marketing platforms. The Sports Information Director would also be able to collaborate with local and contiguous High Schools and districts to ensure that information can be provided to all prospective students and families.

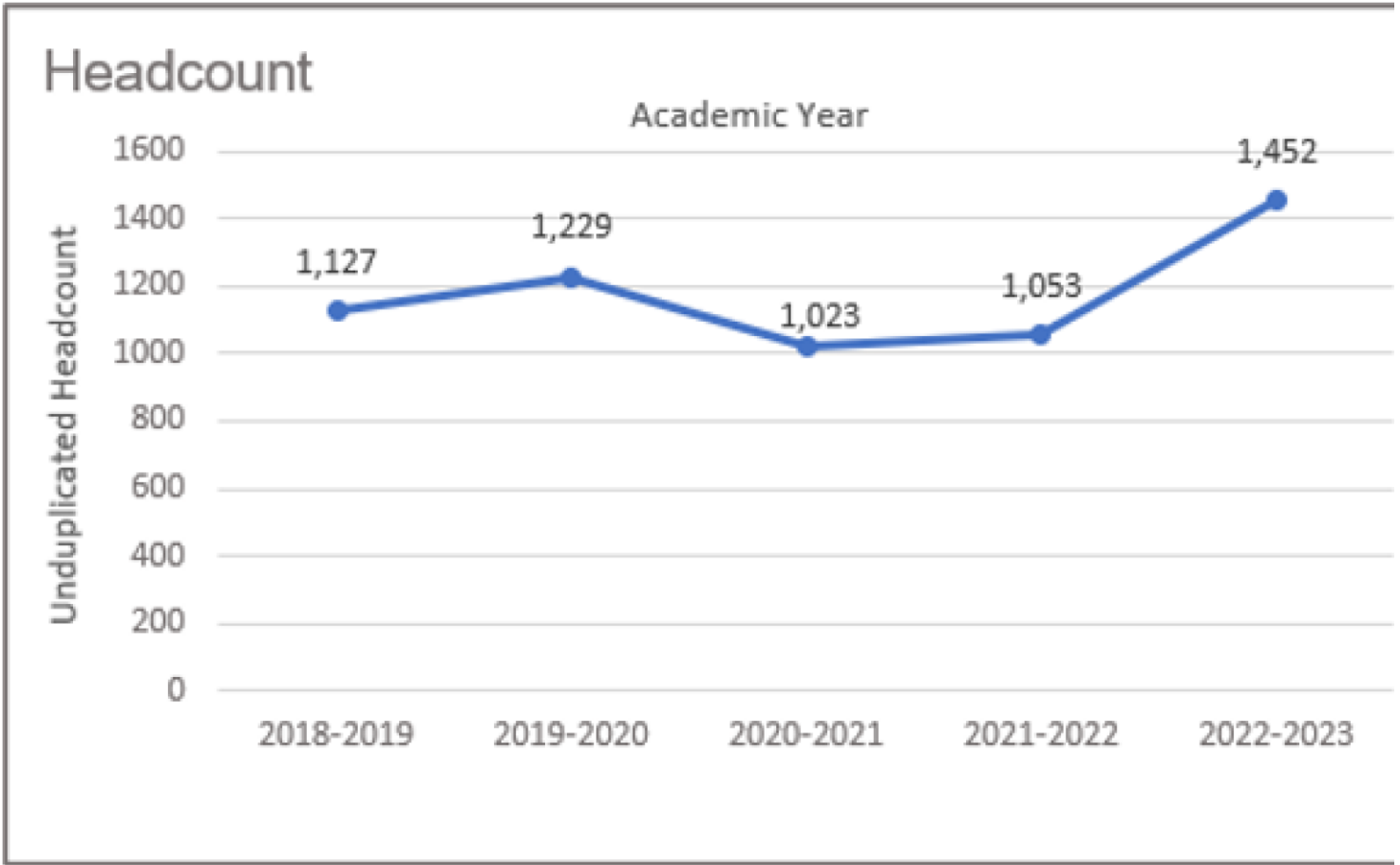
Since 2015, the KAD Division has been requesting the hiring of an Equipment Manager. The primary responsibilities of the Equipment Manager would include assisting in the care and maintenance of KAD equipment and helping with the setup and breakdown of classes and intercollegiate contests. This would allow our faculty and staff to focus on student instruction, rather than spending significant time on day-to-day operational tasks. For instance, the basketball stanchions need to be moved daily for classes, but they weigh 2,000 - 3,000 pounds each and cannot be moved by our staff. This results in some classes either having to "play around them" or not being offered at all. If our facilities team is called in to move them for classes, they are paid overtime, which comes out of the KAD Division budget. Hiring an Equipment Manager

would solve these types of problems and ensure that the care and maintenance of equipment for the KAD Division is properly managed.

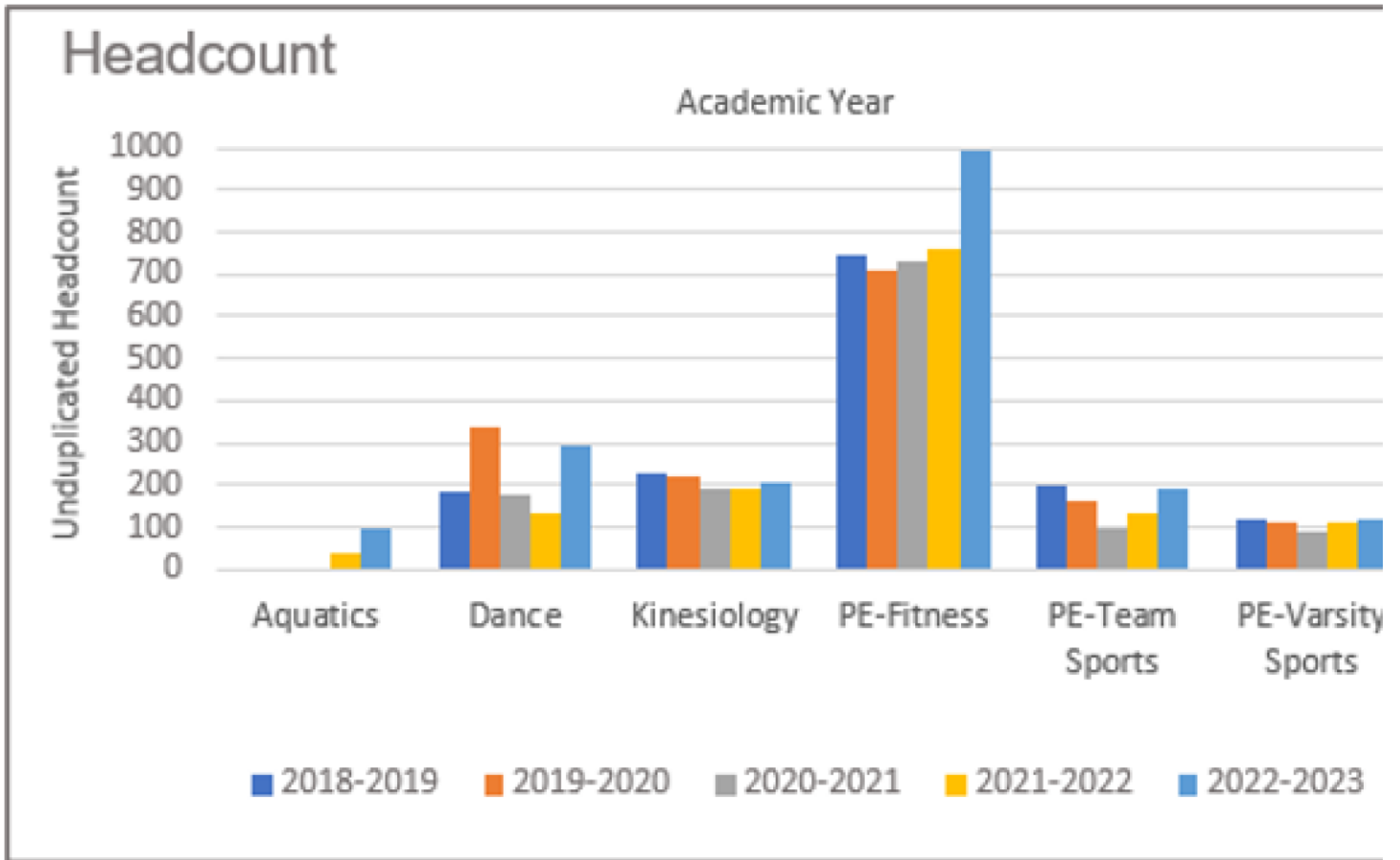
Kinesiology, Athletics & Dance - Comprehensive Review
Current State of the Program

7A. Enrollment Trends

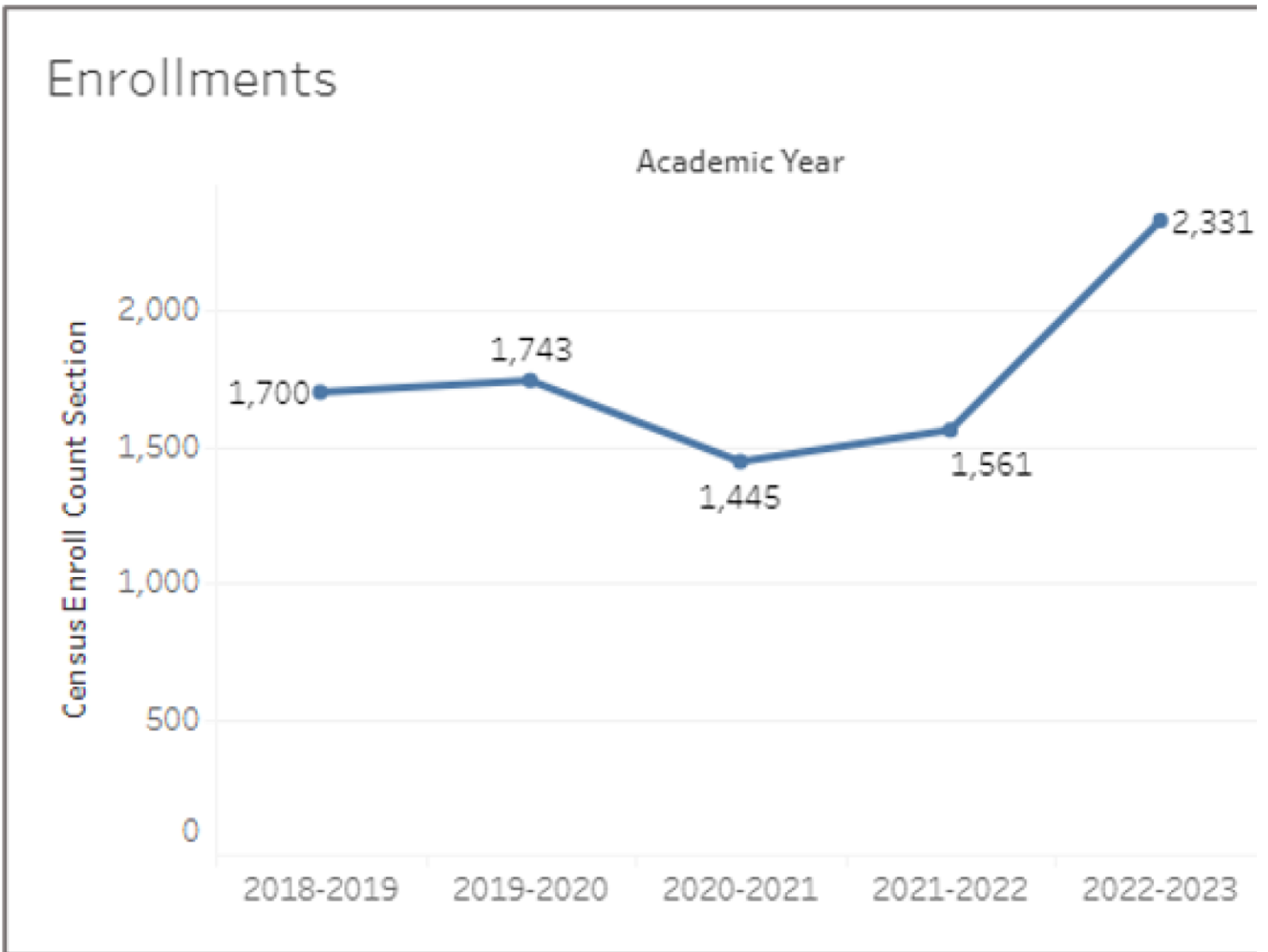
Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.



