

2019-2020 Program Review



CAN Program Review (Instructional) - Kinesiology, Athletics & Dance (Odd Year)

Program Review Narratives

2019-2020

Instructional Program Review (IPR)

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Writing Team: KAD Division strengths, challenges, and action plans.

Executive Summary

0. Executive Summary: Strengths:

The Kinesiology, Athletics, and Dance (KAD) Division is devoted to embracing and advancing a diverse community of students in their pursuit of self-development, educational goals, and lifelong learning. We are committed to inspire learning by creating an inclusive, learner-centered environment, to prepare students for career opportunities and successful transfer. Our division provides a wide variety of courses that enhances the overall academic experience, and continues to outperform the college average student retention, completion, and transfer rates, despite the fact that we have been without a permanent teaching and learning facility since 2017. Nevertheless, the KAD Division adheres to all institutional planning initiatives, priorities, diversity statements, and planning documents at Cañada College.

Challenges:

Since the sudden dismantling of the Division of Athletics, Library, and Learning Center (ALL) in 2016, and subsequent development of the Kinesiology, Athletics, and Dance (KAD) Department, faculty and staff currently report directly to the Office of Instruction. The KAD Department has been adversely affected by this transition as there has been lack of consistent leadership and overall communication given the four different Vice presidents KAD has reported to between 2017 - 2019. This has not been ideal for our multi-programmed department, already thinly spread throughout Cañada College itself, College of San Mateo, Redwood High School, and Notre Dame De Namur University. Consequently, KAD enrollment and faculty loads continue to be negatively impacted by the lack of a dedicated dean and support staff, budgetary allocation and constraints, unfulfilled resource requests, and limited swing space at varying locations.

Issues surrounding the design and programming of the new Building One continues to be a serious concern for Cañada College students, KAD faculty and staff, and the greater college community alike.

Action plan:

Throughout the 2019-2020 academic year, KAD is proposing through the participatory governance process that the department become a fully operating Academic Division. As noted in 6B., this will require an allocation of appropriate and effective staffing, beginning with the stewardship of a dedicated KAD Dean/AD. This position is critical to effectively execute our action plan and promote the KAD mission and vision. In addition, the opportunities that come with the expansion of the KAD division requires continual and consistent support from College Administration.

To further progress and develop the KAD programs, it is important that faculty and staff continue to meet and surpass industry standards. The KAD Division will continue to develop new course curricula that are relevant and stimulating to the general and specialized student population, utilizing instructional strategies that accommodate a range of learning styles. Currently, the KAD Division is assessing the appropriateness of different modes of distance education, and how these forms of delivery affect student learning outcomes and program learning outcomes.

Program Context

1. Mission: MISSION:

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 inspire learning by creating an inclusive, learner-centered environment, to prepare students for career opportunities and successful transfer to baccalaureate programs via our KAD degrees and certificates.

VISION:

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 One 2021, 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, who align with our Vision to provide service in response to mutually identified local and global community needs.

Potential Building One 2021 Community Partnerships:

1. Beyond Barriers Athletic Foundation (<https://beyondbarriersaf.org>): Beyond Barriers Athletic Foundation promotes healthy lifestyles, improves personal safety, and adds structure for lifelong achievement by providing scholarships for aquatic programs to underserved youth.

2. Foundation for a College Education (<https://collegefoundation.org>): Mission is to increase the number of students of color from East Palo Alto and similar communities to graduate from college.

2. Articulation: With the implementation of AB705, course additions which now include supplemental support sections for both English and Math. New courses include: English - English 105 (UC, CSU) includes embedded support, this is a 5 unit course. Math - Math 200 (CSU:B4,UC(IGETC:2)) with support section Math 800, Math 241 (CSU:B4,UC(IGETC:2)) with support section Math 841, and Math 225 (CSU:B4, UC(IGETC:2)) with support section Math 825.

Recently approved offerings include: DANC 100 (CSU GE: C1, IGETC/GE 3A), FITN 332.1, 332.2 (CSU GE: E2), KINE 109 (CSU GE: E1), KINE 119 (CSU GE: E, UC), TEAM 132.3 (CSU GE: E2), TEAM 183 (CSU GE: E2, UC). We will continually submit additions with each new articulation cycle.