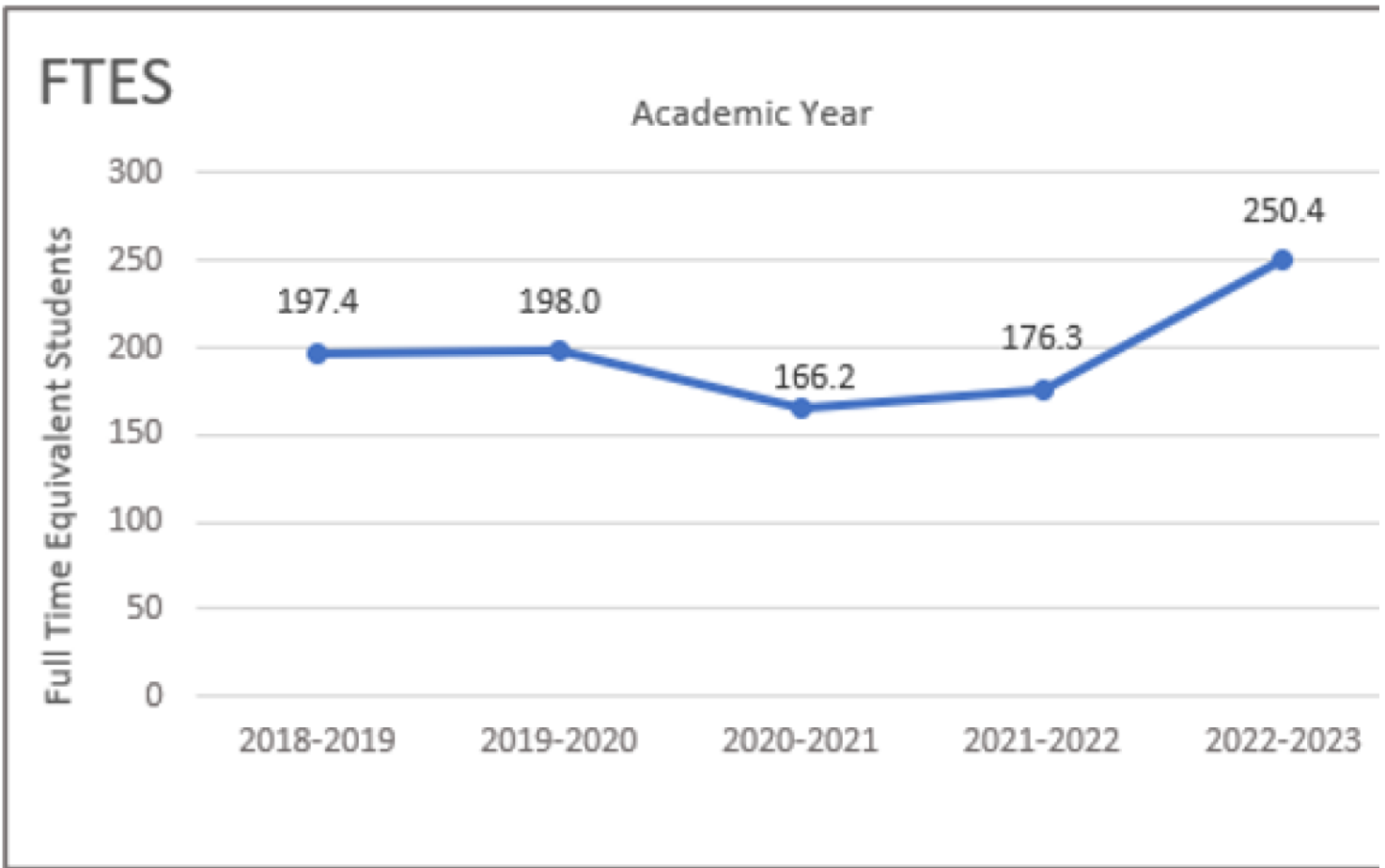
Headcount in Kinesiology, Athletics, and Dance was up 28.8% in 2022-2023 (1,452 students) compared to 2018-2019 (1,127 students).



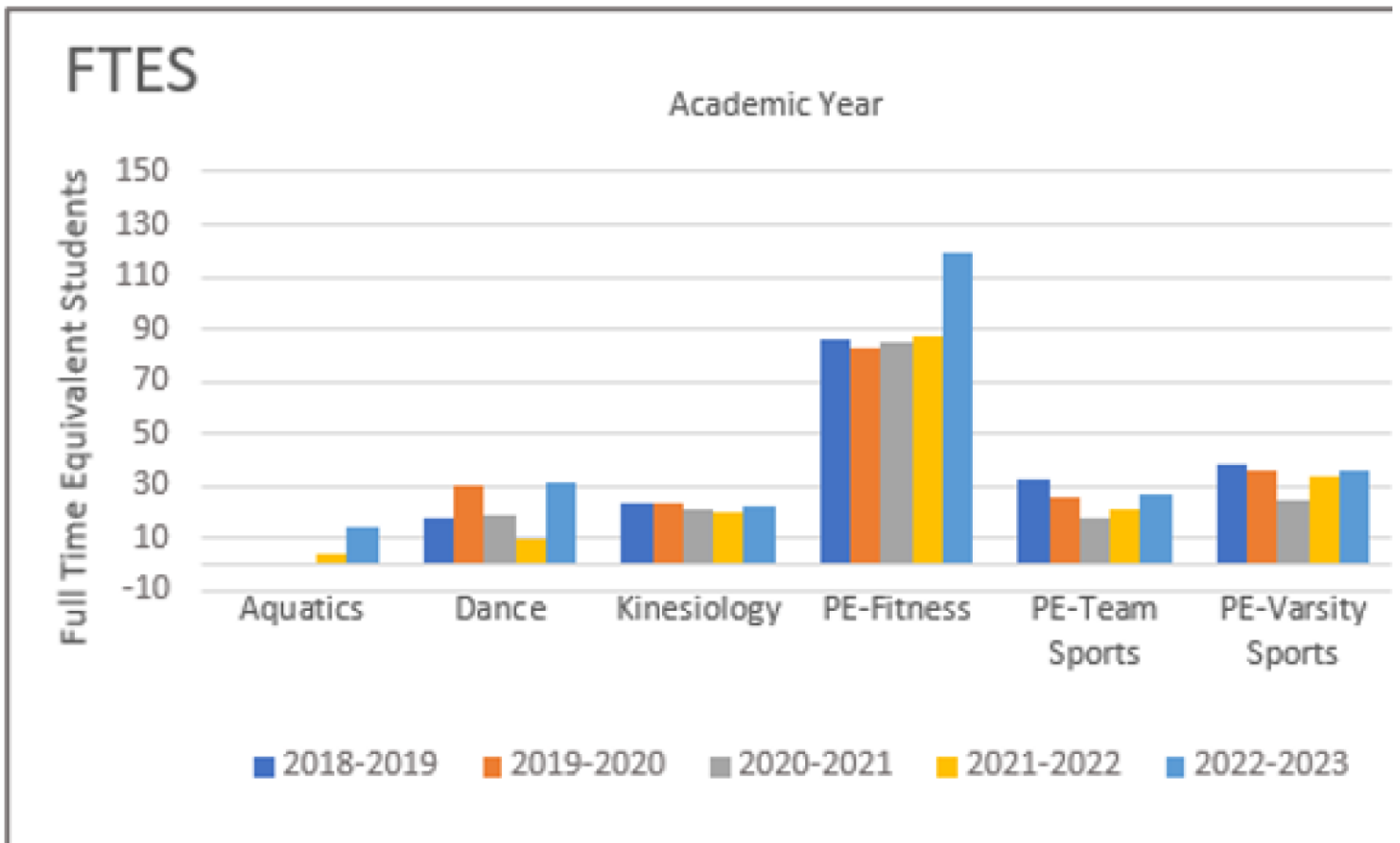
The majority of the headcount in Kinesiology, Athletics, and Dance was in Fitness classes.



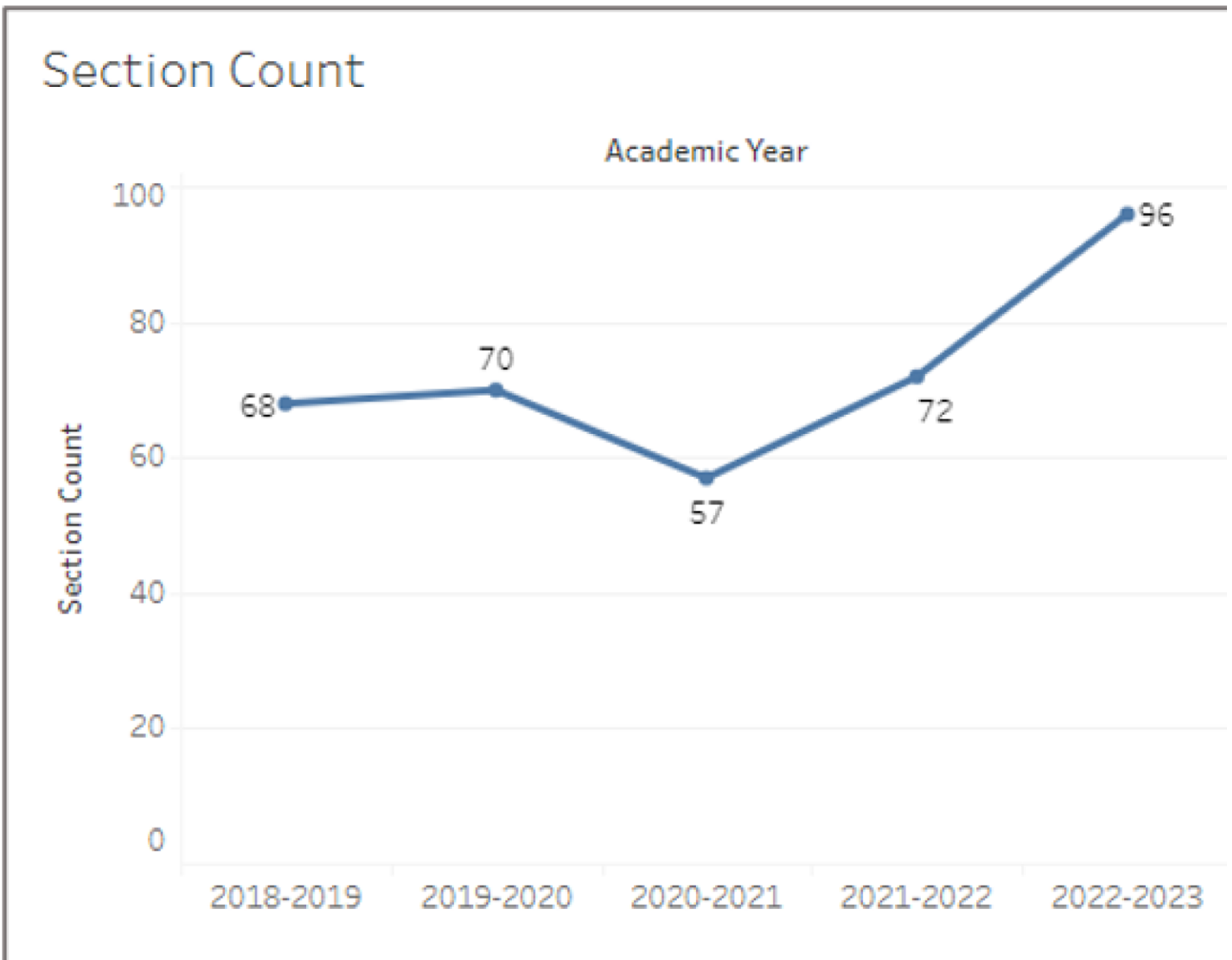
Enrollment in Kinesiology, Athletics, and Dance was up 37.1% in 2022-2023 compared to five years ago in 2018-2019. Enrollment in these programs reached a five-year high in 2022-2023 (2,331 enrollments) and a five-year low in 2020-2021 (1,445 enrollments).