Link: <https://assessment.cccco.edu/ab-705-implementation>

3. Community & Labor Needs: There are no known changes to technology or licensing. As far as employment needs in the area of Kinesiology, the Bureau of Labor Statistics projects growth in both the areas of Kinesiology and Athletics (Dance remains the same). Between 2018 and 2028 the Bureau of Labor Statistics projects a 10% growth in the job field for exercise physiologists, coaches, and trainers, which is higher than national job growth average. Lastly, Fitness Trainers and Professionals have a projected growth of 13%, which the Bureau cites as “much higher” than the national average. These numbers show an increase in demand in our area of study which is promising for the department. (BLS.gov)

Our Dance Department is considering offering a dance certificate for our students who aspire to continue in careers within dance education through the private and community dance studio sectors. We believe offering a dance certificate will increase our enrollment and aligns with community colleges across California.

We used the Form R-4 Statement of Compliance of Title IX Gender Equity Report (or the CCCApply Athletic Interest Survey) to gauge our community needs regarding sports, recreation, and team interests or needs. According to the report, the students at our college showed interest both recreationally and athletically in Women's Basketball, Women's Badminton, , both Women's and Men's Swimming/Diving, and , and women's basketball. We currently do not offer classes for badminton or recreational classes for basketball. We have started to build curriculum for both and have classes in the curriculum queue in response to the growing need. We currently have classes built and ready to submit for swimming and water polo in anticipation of the new

pools.

*Please reference the 2019 Cañada CCCApply Athletic Interest Survey submitted into the Form R-4 Statement of Compliance of Title IX Gender Equity, or contact AD Matt Lee

The department does not offer any CTE programs or certificates.

Facility/Community Needs:

Based on our expertise our division believes the following spaces in building 1 should be given special consideration:

Building 1 in 2016 was 35,000 square feet. Our division requests that 35,000 square feet at a minimum is reserved for academic space.

Building 1 in 2016 featured student locker rooms that were 1800 square feet each. Our division requests that student locker rooms in the new space be at least 1800 square feet each.

Building 1 in 2016 featured a fitness floor that had dedicated times for the sole use of athletic programs. The division requests an athletics specific weight room dedicated to their programs only (minimum 1500 square feet) due to the fact that athletics cannot have reserved time on the new fitness floor.

Building 1 in 2016 featured a classroom that was used specifically by the KAD division. The division requests a classroom with a minimum of 35 seats specified for academic use in the new building.

Building 1 in 2016 featured a laundry room that specifically used by the KAD division. Because of the cost and volume of the athletic and dance equipment, the division requests a separate laundry room with keyed access for KAD use only.

Building 1 in 2016 had closets and storage space dedicated to each athletic team and dance programs. Because the athletic teams have up to 10,000 dollars' worth of uniforms and equipment, the division requests equivalent storage space with keyed access for each of the programs listed above.

Building 1 in 2016 featured a basketball and volleyball gym that had bleachers to accommodate 2500 minimum spectators. The division requests the new gym floor have bleachers that accommodate at least the same number of spectators. This allows the college to host both high school CCS playoff events and CCCAA playoff events.

The division requests the every athletic space (including the swimming pools) be in compliance with both NCAA and CCCAA guidelines for competition. Please reference the NCAA rulebook per the link here:

Swimming: <http://www.ncaa.org/playing-rules/swimming-and-diving-rules-game>

Basketball: <http://www.ncaa.org/playing-rules/mens-basketball-rules-game>

As referenced by previous program review documents, the division requested that there be team rooms for each athletic team in the new building. Currently the new building plans show only team rooms for basketball, volleyball, and a guest room. If this remains the case, athletics requests at least 3 team rooms are at field level to accommodate women's soccer, men's soccer, and baseball. KAD remains open to hearing, discussing, and sharing planning strategies throughout all B1 meetings.

The division requests that there be office space allocated for a Dean, division assistant, and athletic director. As with other departments, KAD also requests a KAD division office space.

As referenced by previous program review documents Dance wishes to grow their programs and requests two dance rooms dedicated to academic use.

Because the fitness floor is slotted to be shared between academic use and the enterprise, the division requests an area on the fitness floor dedicated to the academic programs specifically, to use for instruction.

The gymnasium with its current layout of approx. 280 bleacher capacity is insufficient and needs to be discussed with the explorations of different options. Renting bleachers is unheard of and is not consistent to any other Intercollegiate Athletic Program in the CCCAA.

Based on R-4 Statement of Compliance and Title IX Gender Equity document on behalf of Canada submitted to the Office of Education, students showed interest both recreationally and athletically in badminton. The division requests badminton lines be included in gym plans to plan for future growth.

The division requests that all instructional spaces in building 1 be able to serve academic programs i.e. shared exercise rooms etc.

The KAD Division needs to ensure the planning methods are aligned with program needs and future growth. KAD recognizes the new B1 will operate differently than SMAC, as this endeavor will operate in one (1) building. In addition, to effectively serve all Cañada students, KAD will need to have direct input in the process and procedures when allocating shared space.

Technology Needs:

To fully accommodate and support a growing and thriving Athletics Department, the following technology needs must be institutionalized through the College Budget.

Presto Sports

Per Bylaw 4.3.4 of the California Community College Athletic Association (CCCAA) Constitution & Bylaws, the home teams' stats become the official record during competition. Presto Sports Stats software allows coaches and staff the ability to provide accurate statistical information onto CCCAAsports.org, as mandated per Bylaw 4.3.3.

The following Presto Sports documents were gathered and presented to the Vice President of Instruction and Vice President of Administrative Services to determine the funding source. Upon approval, the Services Agreement will need to take into effect, immediately:

Services Agreement (submitted in District iContracts folder)

Cañada College Website Proposal (submitted in District iContracts folder)

FY20: The Athletics Director will continue to work alongside the Vice President of Administrative Services to determine proper financing of PrestoSports Inc. year 2 and 3. Year 1 will be paid through Fund 1.

Looking Back

4. Curricular Changes: <http://www.curricunet.com/smcccd/>

For almost two years the instructors and staff of KAD have conducted business in swing-space. For example, FITN 334 Yoga is held on the theater stage in building 3, while FITN 332 Flexibility and Strength is taught in right-field of the baseball facility. The strength and conditioning classes for several of the athletic teams meet in building 34 but overflow onto the through-way leading to the athletic fields. A few of the challenges that swing space has presented instructors are increased class preparation time, class management issues, and equipment/apparatus shortages. Even with these difficulties, the department has done a commendable job to ensure that classes are enjoyable, that they promote student success and allow students to make educated choices about lifelong physical activity.

Enrollment is dropping across the district. However, the effects are more pronounced for KAD due to limited offerings and other challenges related to operating in swing space. For example, one of the department's most popular offerings before the demolition of the old B1 was FITN 117 Fitness Assessment, Strength and Conditioning. The curriculum for this web-assisted course was designed to guide students through the process of assessing one's personal fitness, goal setting, developing and executing an exercise program in a fitness center setting. The breadth and depth of FITN 117 in swing space are not comparable and lower enrolments are a result.

Scheduling classes is also made more difficult as a result of swing space. Sharing limited physical resources with both the department and the other programs at Cañada College.

Across the KAD division the trend of late filling classes continues. Fitness and dance offerings are often the last courses that students add to their schedule. They often wait until the first or second week of the semester before deciding if their academic

and work schedules will allow time for an offering Before cancelling classes, enrollment trends during the first weeks of classes should be considered. All KAD offerings should be given special consideration when determining cancellation of sections based on enrollment minimums. Because the KAD classes are outside of the academic offerings, our sections are often filled during the late add period.

Curriculum Offerings:

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

Completed Courses since the 2015/16 Program Review:

FITN 227.1-.4 TRX Suspension Training I-IV

KINE 105 Stress Management

KINE 109 Lifetime Fitness and Nutrition

KINE 119 First Aid/Adult and Pediatric CPR/AED

KINE 137 Student-Athlete Skills for Success, First Year

KINE 138 Student-Athlete Skills for Success, Second Year

Classes still pending submission:

Leveling of FITN 128.1-.2 Core Strength and Functional Training I-II

FITN 134 Track and Trail Aerobics

FITN 199.1 Interactive Cardiovascular Fitness I

Leveling of FITN 235.1-.4 Boot Camp I-IV

FITN 301.1-.4 Spinning I-IV

FITN 308.1-.4 Hiking and Trekking for Fitness I-IV

KINE 510 Sport, Movement and Film

TEAM 125 Survey of Sport and Physical Activity

TEAM 132.4 Flag Football IV

TEAM 183 Baseball: Individual Skill Development

DANC 117: Tap Dance

DANC 161-164: Tango

INDV 121.1-.4 Badminton I-IV

Pickleball (?)

Potential new athletic team and kinesiology offerings

VARs 160 Swimming

VARs 300 Women's Basketball

VARs 350 Badminton

VARs 400 Water Polo

5A. Progress Report - IPC Feedback: Question/recommendation: We would like more information about community and industry needs, as well as new programs and teams. Are there sports or teams we should offer?