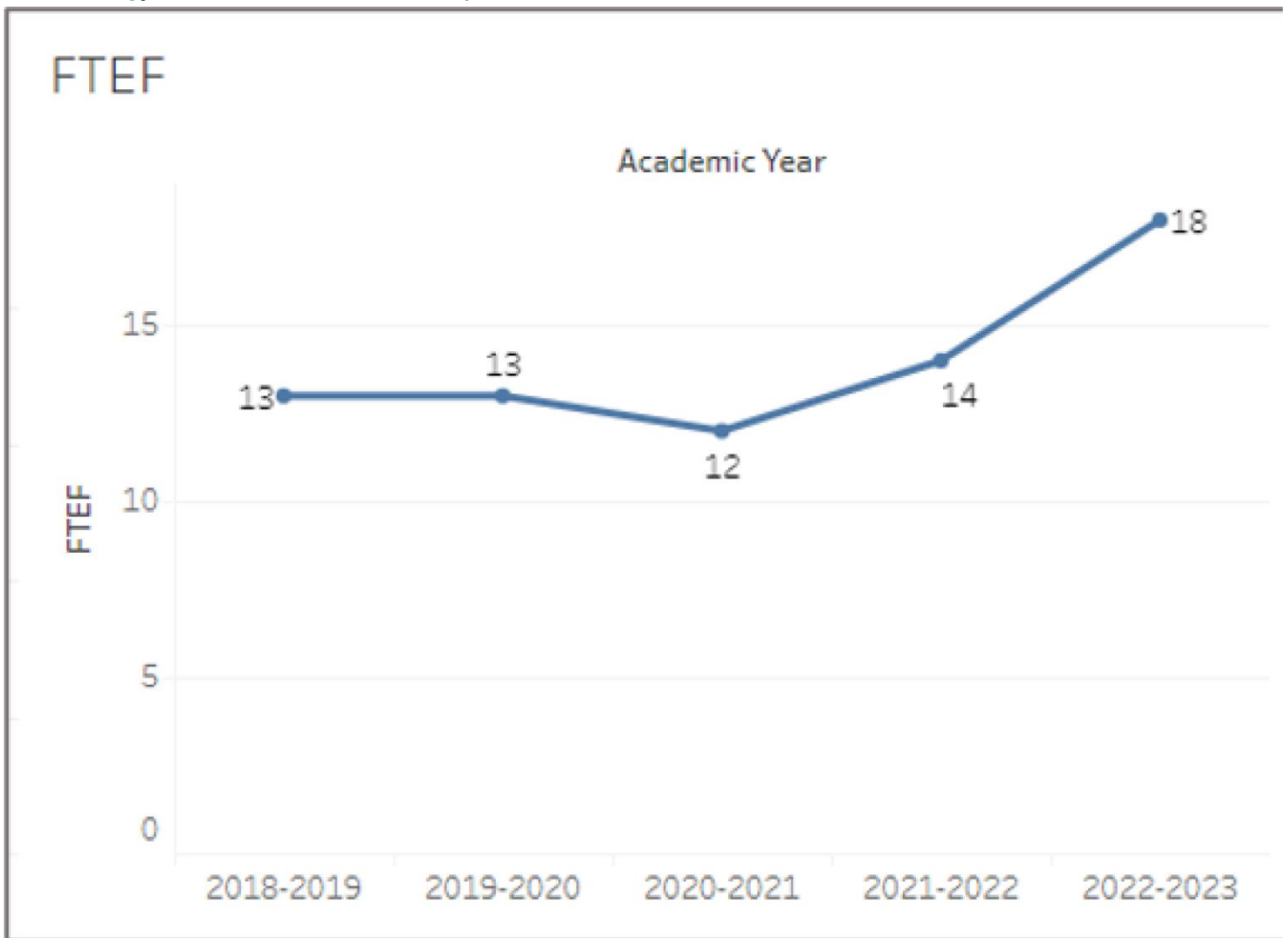
The number of full-time equivalent students (FTES) in Kinesiology, Athletics, and Dance was up 26.9% in the most recent academic year (2022-2023) compared to five years ago (2018-2019), an increase of 53 FTES.



Similar to headcount, the majority of FTES in Kinesiology, Athletics, and Dance was in Fitness classes.



The number of sections offered in Kinesiology, Athletics, and Dance increased over the last five academic years, going from 68 sections in 2018-2019 to 96 sections in 2022-2023.

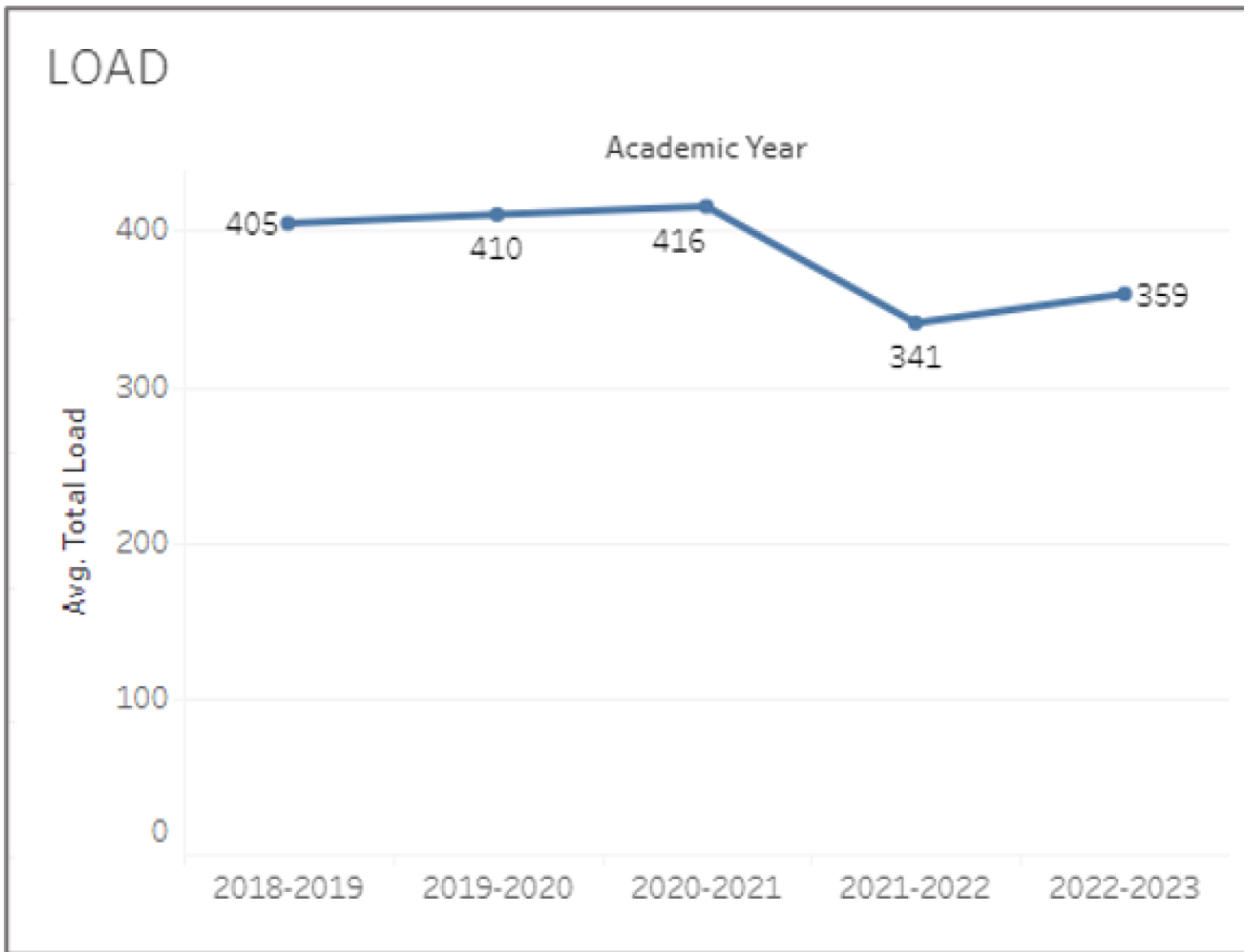


The number of full-time equivalent faculty (FTEF) in Kinesiology, Athletics, and Dance went from 13 in 2018-2019 down to 12 FTEF in 2020-2021, and up to 18 sections in 2022-2023.

Load in Kinesiology, Athletics, and Dance stayed between 405 and 416 for three academic years before it dropped to 341 in 2021-2022. The load was 359 in the most recent academic year (2022-2023).

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

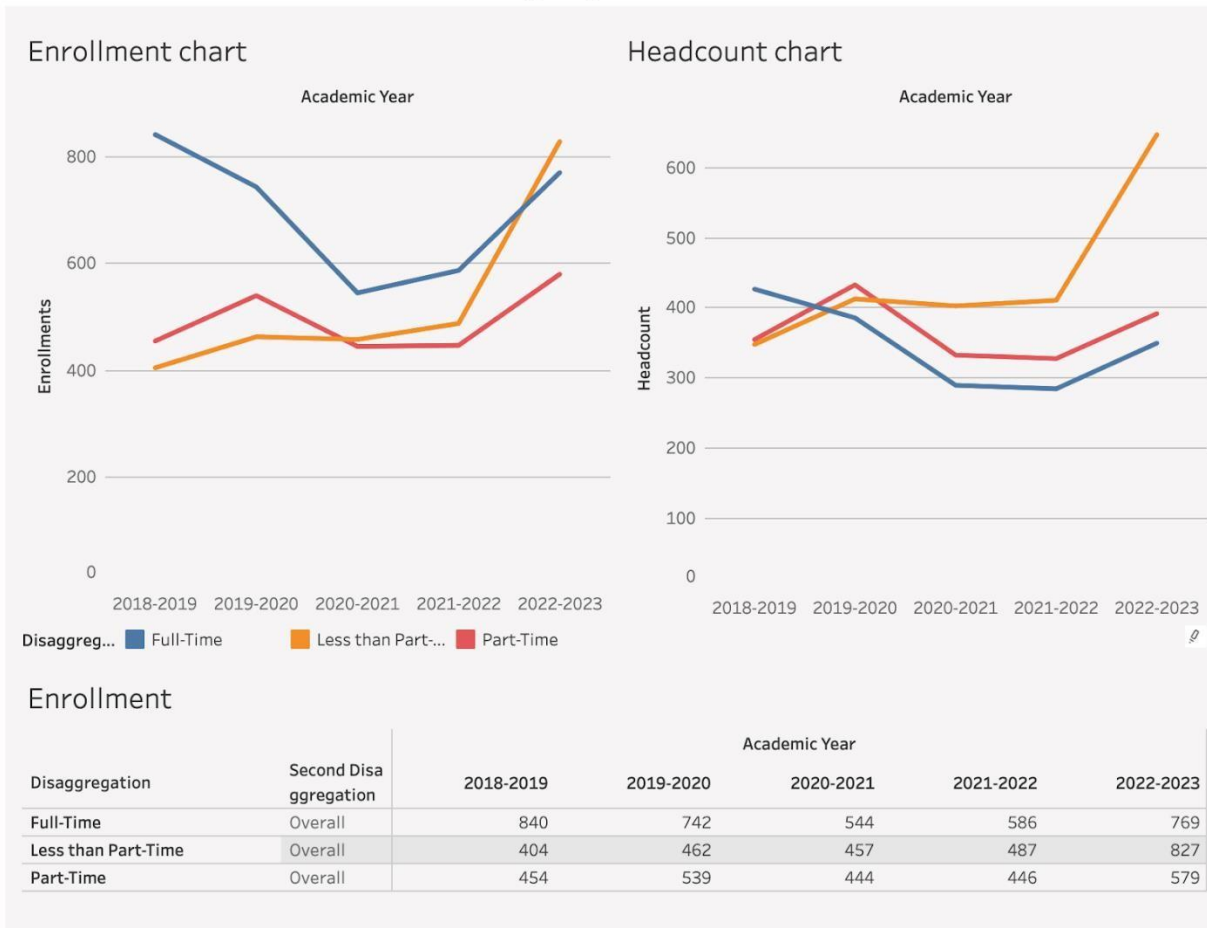


We have increased offerings for in person fitness courses that utilize the Fitness Center, Swimming Pool, TRX and Spinning rooms. We have also increased offerings in our dance department. Classes that have not been taught for more than five years are successfully offered such as Dance Production and Jazz Dance. We have also developed new classes that are popular among our community such as Mexican Folkloric Dance and Tango Argentino.