-We updated this section for the 2019 program review to include answers to both questions.

-There are no known changes to technology or licensing. As far as employment needs in the area of Kinesiology, the Bureau of Labor Statistics projects growth in both the areas of Kinesiology and Athletics (Dance remains the same). Between 2018 and 2028 the Bureau of Labor Statistics projects a 10% growth in the job field for exercise physiologists, coaches, and trainers, which is higher than national job growth average. Lastly, Fitness Trainers and Professionals have a projected growth of 13%, which the Bureau cites as "much higher" than the national average. These numbers show an increase in demand in our area of study which is promising for the department. (BLS.gov)

-We used the Title IX gender equity report (or the CCC survey) to gauge our community needs regarding sports, recreation, and team interests or needs. According to the report, the students at our college showed interest both recreationally and athletically in women's badminton, swimming, and women's basketball. We currently do not offer classes for badminton or recreational classes for basketball. We have started to build curriculum for both and have classes in the curriculum queue in response to the growing need. We currently have classes built and ready to offer for swimming and water polo in anticipation of the new pools.

We recommend that you meet with the current SLO assessment coordinator to get records into compliance.

-Our department met with the SLO assessment coordinator in 2018 and 2019 and we are now in SLO assessment compliance. We are working with our staff and administration to find a department SLO coordinator so we can continue to stay up to date (Question 9A).

Over what period of time was the increase of athlete participation and why? How many students are using the film software to judge impact? It would be nice to know how much the increased revenue is

-HUDL is now a district purchase and has been institutionalized for all athletic teams. As it is an instructional tool it was never projected to be used to increase revenue.

5B. Progress Report - Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Action plan from 2015-2016...

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

Action plan Update...

The department has been in swing space since the summer of 2017

The District managed swing space allocation and decision making, and the KAD Division continued to program for swing space and beyond.

The KAD Division requested and did NOT receive showers, fitness center replicated space, storage, alternative instructional space for bad weather, team rooms, and running water in the training room. There needs to be on-going discussion in how the College will fully support Athletics and provide proper and adequate resources.

6A. Impact of Resource Applications: With Building 1 still under construction, limited swing space has resulted in difficulty when considering the types of resources to request. Where would we store new equipment requests that are approved that allow for

ease of access when needed for instruction? Faculty and staff have done their best to utilize the athletic fields for instruction, but environmental conditions such as air quality and rain impact the ability to effectively hold class sessions.

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

Varsity Weight Room Packet “High Level Functional Requirements – 2017 (link). KAD would also like to revisit the schematics of the weight room that has been previously outfitted from Ron Galatolo and Mike Garcia.

With regards to the athletic weight room in the new building, its design will need to align with recommendations established by the American College of Sports Medicine and their published text, ACSM’s Health/Fitness Facility Standards and Guidelines (5th ed). The allocated square footage in the projected plans limits the amount and type of equipment that will fit in the room when taking into account clearance requirements and ADA requirements. Vertical storage will need to be considered.

The KAD Division and Administration must continue to have regular scheduled meetings regarding the need for adequate instructional space for academic programs in the new B1.

6B. Impact of Staffing Changes: 2017 – Present:

The Kinesiology, Athletics, and Dance programs continue to report to the Vice President of Instruction / Acting Dean of KAD under the Office of Instruction.

To properly and effectively support KAD full-time and part-time students, student athletes, Instructors, Head Coaches, and Staff, it is critical that KAD become a standalone Division. The following positions are necessary to fully operate as a Kinesiology, Athletics, and Dance Division. Please note that each position must be institutionally funded with full-time status.

Dean/Athletic Director

Program Services Coordinator (Approved FY19 but not filled. The College must support this position identify on-going funds during FY20 and beyond)

Division Assistant (Inherent position when Dean/Athletic Director is approved)

Office Assistant II (Approved FY19 but not filled. The College must support this position and identify funds in-correlation with the opening of B1)

Sports Information Director

Equipment Manager

One (1) Full-Time Tenured KINE Instructor (Non-Coaching)

With the retirement of Mike Garcia, former Full-Time Tenured Faculty/ Head Coach, the Athletics Department will begin a Program Improvement and Viability (PIV) Analysis led by the Athletic Director along with faculty through the Academic Senate Vacancy Replacement Cycle to discuss options of a replacement. The PIV will also help guide the discussion in determining new sport offerings, which will result in an analysis for funding FT Tenured Head Coaching positions. Some programs of interest, as determined in the CCCApply Survey of the Form R-4 Statement of Compliance of Title IX Gender Equity Report are:

Women’s Badminton

Women’s Basketball

Women's and Men's Swimming

Men's Tennis (Previously offered)

The KAD Instructional Aide II position must fully revert back to the KAD Division beginning FY21. Splitting the time and funds of the Instructional Aide II with the Learning Center was not approved by the department during the beginning of swing space. However, with the planning necessary for B1 end of FY21, the Instructional Aide II position must be aligned with KAD.