Based on the PRIE data provided, our class enrollments have increased by 37 percent. Most of the increase comes from part time and less than part time students. The pandemic had a significant impact on our offerings. As a result, there was a dip in enrollment in 2020-21. In the last year, full time, part time and less than part time have all increased.

Kinesiology, Athletics & Dance - Comprehensive Review

Student Enrollment & Demographics



Currently, cancellation of classes is minimal and there are no impacts on our division. We have increased night time and weekend offerings and this explains the increase in the part time and less than part time students.

7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

As we plan for our program, marketing continues to be an area that needs to be implemented for our division. We have increased in-person, night, and weekend offerings. Based on the PRIE data provided we have seen the most increased enrollment in the part-time and less than part-time students which reflects the increase in the night time and weekend offerings

We continue to discuss the possibility of afternoon offerings for fitness classes to not conflict with other campus offerings. However, the majority of existing full-time faculty are athletic coaches who hold their practices and games during that time. The current part-time faculty are unavailable to cover that time of day, so additional personnel may need to be hired.

We are planning on adding more night dance class offerings and a new curriculum that would be popular among our community such as Afro-Cuban Dance. The dance department is exploring adding half-unit classes as offerings and modifying the curriculum because once-a-week classes and shortened classes during summer terms are desirable among part-time and less than part-time student population.

Kinesiology, Athletics & Dance - Comprehensive Review

In terms of adding new sports, the plan is to add women's badminton and swimming in 2024-2025. In addition, women's volleyball was around before the pandemic and the position of a full-time volleyball coach has already passed through the academic senate. However, due to the gymnasium configuration moving forward with a volleyball team has been put on hold, but we are hopeful once that issue has been resolved, we can move forward with that. Badminton was ranked #1 in the CCCApply Interest survey and volleyball was ranked #2. The addition of new sports will help bring more full-time students onto the campus. It will also allow us to offer more classes such as badminton and volleyball which are currently not being offered. There are also discussions about bringing back varsity sports such as Men's golf and tennis.

Our division has discussed at length the issues that will arise with AB 928, or the elimination of area E and fitness classes as a graduation requirement. We are concerned that AB 928 will inevitably cause a drop in enrollment in our currently well-enrolled classes, like FITNESS 117. We have discussed, proactively, the possibility of bringing back FITNESS 117 with positive attendance, as we used to offer it in our old building. Students were able to access the gym and log hours whenever the gym was open, as opposed to coming to class at their scheduled time. We are considering adding this back to our curriculum to attract more students who do not need the PE requirement and are looking to utilize the facility.

Regarding marketing, signage in and around Building 1 could be kept updated and more prevalent than it is now. Using a regular Photographer to capture events, classes, and contests would increase the available imagery to better push our division forward. In addition, we believe, flyers created to highlight registration and Kinesiology, Athletics, and Dance Courses will increase enrollment.

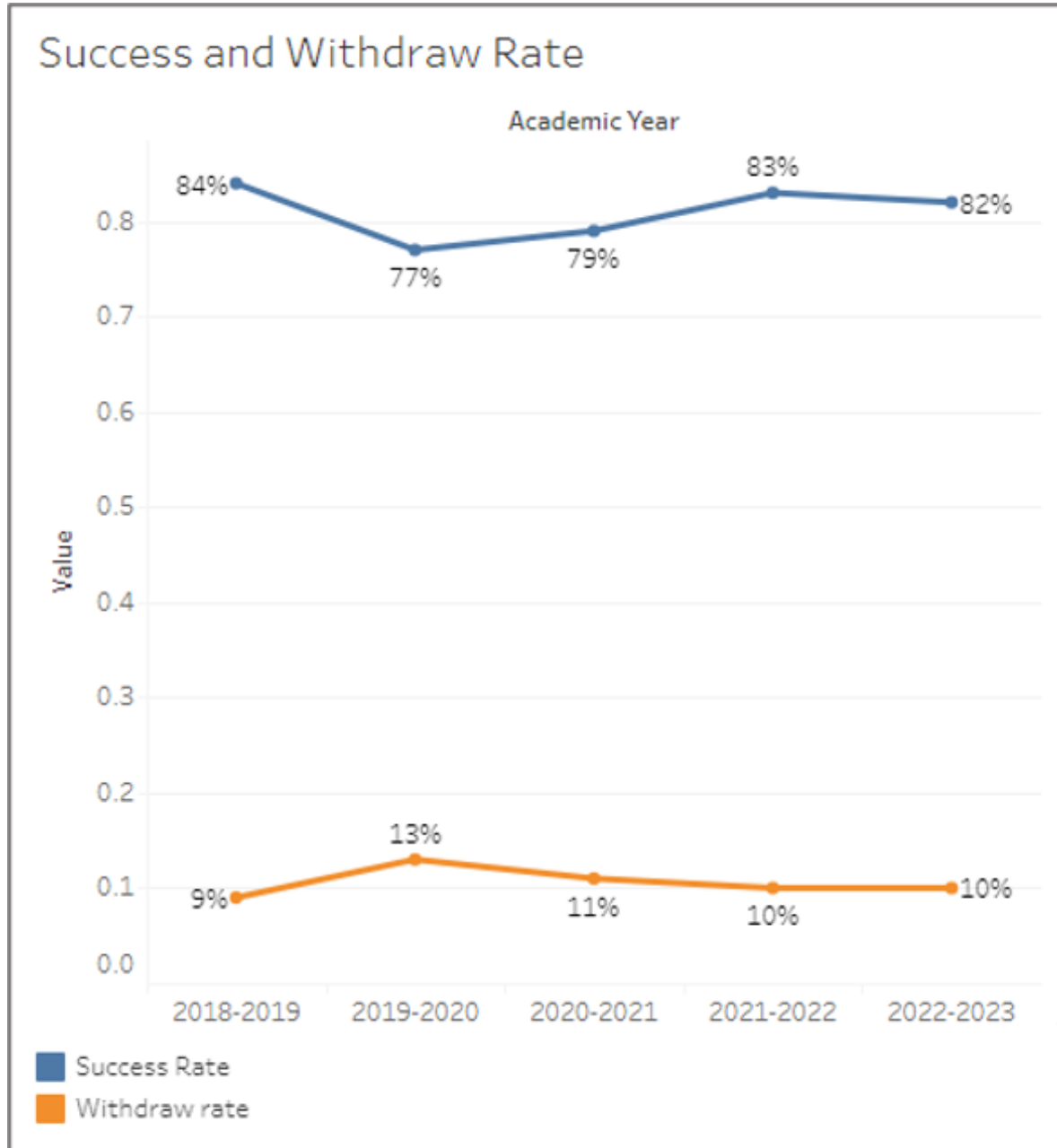
The connections made by marketing professionals to integrate the campus and the KAD division are really important. These added layers are needed for our continued growth, but these activities take time, and specific skills and additional hours not currently being funded/staffed.

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete

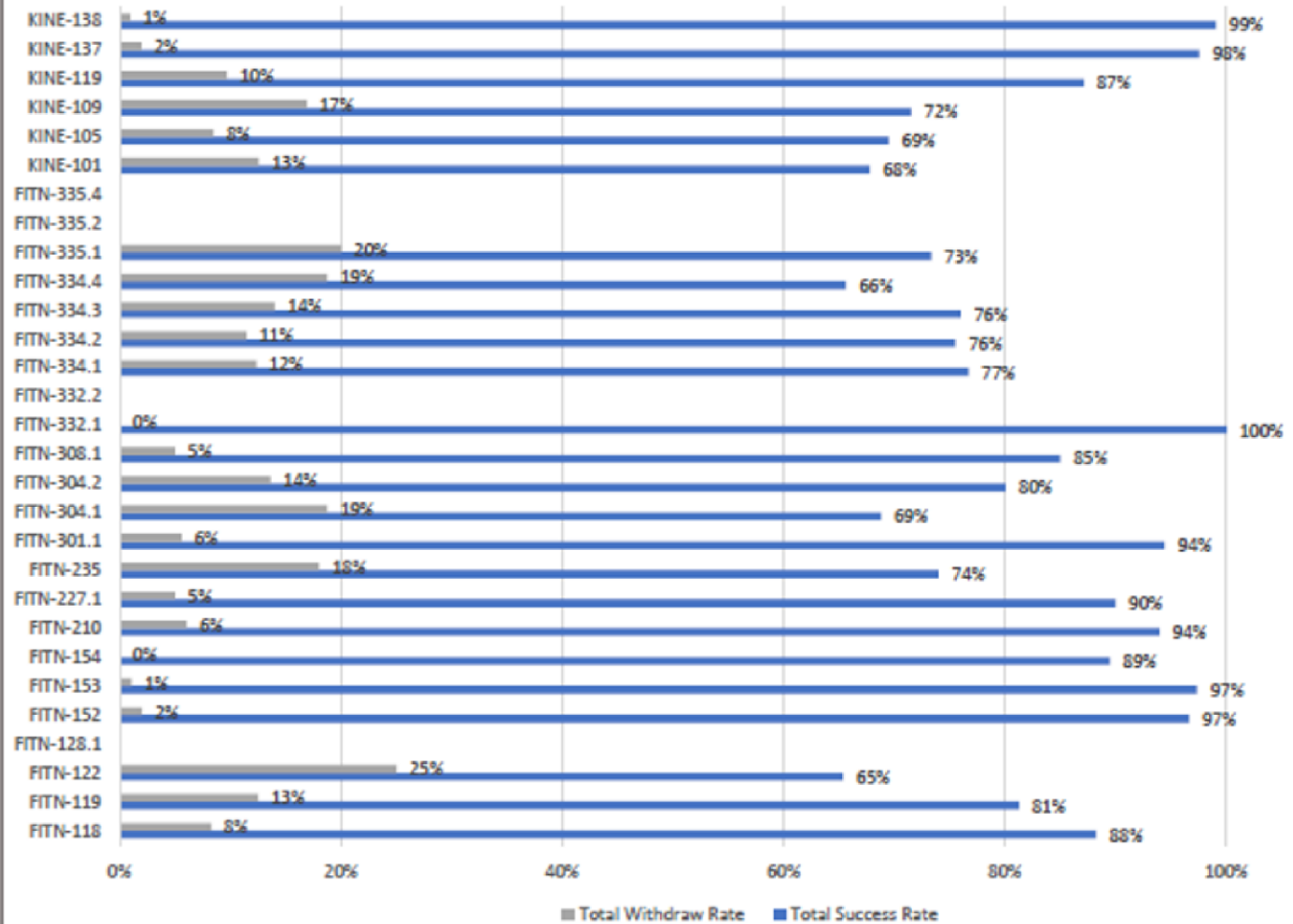
Kinesiology, Athletics & Dance - Comprehensive Review

your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

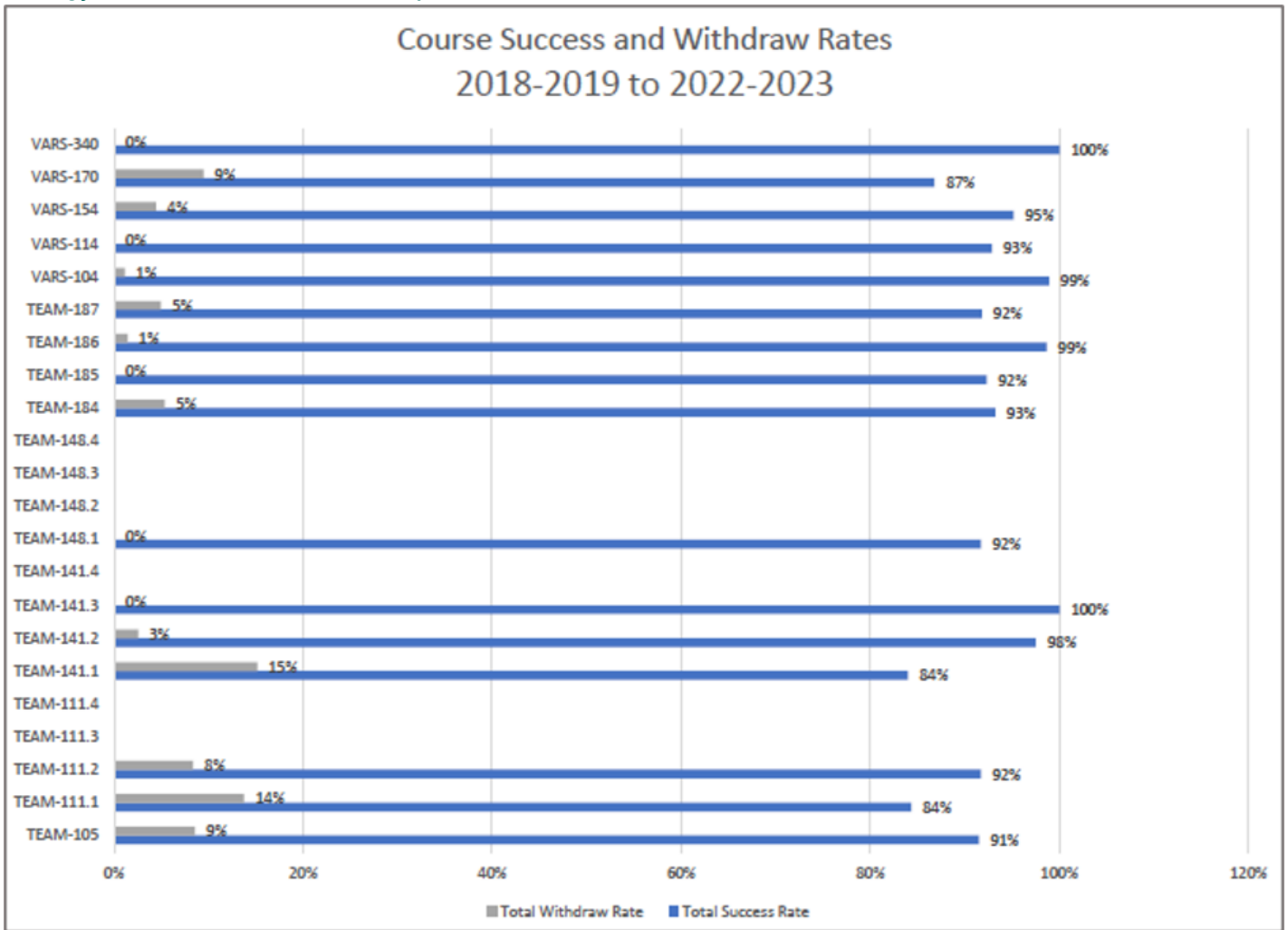


The overall success rates for Kinesiology, Athletics, and Dance stayed between 77% and 84% for the last five academic years. Withdraw rates for Kinesiology, Athletics, and Dance have been at 10-11% for the last three academic years.

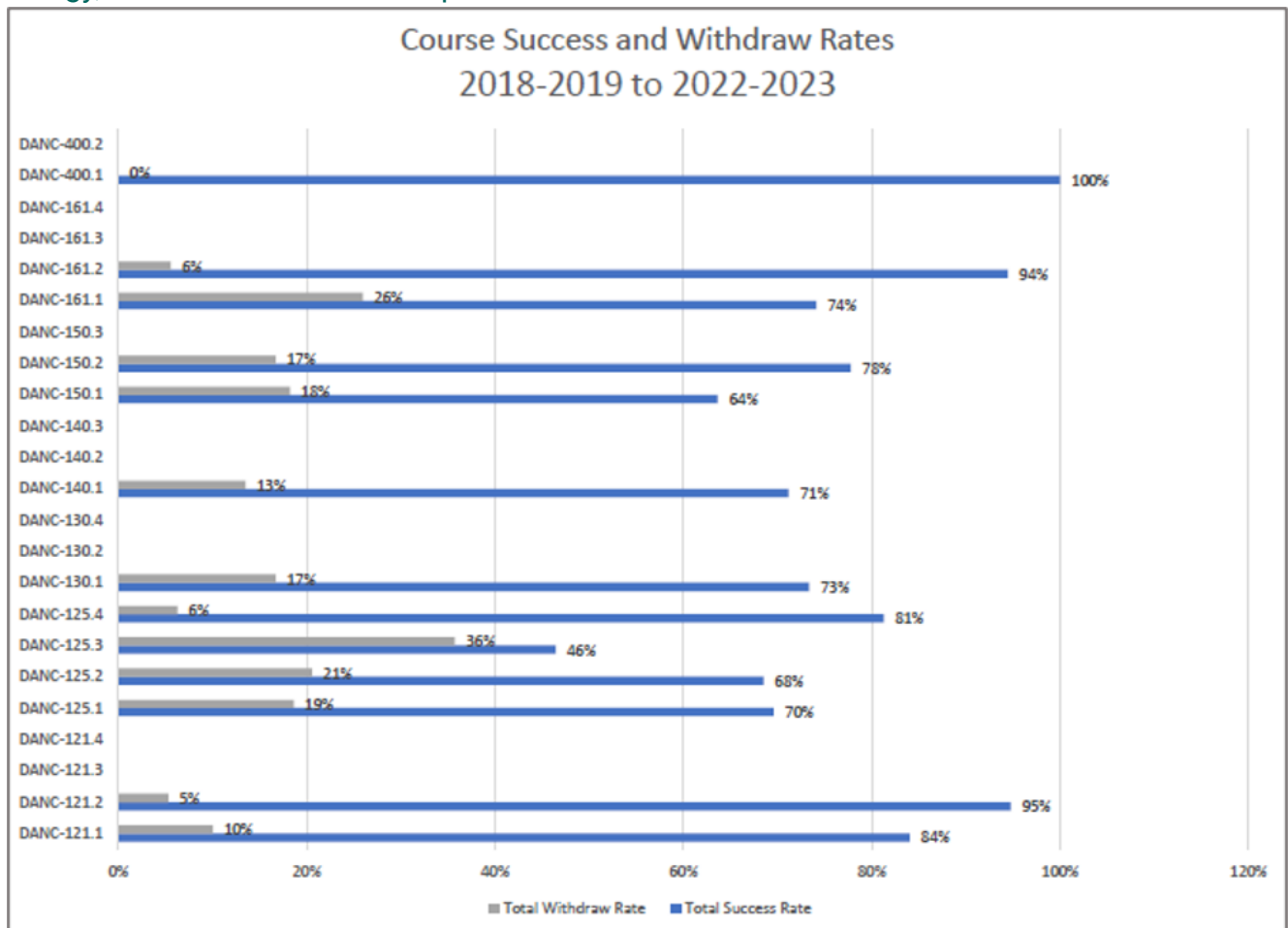
Course Success and Withdraw Rates 2018-2019 to 2022-2023



Kinesiology, Athletics & Dance - Comprehensive Review



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During our transition in the new Building 1, the number of course offerings jumped from 68 to 96 courses (about 30 percent) based on the PRIE data provided for over the five years.

In 2022, faculty have created a degree pathway and evaluated that our students are able to complete a 2 year Dance or Kinesiology degree with our current course offerings.

Example of Kinesiology degree pathway:

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	A	B	C	D
	FALL	SPRING	SUMMER	
1	KINE 101	BIOL 130 (prereq for 250 and 260) and BIOL 132 lab	CSU Transferable course (3 units)	
2	Movement based course (for example: AQUA 127.1-4)	Movement based course (for example: FITN 117, 118 or 119)	KINE 119	
3	Canada GE AREA A1 (3 units)	Canada GE Area A2 (3 units)		
4	Canada GE AREA C (3 units)	Canada GE Area B (3 units) plus one lab from Area B		
5				
6				
7				
8				
	FALL	SPRING	SUMMER	
9	BIOL 250	BIOL 260	Canada GE Area B1	
10	BIOL 310	Movement based course (for example: TEAM 148.1-4 or DANC 150.1-4)	CSU Transferable course (3 units)	
11	Canada GE Area D (3 units)	Canada GE Area E2 (1 unit)		
12	Canada GE Area A3 (3 units)	Canada GE Area F (3 units)		
13		CSU Transferable course (3 units)		
14				
15				
16				
17	Core classes			
	3 units Movement Based Courses: Select a maximum of one course from any three of the movement based areas: FITN, AQUA, DANC, INDV, TEAM			
18	6 units from Selectives (3 units only)			
19	Prerequisites			
20				

Example of Dance degree pathway:

Kinesiology, Athletics & Dance - Comprehensive Review

	A	B	C
1	FALL	SPRING	SUMMER
2	DANC 100	MUS 100	CSU Transferable course (3 units)
3	DANC 121.1	DANC 130.1	
4	DANC 150.1	DANC 140.1	
5	DANC 125.1	DANC 161.1	
6	Canada GE AREA A1 (3 units)	Canada GE Area A2 (3 units)	
7	Canada GE AREA C (3 units)	Canada GE Area B (3 units) plus one lab from Area B	
8			
9			
10			
11	FALL	SPRING	SUMMER
12	DANC 400	DANC 161.2	Canada GE Area B1
13	DANC 125.2	DANC 130.2 or 140.2	CSU Transferable course (3 units)
14	FITN 334.1	DANC 121.2	
15	BUS 150 OR COM 130 OR DRAM 200	Canada GE Area E2 (1 unit)	
16	Canada GE Area D (3 units)	Canada GE Area F (3 units)	
17	Canada GE Area A3 (3 units)	CSU Transferable course (3 units)	
18			
19			
20			
21	Core classes		
22	6 units from GROUP A (minimum of one course from each one of the families)		
23	6 units from GROUP B (no more than two courses per family)		
24	3 units from GROUP C (3 units only)		
25			
26			

Currently class minimum size is set to 10 which has helped to maintain some classes and not be canceled. College should continue with a minimum class size of 10 instead of 20 to assure consistent course offerings so students take the necessary classes to complete their degree. Also, connection with counselors and our department for student success is crucial.

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a 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?

The Equity and Disproportionate Impact (DI) dashboard was used to identify subgroups that may have been disproportionately impacted in Kinesiology, Athletics, or Dance in the most recent academic year (20222023)[1]. The three metrics used to examine potential disproportionate impact were enrollment rates (referred as access), success rates, and withdraw rates. The rate for each subgroup was compared to either the college-wide rate (access) or the overall program-level rate (success and withdraws). The difference between the two rates is known as the 'gap' and may be referred to as a performance gap or equity gap. Student subgroups that may have been disproportionately impacted in Kinesiology, Athletics, or Dance appear below (see Table 1-3). Access

Access is an indicator of what student subgroups are enrolling in courses, based on unique student counts. Enrollment data revealed four student subgroups were underrepresented in Kinesiology, Athletics, or Dance classes compared to the college-wide population (see Table 1). For instance, the proportion of students in Kinesiology, Athletics, and Dance with a unit load considered 'less than part-time' (fewer than 6 units) was 16.5 percentage points lower than the proportion of 'less than part-time' students enrolled college-wide.

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Female students were underrepresented in hybrid and face-to-face classes in Kinesiology, Athletics, and Dance compared to college-wide enrollment rates.

Table 1.

Student Subgroup	Gap
Unit load - Less than part-time (less than 6 units)	-16.5
Course modality: Hybrid - Females	-15.5
Course modality: Face-to-face – Females	-13.5
Not low income	-5.0

Success

Success is the rate at which different student subgroups pass courses and is based on enrollments. The success rate for different subgroups in Kinesiology, Athletics, or Dance was compared to the overall success rate in Kinesiology, Athletics, or Dance. The difference between the two rates (the gap) revealed fifteen subgroups may have been disproportionately impacted (see Table 2). For example, foster youth in Kinesiology, Athletics, and Dance had success rates 33 percentage points lower than the overall success rate in Kinesiology, Athletics, and Dance during the 2022-2023 academic year. Pacific Islanders and female Filipino students in online Kinesiology, Athletics, or Dance sections had success rates about 28 percentage points below the average success rate for online courses.