Current State of the Program

7. Enrollment Trends: KAD Head count and enrollment

Load and enrollments have decreased within last two (2) years. Our Division has been utilizing swing space and we believe our enrollments are lower due to this transition. In addition, the fitness center played one of the important roles in offering classes. This space was eliminated, and it impacted course offerings. Despite all the limitations, our division is making efforts to work with the space that was given to us during this transition.

KAD Load 2018/2019: 466 compared to College Load for 2018/2019: 456

Vera will add a comment regarding the retention and success graph

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

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

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

8-A. Access & Completion: The graphs identified an access gap for female, Asian (both male and female) and Filipino (both female and male) students of 2.5%, 8.4% and 2.4 respectively. As a result, the department is seeking to identify whether new courses can be added that would be more attractive to female students, or whether existing courses that have relatively low female-to-male enrollments can be enhanced to attract more female students. Also, the department is conducting a self-examination of current equitable practices alongside curriculum to be certain that gender bias is not an issue. Furthermore, KAD is initiating a review of its marketing efforts to attract students, including the underrepresented, who may not be aware of our offerings. Lastly, the program is seeking to identify and add courses that might appeal more to female students so that the mix of course offerings in our program can appeal equally to male and female students, and thus eliminate the gender access gap.

In terms of the identified access gap for Asian, Filipino, and Black students, the department is exploring whether revision of existing courses and/or addition of new coursework could make the program's offering more culturally relevant to these students. We propose adding elements of traditional Asian dance to existing dance offerings – Traditional Chinese Dance and Classical Indian Dance. Other fitness components, like Tai-Chi, would support our push for filling the Asian access gap. Along with Chinese and Indian Dances we would like to consider offering other ethnic dances such as African-Haitian Dance and Polynesian Dance to attract more Black and Filipino students.

Once the new Kinesiology & Wellness Center is online the department will add or restart additional courses that appeal to wide range of students from different cultural backgrounds.

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

8-B. Completion - Success Online: In spring 2019, our KAD online classes had 70% (success) and 87% (retention), which is slightly higher compared to the college online classes 68% (success) and 82% (retention).

The face to face classes for our college for spring were 75% (success) and 86% (retention).

Our goal would be to improve the number and raise success to about 80% and retention at about 90% to align with the college

face to face classes.

The following strategies/changes could be taken:

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

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

9A. SLO Assessment - Compliance: KAD Faculty created a plan in which each course will be assessed within the three-year cycle.

For the year 2017/2018 and 2018/2019, 65 percent of the courses were assessed in tracdat based on our three-year assessment.

The three-year assessment plan can be found here.

A department coordinator would be needed to keep track of all the SLO assessments and SLO results in order to stay in compliance with the SLOs and PLOs.

9B. SLO Assessment - Impact: KAD created a 3-year plan for all our SLO currently offered:

All courses will be assessed during the 3-year schedule with at least one SLO

Any new classes will be included in the semester they are first offered.

The future strategy is to improve the number of assessed courses, review the plan and results at the beginning of the semester and then follow up on the results toward the end of the semester.

10. PLO Assessment: Faculty had several discussions regarding PLO assessments. Our latest discussion was during our KAD meeting on August 13th, 2019.

After the discussion, faculty came up with a plan to assess one PLO for the year (based on our 3-year cycle document). The PLO "Improve Fitness - Demonstrate and improve fitness components along with alignment, body positioning, special awareness, or rhythm while performing exercise movements was selected. Faculty will focus on the "Improve Fitness" PLO for this year.

Each faculty has a selected/preferred assessment (pre post testing) method during their selected course. Faculty will use the pre and post testing method for one of the fitness components or alignment to evaluate students. Each faculty will report on the results for this year in tracdat PLO results. As of now, couple of courses with their data have been already included in the program learning outcome (Walking Fitness, Boot Camp, Total Body Burn).

Looking Ahead

11. Program Planning: Future enhancements to Dance Programming, Staffing, and Curriculum

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

- Tap Dance
- Argentine Tango
- Dance and Technology
- Chinese Dance
- African-Haitian Dance
- Polynesian Dance
- Classical Indian Dance

The dance faculty is also collaborating with the fitness faculty to identify current trends in dance and fitness. The new building will also open opportunity to organize a dance festival or dance workshops in collaboration with other performing arts departments and the outreach department. Adjunct faculty members with expertise in specific areas, will be employed. We are planning on expanding dance offerings such as modern dance, jazz dance, dance production, argentine tango, tap. Currently, the dance and fitness department would need assistance in cleaning various equipment (blankets, yoga mats).

Future Enhancements to Fitness Programming, Staffing, and Curriculum

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

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

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

Future Enhancements to Kinesiology Programming, Staffing, and Curriculum

The new building #1 will provide greater opportunities for internships, certifications, AA degrees as well as possible partnerships with local baccalaureate (four-year) institutions. It is the vision of KAD that Cañada College students working toward a career in Kinesiology will have a guided pathway into to the field of study and eventually work. Close collaboration with faculty, staff and the Kinesiology departments of the area colleges and universities will ensure quality instruction and make the Cañada College Kinesiology Division the center of the field of study in the Bay Area. In addition, as Workforce and Industry demands evolve, faculty will work proactively to offer courses and programs that effectively serve needs. (Please reference list above & 5b)

Lecture and Lab

- Sport Psychology
- Sports Management

In the interest of furthering the goals of the Cañada College Athletic Department to provide support for our student-athletes, we are proposing the integration of a facility dog into the Athletic Training Facility services. A facility dog facilitates injury recovery through enhanced psychological support, provide emotional support for student-athlete with anxiety, depression and other psychological disorders, assist in reducing injury-related stress, and increase overall staff and student morale. Larger institutional impact is also positive. In times of campus-related crises, the facility dog can be a critical tool to provide emotional support to the larger student population. Precedence has been set, as facility dogs have been repeatedly invited during finals week, which attests to the college's belief that they can be an effective tool in stress and emotion management. From a financial standpoint, the college is not responsible for purchase or care of the facility dog. The California Canine for Independence (CCI) organization trains and provides the dog free-of-charge. CCI also provides liability coverage for the facility dog. In order to receive a facility dog, the Athletic Trainer must be accepted after an extensive application process, followed by extensive training and continuous recertification. The Athletic Trainer is responsible for housing, food, proper grooming, and medical needs. The idea was first proposed in Spring 2017. Since then, a MOU was drafted in March 2018 and discussed. With new personnel overseeing our division, the proposal had to be restarted and presented at a cabinet meeting in January 2019. We were informed that the proposal would need to be revisited in the 19-20 academic year. We are currently awaiting approval to apply.

Future Athletic Programming, Staffing, and Curriculum

With the exciting changes coming to our department the future direction becomes very important. We would like to continue to raise our level of service to our campus community and students. Discussions around staffing, curriculum, and program planning are an integral part of the regular program meetings to ensure successful implementation of a KAD Division.

Staffing

The addition of an Equipment Manager and Sports Information Director will keep our department up to date. With the addition of the Program Services Coordinator, along with bringing back the 100% Instructional Aide II, these specific support personnel/services we will be able to support our programs and students effectively and in line with our college's mission. KAD is also exploring the need for a Full-Time KAD Instructor (Non-Teaching), along with replacing the vacancy Full-Time Head Coach

since the retirement of Mike Garcia.

Program Planning

The Athletics Department continues to monitor CCCApply Athletic Interest Survey once the new building comes online. New sport offerings such as Women's Badminton, Women's Basketball, Women's and Men's Swimming, and reinstating Men's Tennis is of high interest. The department hope to continue exploring Beach Volleyball. A local volleyball Redwood City junior's volleyball club has offered to build competition sand volleyball courts on campus at the club's expense, which courts will be used by a college sand volleyball team and classes and will provide revenue in the form of rental of the facilities back to the club.

As a Division, we recognize a need to offer and commit to adding course offerings designed for the general student population, not just our student athletes. Moreover, to continue to progress and develop our athletic department it is important that we meet industry standards in athletic operations and support.

Program Review Narrative Status: Complete

No Objective were returned for this Program based upon the selected parameters.