Table 2.

Student Subgroup	Gap
Foster Youth	-33.3
Pacific Islanders	-32.6
Course Modality: Online - Pacific Islander	-28.5
Course Modality: Online - Filipino Females	-28.2
Filipino Females	-24.1
Course Modality: Online – Hispanic Males	-10.6
Age 23 – 28	-9.4
Disabled	-9.3
Low Income	-8.0
Hispanic Females	-6.8
Course Modality: Online – Hispanic	-5.3

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Hispanic	-3.9
First Generation	-3.9
Unit Load: Less than Part-time (less than 6 units)	-3.8
Females	-3.2

Withdraws

Withdraws is the rate at which a student withdraws from a course, with higher numbers being worse, as they indicate greater withdraw rates. The withdraw rates for subgroups in Kinesiology, Athletics, or Dance were compared to the overall withdraw rate for the program. Four subgroups had withdraw rates that were significantly higher than the overall rate, suggesting these groups experienced disproportionate impact in Kinesiology, Athletics, and Dance. One subgroup, female Filipino students enrolled in online Kinesiology, Athletics, and Dance sections, had withdraw rates 21.6 percentage points higher than the average rate for online Kinesiology, Athletics, and Dance sections.

Table 3.

Student Subgroup	Gap
Course Modality: Online - Filipino Females	+21.6
Filipino Females	+18.2
Age 23-28	+6.9
Low Income	+4.6

[1] Source: <https://canadacollege.edu/prie/dashboards/disproportionate-impact.php>

The gaps that are most important for improving outcomes are those involving female students, Filipino women, and Foster youth.

Increased funding of current female sports would help increase participation and enrollment for females in F2F and hybrid. Line items like assistant coach pay, travel, and equipment budgets are specific examples of where continued funding additions are needed to ultimately encourage more female participation.

Adding women's athletic teams (i.e. Basketball, Volleyball, Badminton, Swimming, Golf) would address the underrepresentation of female students in face-to-face and hybrid courses. Student-athletes are required to enroll in more than 12 units toward degree progress, and these additional full-time students would inherently impact these specific types of course offerings and enrollment.

For foster youth and Filipino women, the college can help by hiring a retention and Program service Coordinator (PSC) for our department. We believe that a PSC will be able to do the necessary outreach and marketing to help draw in the students who we have been unable to reach. A retention specialist will be able to help us monitor and track the progress of our students as well as keep them engaged to remain students.

COLTS Learning Community

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COLTS is currently in its 7th year, co-created by three faculty members: counselor, instructional faculty, coach, without administrative support (e.g., PSC, retention specialist). We are currently in our 4th year of reassignment units.

During Fall 2019 and 2021, COLTS was nominated by Cañada College's Academic Senate as an Exemplary Program to the state Academic Senate (ASCCC) and was recognized by the CCC Board of Governors.

Over the past several years, the athletics department serves roughly 160 students-athletes who all require specialized recruiting, academic counseling, academic support and retention efforts. With only one counselor working with the entire athletics department just a few hours a week on average (~5 hours/week) and with no retention specialist on staff, coaches are often the ones who provide many of the support services to their student-athletes. With only two full-time faculty members in men's and women's soccer, the other five teams rely on adjunct faculty to provide this additional support, which is not realistic nor is it sustainable. If the coaches do not provide this additional support, it is unclear if and how support is given to this specialized student population.

It is paramount for the athletics department to create innovative opportunities for support outside of counseling and sport specific coaches to ensure academic success and retention for all student-athletes. In becoming more confident in academics, student-athletes will also improve athletically. Team dynamics improve on and off the field as student-athletes become more confident and successful in both areas. COLTS can successfully demonstrate the reciprocal power of the partnership fostered.

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. Beyond demographics, student athletes are held to a more stringent transfer and unit completion timeline. For example, the average student at Cañada attends part-time and completes their transfer goal within 6 years. However, this timeline does not work for college athletes as their eligibility would have expired before they even transferred (see [CCCAA Constitution & Bylaw 1. Student Athlete Eligibility; Student Eligibility Form](#)). Student athletes are also required to attend school fulltime in order to be eligible to compete (play their sport). For many, this means, in addition to working at least part-time, student athletes must also take a full load of classes, while also being mindful of their transfer curriculum so that they can transfer in as few as two years.

Participation in COLTS is designed to help students take advantage of academic resources on campus, and to help them to build strong study, communication, and math skills with the goal of improving their overall educational performance. Additionally, the objective of COLTS is to improve the ability of instructional, counseling, and coaching faculty to collaborate in support of student-athletes' academic success. Cultivating an effective educational experience focused on success is a reflection of [Cañada College's mission](#).

To participate in COLTS the student must be a member of an intercollegiate sports team at Cañada College. The program is led by two faculty coordinators (one from athletics and one from instruction, who also teach in the COLTS program). The coordinators work closely with the

faculty teaching in the learning cohort, along with the students and their coaches. Currently, faculty collaborations have resulted in courses being taught in the cohort by the following departments: Communication Studies, Math, Kinesiology, and Career/Counseling.

Current offerings:

- COMM 130: Interpersonal Communication ○

Transfer credit: 3 units, CSU GE Area A1, IGETC Area

1C

Kinesiology, Athletics & Dance - Comprehensive Review

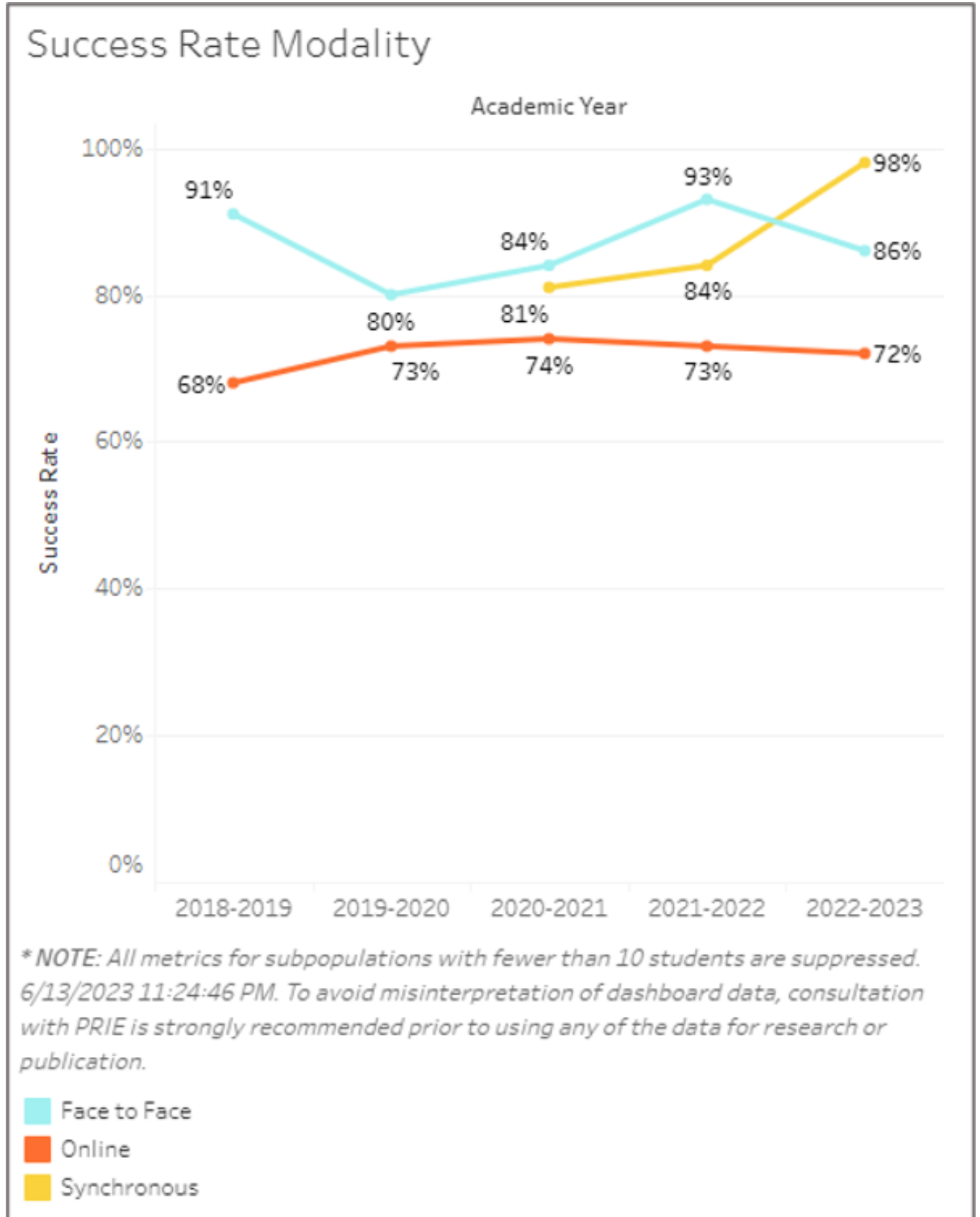
- MATH 200: Elementary Probability & Statistics ○
Transfer credit: 4 units, CSU GE Area B4, IGETC Area 2A
- MATH 800: Just-in-Time Support for Elementary Probability & Statistics ○ Transfer credit: 2 units, not transferrable
- CRER 137: Life & Career Planning ○ Transfer credit: 3 units, CSU GE Area E1, UC
- KINE 137: Athlete Skill Success 1st Year ○ Transfer credit: 1 unit, CSU
- KINE 138: Athlete Skill Success 2nd Year ○ Transfer credit: 1 unit, CSU

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could

Kinesiology, Athletics & Dance - Comprehensive Review

be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

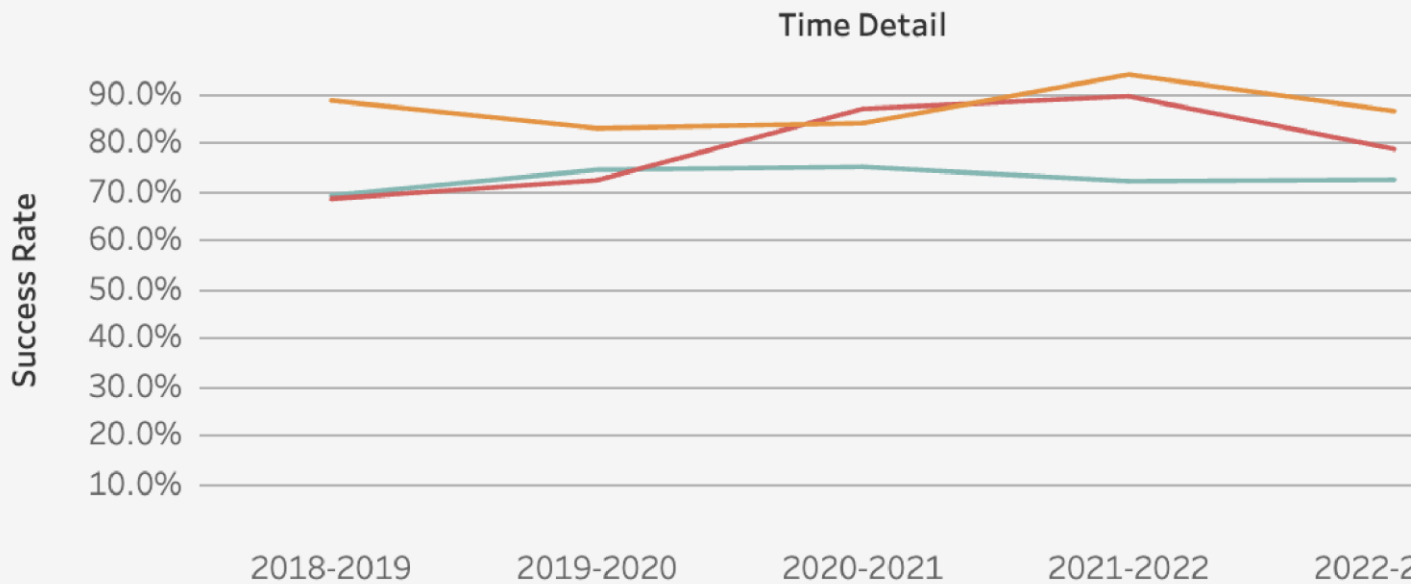


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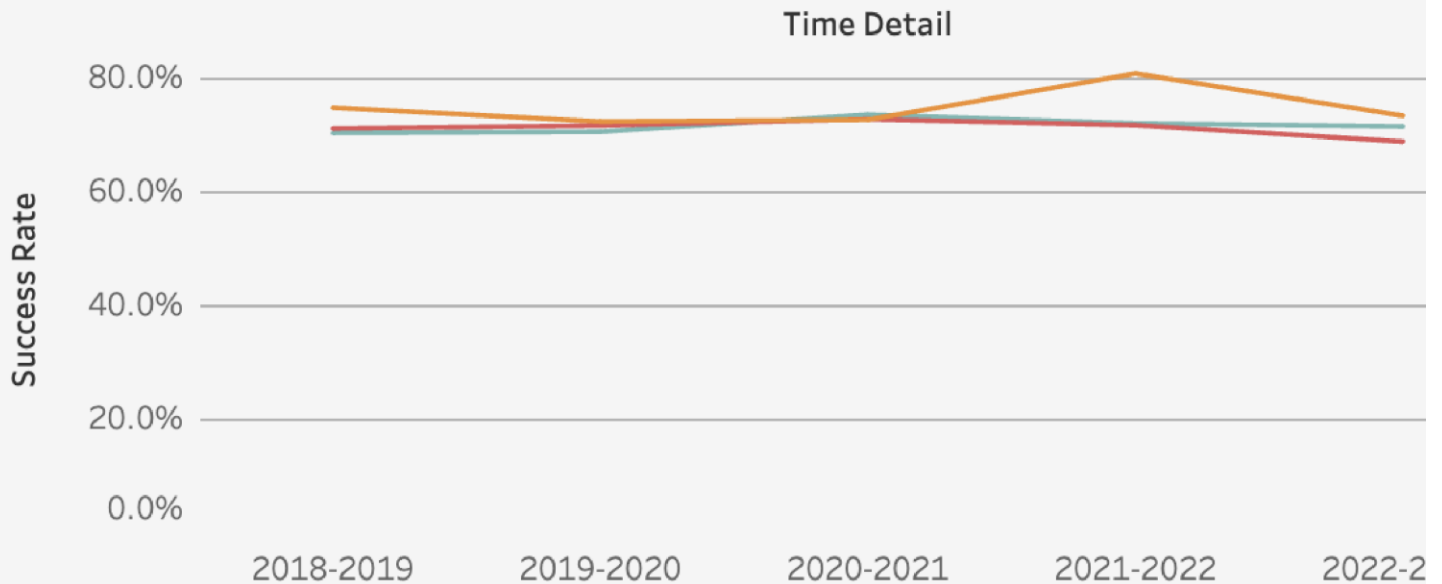
Success rates in online sections in Kinesiology, Athletics, and Dance were 7-23 percentage points lower than success rates for face-to-face sections. Success rates for synchronous sections were between online and face-to-face rates for two academic years, then surpassed the other course modalities in the most recent academic year (2022-2023).

Our division maintains that our subject matter is best taught in person. Although it was required of us to move online during the COVID years, we have done our best to make sure we have as many offerings in person or face-to-face as possible. Reviewing the graphs below, our division has higher success rates face-to-face than the college in general. This strengthens our argument that our classes are best taught in person, and the

Success - Kinesiology Athletics & Dance



Success - All College



Kinesiology, Athletics & Dance - Comprehensive Review

concepts are not designed to be taught in an online environment. We will, however, continue to encourage our division to take CE's in canvas and online modality coursework to work on those success rates for students who need to take classes online. On another note, it is very hard to compare success in online yoga with success rates in lecture courses like KINE 101 and KINE 105, therefore the data is likely skewed.

Kinesiology, Athletics & Dance - Comprehensive Review

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Our division utilizes a three year assessment plan created internally. We assess both spring and fall and meet 1 x per year to discuss results and make sure our classes and assessments are up to date. See the two "three year assessment plans" that we used, and are currently using to complete sections over time.

Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: Kinesiology, Athletics & Dance

	2020-2021	2021-2022	2022-2023
Fall Semester	VARS 140 (golf) FITN 335.1-4 / FITN 304.1-2 TEAM 132.1-4 / TEAM 171	FITN 210 / VARS 114 (basketball) KINE 137 & 138 TEAM 187 (tennis) / 104 (baseball)	KINE 109 TEAM 111.1-3/186 (basketball) VARS 340 (volleyball) / VARS 154 (soccer)
Spring Semester	FITN 334.1-4 KINE 105 DANC 125.1-4 TEAM 184 (soccer)/185 (volleyball)	FITN 117/118/119 FITN 122/232/235 DANC 150.1-4 / VARS 170 (tennis)	FITN 154 TEAM 141.1-4/148.1-4/183 (tennis) KINE 101 / VARS 104 (baseball)
Notes			
PLOs Assessed <i>(Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)</i>	Cooperative interaction-spring 2024 Healthy Lifestyle - spring 2024	Improve fitness - spring 2025	Analyze kinesiology - spring 2026 Ethical decision making-spring 2026
ILOs Assessed <i>(ILOs are listed here as a guidance tool to help you choose courses for assessment)</i>	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity

Past SLO plan starting Fall 2020:

Current SLO plan starting Fall 2023:

9B. 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?

Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: Kinesiology, Athletics & Dance

	2023-2024	2024-2025	2025-2026
Fall Semester	DANC 100 FITN 128.1-2 FITN 301.1-4 FITN 227.1-4 VARS 154 (soccer)	FITN 210 VARS 114 (basketball) KINE 137 & 138 FITN 304.1-4 TEAM 187 (tennis) / TEAM 104 (baseball)	KINE 109 AQUA 127.1-4 TEAM 111.1-4/186 (basketball) VARS 114 (basketball)
Spring Semester	KINE 105 FITN 334.1-4 FITN 335.1-4 DANC 125.1-4 DANC 121.1-4 DANC 140.1-4 TEAM 184 (soccer)	FITN 117/118/119 FITN 122/235 KINE 119 (summer 2025) DANC 150.1-4 / DANC 130.1-4 / DANC 400.1-4 VARS 170 (tennis)	KINE 101 / VARS 104 (baseball) TEAM 141.1-4/148.1-4/183 (tennis) DANC 161.1-4 DANC115.1--4
Notes			
PLOs Assessed <i>(Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)</i>	Cooperative interaction-spring 2024 Healthy Lifestyle - spring 2024	Improve fitness - spring 2025	Analyze kinesiology - spring 2024 Ethical decision making-spring 2024
ILOs Assessed <i>(ILOs are listed here as a guidance tool to help you choose courses for assessment)</i>	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity

We had two working meetings October 4-6, 2023 to discuss SLO assessments as a division. The strategies that were discussed are as follows:

- Strategy #1 - We are planning to have more working meetings at the end of each semester to evaluate and discuss more specific strategies in regards to SLO.
- Strategy #2 - We have had a dialogue about reevaluating the type of assessments used for some classes. We discussed adding additional assessment methods to reflect current teaching methods and assessments.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year 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?

Our PLO assessment plan is included above in 10B, below the SLO assessment schedule. Our division works to assess all 5 PLO's over the course of 5 years. We made sure to include our PLO assessments across KINE, VARS, DANCE, and FITN. Because the breadth and the range of classes we teach (KINE, VARS, FITN, DANC,

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TEAM) is so wide, it can be difficult for all classes to fall under each of the SLO/PLO categories. As of fall 2023, all of our PLO's were assessed and discussed. Although we are meeting the criterion standards for all five PLO's, one improvement that was discussed was to incorporate a wider variety of assessment techniques in order to capture more data for reflection.

Looking Ahead

11. Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc. Please enter your response in the textbox below.

Goal #1 Increase enrollment by providing increased support for academic and athletic programming.

Marketing - We will continue to advocate for more marketing support which also aligns with one of the college initiatives in the Educational Master plan which states "Utilize social media and websites to reach diverse and inclusive audience." Specifically, our program requests marketing and coordination support for the following: Marketing campaign which could include dynamic webpage, videos, flyers, brochures, targeted emails to students and promotions to larger community members and high school students.

Flyers and brochures: our department would need a coordinator and staff who would work on flyers for each class and flyer for our degree.

Website updates: updating our department website to show relevant and impactful information to our community about the value of our athletics, kinesiology and dance programs.

Photographer: we would like to have a consistent staff who would take photos at our games and dance shows and events. The use of a regular Photographer to capture events, classes, and contests would increase the available imagery to better push our division forward.

Mascot - Cody the Colt

Inviting Youth to games/dance shows: establishing connection with high schools

Team Posters and Decal B1: design and payment of posters

Business Cards: coordination with marketing department

Alumni Games: Program Service Coordinator and Sports Information Director would be engaged in the special events.

Signs: signage in and around building 1 could be kept updated and more prevalent than it is now Partner

w/student life: communication between Associated Students of Cañada College (ASCC) and coordinator or faculty so fitness and dance students participate in events

Dancers @ Baseball or Basketball games: coordination between dance and baseball faculty including a Program Service Coordinator

KAD profile pictures: coordination of taking pictures

Our division is currently understaffed and lacks the necessary resources to effectively produce the muchneeded marketing material and coordination required for our continued growth. To address this issue, we propose the creation of a permanent position for a Program Service Coordination and Sports Information Director. With the support of the marketing department and additional staff who are trained in marketing, this individual they would be responsible for coordinating all of KAD's our marketing needs including the Athletic Department's website, Dance Recitals promotion, social media....

New supplies for athletics

Ice machine at field level – current ice machine is insufficient for daily needs. We need large amounts of ice for drinking water, injury treatment, hydrotherapy (ice tubs), and heatstroke response. There are approximately 100 student-athletes at field level to serve.

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Water horses at field level – limited hydration stations at field level. There are only two sources for athletes to refill water bottles during practice. Water horses can be connected to spigots and provide a more efficient tool for multiple bottles to be filled at the same time rather than one by one

The Utility sink – Currently there is no available facility for cleaning equipment at field level. The bathroom sinks are too small for items such as coolers and water bottles. The janitorial closet has a utility sink but athletic staff do not have access to it. iPads – For instruction, video feedback, stat-keeping, filming for recruiting purposes, chalk talk

Keyless Entry to field houses – student-athletes need access to equipment and personal items in the event coaches are not available.

Heat press machine – Money is spent on branding game jerseys, practice uniforms, and equipment bags. A machine reduces the cost by completing the branding in-house as opposed to sending the item out to a thirdparty vendor.

Live stream capabilities equipment – community members and family of student-athletes appreciate being able to view the intercollegiate games, dance productions, and awards ceremonies if they are unable to be present. Many other community colleges provide live-stream for their fans, supporters, and recruiters.

Shelters for soccer – current set-up of the soccer field does not provide shade. IN the summer and fall months it can be 100+ degrees at field level and there is not one place to take a class or team to sit or rest in the shade. This is a liability and safety concern.

Overhead shade covering for the batting cage – against sun and rain. Provide a space to continue instruction and training on rainy days and shade on excessively hot days. This will also save our division money as they will not need to rent other outside facilities during inclement weather.

Academic Support Center - The Academic Support Center is a one-stop location that provides support to student-athletes and KAD Division students. Currently, only face-to-face courses take place in Building One, which makes it the preferred location for many Cañada students and student-athletes. The KAD division requested that the current membership office, RM 1-102, be transformed into the Academic Support Center. This facility will house the KAD Program Service Coordinator, who will be responsible for spearheading KAD outreach programs, promoting intercollegiate athletic events, and using it as the headquarters for Cañada college sports/athletic clinics or camps. Additionally, the Academic Support Center will have a refrigerator, microwave, and snacks to provide food options for all students. It will also provide laptops and computers for students to complete homework assignments. Furthermore, it will host club meetings for our newly formed Athletics Club. The center will also house the C.O.L.T.S. learning community. However, for the Academic Support Center and COLTS learning community to thrive on campus, the Division is requesting additional funding and support from the college. Currently, the C.O.L.T.S. learning community is funded through the college-wide faculty reassign time process. The Division is also requesting a retention specialist to assist with the C.O.L.T.S. learning community going forward.

Game Day Operations and Dance/Division Event Management

As we grow and sustain our athletic programs the time needed and personnel required to set up, manage and tear down game day operations continues to increase to unsustainable levels. Hours being spent to do these duties are being pushed to teaching faculty and or assistant coaches. In many cases game day preparation can take 1-2.5 hours prior to the start of warmups. This time has been added to coaches' responsibilities and needs to be addressed for sustainability and growth. Other gaps that remain for events are the planning and execution of snack shack, photographer, ticketing, flowers for special events i.e., "Sophomore Day". Many if not all of these require more funding and added personnel support. Dance show or dance event needs are similar to athletic contests in that they are requiring added coordination and support. Such things as videography, photography, ticketing are current issues to address.

Facilities

Gymnasium: The new construction of Building 1 meant that the campus became home to a brand-new gymnasium for court sports. Our division anticipated growth through increased class and intercollegiate

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offerings. However, the existing structure has been problematic for existing instruction and restrictive for adding offerings.

Basketball hoops - We have received feedback from multiple teams and officials regarding the basketball hoops being lopsided, violating rules outlined by the sport's governing body. In addition, the existing portable basketball hoops need to be moved for other sporting events, such as volleyball games and practices, are heavy to move and require Facilities to organize (which require overtime compensation). Originally, the KAD personnel had suggested that the hoops be constructed to hang from the ceiling as they had been in the old building, but the suggestion was not taken.

Partition/Divider - The open-air concept of the basketball gym has posed ongoing instructional conflicts. KAD personnel opposed the concept at the design phase and continue to advocate for a partition/divider. While spectators are expected at the intercollegiate competitions, classes and practices held in the gymnasium are exposed to the sounds and sights of the fitness floor, along with having an unwanted audience. As with any campus classroom, an instructor appreciates being able to keep the focus of their students without external distractions. Conversely, we gym members have reported being distracted by the yelling and buzzers from the gymnasium.

Badminton Equipment: As mentioned previously, we are currently out of Title 9 compliance, and need to add at least 2 more women's sports. Badminton has been approved for a spring 2025 launch, but the program will need nets, rackets, and other equipment for their season (this also includes the gym reflooring to include badminton lines).

Team Rooms: All of our varsity sports, except for women's tennis have designated changing rooms/team rooms. A team room needs to be added at or near the tennis facility for women's tennis to be on par with title 9 compliance with the rest of our programs.

Team Room Entry: The Team rooms inside of building 1 have keypad entry, this allows students to enter the changing room when necessary. The team rooms at field level (baseball, men's soccer, women's soccer) have to be opened with a physical key and by a coach or instructor. Because the students are accessing these lockers almost the entire day, the room then must stay open. We have had many issues with people or unauthorized personnel entering the spaces. This is particularly troublesome because as these are changing rooms, this poses a liability. We are requesting that all of the field level team rooms have keyless entry so students may access the room, and then lock the door behind them.

Room 203 storage: Design a storage room/compartiment for Yoga equipment. Currently, our storage is portable. We would like to request a permanent storage and lockable cabinets with shelving where we will store and secure yoga equipment.

Athletic Field Replacement: At this time, we are expecting replacement of baseball and soccer fields in spring 2025 as the facilities have passed their expected lifetime for safety and performance. New shade shelters, lights, fencing on the southside under the scoreboard, and divider net should also be addressed at the same time for safety and cost saving while updating the facilities at field level.

Windscreens at soccer field are currently in process for replacement, this particular project is going on 18 months to complete.

Lights at Field Level: The addition of lights to baseball and soccer fields would allow for increased availability to offer courses and contests during the evenings increasing our community connection. The timing for this project could align with the field replacement allowing for efficient addition of this added infrastructure.

Previous counter arguments to light have been "light pollution" and "costs" both of which seem to be mute with the field replacement in 2025 and the light footprint from our new building 1.

Net Replacement and Net Addition:

Net Replacement: The nets behind the southside of the soccer facility need to be replaced. They are full of holes and are currently being serviced with zip-ties. Balls that come through the net are a safety concern for anyone walking behind the field.

Adding a Net/Partition to the 3 baselines of the Baseball Facility: As is, during baseball games foul balls fly into the soccer field. Either while baseball is playing, and the soccer teams are training, or while the soccer teams are playing and baseball is training, foul balls flying into the soccer stands and onto the soccer field is an issue. As a division we are not sure how this has not already been addressed as it is an intense liability and safety issue, both for our student athletes and any spectators.

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Rentals of Athletics Facilities process and Philosophy

As a division the utilization of the facility rentals in a mutually beneficial way for both programs and renters are needed. The Canada process should align with how rentals are managed at our sister colleges. We are aware that the other colleges in the district utilize rentals to support their programs for fundraising, community relations, and recruiting.

Former Golf Auxiliary Space.

This space on the south end of our athletic facility continues to be underutilized, as a division we believe we can use this space in a number of ways to further increase enrollment and access for our students.

Some of the potential uses can be but not limited to include a turfed auxiliary space, golf instruction area, and functional and resistance training area.

New Positions - In terms of new positions, there are some that are vital for the growth and support of our department. The first one we are asking for is an equipment manager. The equipment manager will assist the whole division from cleaning to washing uniforms to helping maintain equipment in the varsity weight room and dance rooms. Currently, faculty members and coaches are doing the work that an equipment manager does at other California Community Colleges.

The department is asking for a permanent Program Service Coordinator. We had a temporary one from Spring 2022 to Spring 2023. The PSC was vital in marketing for the department and helping grow enrollment for our classes as well as providing additional support to faculty and coaches.

A webmaster is needed to keep the website up to date with current information for both our department and our athletics website. For instance, on the athletics website, game recaps have to be written by coaches which doesn't always happen due to their other duties. As a result, information about individual contests do not always show up on the website. A webmaster would allow for this to happen.

We also would like to be able to hire staffing for athletic contests and other department events such as dance shows. Some of the jobs that occur during games include running the scoreboard, stats keeping, and public address announcing. Also, having someone at the door to collect tickets/payment. Currently, redshirt/grayshirt players or volunteers are doing these jobs. For dance show events, there are similar needs in terms of hiring staffing for the event such as helping backstage with providing information about dances and dance show order, helping at the front door to collect donations, helping to set up and clean up necessary props or equipment.

Goal #2 Explore and research the landscape of Kinesiology and Fitness in order to consider the viability of past curriculum and potential new certificates.

As part of the Educational Master Plan's Strategic Initiative 1.5, the Division aims to review and revamp the current Fitness Professional Certificate of Achievement program, which is presently inactive. The goal is to make it more attractive to students seeking careers in the health and fitness industry. To achieve this, the program's coursework will be aligned with a nationally recognized and accredited organization, condensing the content into fewer courses. However, the revised program will still prepare students for the certification exam and ensure that all course content meets the standards of certified professionals. The program will also offer hands-on experience through internships, mentorships, or paid employment opportunities in collaboration with Community Fitness. We will partner with the National Academy of Sports Medicine (NASM), San Mateo County Community College District (SMCCCD) Community Fitness Operations, San Francisco State University Kinesiology Department, and local fitness experts and business professionals to make the program more legitimate and offset the cost of the third-party certification. These partnerships will equip students with the necessary skills, knowledge, and certification to succeed in the fitness industry.

Goal #3 Implement a plan of action to introduce and re-establish Varsity Athletic Teams over the course of five (5) years.

Our athletics department is currently not in compliance with Title 9 regulations. We have been out of compliance since 2018. After the fall of 2018, women's golf and women's volleyball were placed on hiatus due to low numbers. As a result, we have been functioning with only women's tennis and women's soccer from 2018 through our current season. Because our division has "taken steps to work towards compliance" we are allowed a grace period to remedy this issue, however, at this point it's been over five years. As a division we

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have discussed adding women's sports at length. We have updated our current varsity sports curriculum and have also added curriculum for women's varsity swimming and water polo. Due to facility restrictions, our new building does not meet the minimum requirements for pool depth to host water polo, despite asking to make sure this was the case during the build phase. Varsity swimming is ready to launch, and may move forward for spring 2024, but we were tasked with trying to start with volleyball and badminton first.

Women's volleyball was updated in curriculum and the faculty was tasked with presenting a full-time women's volleyball coach to our college for approval. After our presentation, the position for the full-time instructor passed. We found out after this, our gym cannot support women's volleyball at this time because our basketball hoops as currently constructed, do not allow enough space for two volleyball courts to be utilized (again, we were adamant about this being the appropriate size during the build phase of construction for building 1). As of now, this position is stalled and cannot be revisited until plans are finalized to change the floor plan of our gym (see facility bullet below). We are requesting support for these facility changes from the college as women's volleyball was one of the most requested sports from the CCCapply interest survey of students. We need support from the college to move forward in our efforts to remain in compliance. The division prepared curriculum and was approved to launch a part-time women's badminton in the spring of 2024. We cannot move forward with this request until the badminton lines are put on our gym floor, which as of now, are not projected to be done until June of 2024 (again, we requested this specifically be done during the build phase). Again, we are asking for support from the college to adhere to this timeline (if not earlier) as it is an important step in our athletics program becoming compliant.

With the addition of these sports, we are also asking for the college to appropriately staff and support these program's not only by updating our facilities, but also by providing the necessary funds needed to run the programs. This fall 2023 our assistant coaches' stipends were increased (after many years of asking). Of the entire budget, the women's assistant coaches received only 20% of the budget, despite making up 40% of the teams. The women's teams need equal support if not more as recruiting for their programs require more labor and hours. With the recent pay increase, Cañada's assistant coach stipends are now (\$122,000) matching those of Skyline, but still remain far less than the amounts paid to assistant coaches at CSM, even when adjusted for the number of sports (excluding football). Since the \$122,000 amount was a one-time allocation, we will seek to increase the amount to \$150,000 as a recurring expense due to the addition of new sports. We are continuing to ask for additional support as we strongly believe that providing assistant coaches with greater resources and pay will enable them to better support and ensure the safety of our student-athletes, both on and off the field.

Next Step: If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there. Otherwise, this is the last prompt in the comprehensive program review form.

Supporting Information

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Hiring Division/Department:

KAD

Position Title:

Equipment Manager

Is this position permanent?

Yes

Position Type

Full-time

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

The Equipment Manager provides services to ensure the safety and security of equipment and facilities utilized by Cañada College KAD. Additionally, the Equipment Manager will maintain that equipment is up-to-date and assume the responsibility to research emerging standards and practices that provide student athletes with safety and equity in Athletics equipment. Currently, game-day setups result in increased overtime pay to facilities and they may or may not be experienced in athletic-specific equipment repair and setup.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

The Equipment Manager serves to not only maintain Cañada Athletics equipment, but also serves as a resource for the college in new technologies and breakthroughs that will provide our Students and Staff with the safest and highest quality equipment available. This will create a level of equity for all Student Athletes that participate in Cañada College Athletics

3. Explain how adding this position will strengthen the department or division.

At the current time, the Equipment Manager responsibilities are designated to Coaches and Assistant Coaches. An Equipment Manager allows an extra step in maintaining the quality of the Athletics Equipment used in Cañada Athletics programming. Additionally, the EM will be the resident expert in equipment that will allow Cañada Athletics to maintain quality standards and practices.

4. Explain how this work will be accomplished if the position is not filled.

Should this position not become filled, this responsibility will remain with the Coaches and Assistant Coaches of respective programs. The coaches and assistant coaches already are taking on many jobs (like the ones listed in program review ie; 150 hrs + recruiting, laundry, locker room supervision, film, outreach, etc.) that are not part of their contract.

5. Critical Question: How does this resource request support closing the equity gap?

Kinesiology, Athletics & Dance -

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support closing the equity gap.

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Resource Request

6. Critical Question: How does this resource request support Latinx and AANAPISI students??(

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support creating and sustaining opportunities for individuals and groups that identify as LATIN X and ANNAPISI

Map Request to College Goals and Strategic Initiatives

This position has been reviewed by the department or division and is recommended for hiring.
