

PROGRAM REVIEW Fall 2021

Program: KINESIOLOGY

Division: PATH

Date: 10/30/2021

Writer(s): Andrew Cumbo, Susan Cumbo

SLO/SAO Point-Person: Susan Cumbo

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 Adapted and offered KIN courses in creative ways	X	X	X
2 Offered F2F courses safely during the pandemic	X	X	X
3 Built an outdoor classroom for outdoor exercising	X	X	X
4 Brought in a professional soccer team as an outside renter	X	X	X
5 Hired a sports information writer through fundraised money to promote athletic	X	X	X
6 Maintain outside renter relationships during the pandemic	X	X	X

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1 Staffing Issues that lacks consistency in discipline.	X	X	X
2 We still don't have a permanent dean	X	X	X
3 We've had to re-hire 2 new Sr Admin Assistants	X	X	X
4 We've had to re-hire 2 equipment technicians	X	X	X
5 We don't have a women's volleyball coach or team	X	X	X
6 We don't have a women's basketball coach or team	X	X	X
7. The staff, roles, responsibilities and rules in our division are not consistent. They have been in a constant state of flux	X	X	X

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C. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
Order new padded floor mats in yoga/martial arts studio	x	x	x	x
Order additional archery equipment for new course	x	x	x	x
Order footgolf equipment for new course	X	X	X	x
Order safer non-slip flooring in the team rooms	X	X	X	x
Consistency in employment	X	X	X	X
Need for a permanent dean	x	x	x	x
Need for 2 full time equipment technician	X	X	X	x
Need for at least 2 part time equipment technicians	X	X	X	x
	X	X	X	X

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

_____N/A

Campus system or Committee	How has it benefitted your students?
SLO Committe	Help us be more focused and specific with our SLO's and their assesments.
Adminsitratve Services Office – Outside Renters	Increases revenue for the college and attempts to create a vibrant, active campus and entertainment as well. The year lon rental agreement with the Oaklan Roots professional soccer team is an example of this, another example are the renters who use the synthetic field and swimming pool. Our work and connections with these groups have helped create revenue and activity on campus, which supports the LPC students.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	Via canvas through discussion boards and through conversations f2f in classes.
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What did you learn?	Some students prefer DE or Hybrid and that we need to be flexible in what we offer to help them towards completion as they re-adjust into coming back to campus.
How will you use the feedback?	Attempted to build our Spring KIN course schedule based upon student feedback, with the attempt to provide a number of options for the students so they can work towards completion. Specifically attempted to offer options for the major requirements that included a variety of F2F, DE and Hybrid courses to serve our diverse student body.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Athletics:
Headcount increase from the previous year
Total course enrollment decreased (probably because students were allowed to compete being less than full time during the pandemic)
Increase in male enrollment from the previous year (men's soccer and men's basketball)
Most of our students are under the age of 22
We had an increase in African Americans, Asian, Filipino and Latino students
We had a decrease in White
We had a decrease in students enrolled in 12 or more units. Our eligibility requirements changed for athletes in that they only had to be enrolled in 9 units to compete, this might be a good reason for the decrease.
We increased the number of students (137) we transferred out
Our course success rate stayed consistent at 79%

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:

- *Did your program meet its program-set standard for successful course completion?*
*X*___yes ___no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

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SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). ____50____% (Only 2 instructors had courses whose CSLOs mapped up to the PSLO being assessed. 1 instructor completed SLO assessments for 3 courses, and 1 did not complete SLO assessments for 1 class.)
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. __X__YES _____No

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- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

In Fall 2020, 70% of students were average, above average, or mastery of the PSLO, 30 % were either below average or no achievement demonstrated.

In Spring 2021, 82% of students were average, above average, or mastery while 18% were below average or no demonstrated achievement.
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- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

The data was disaggregated based on age (under 22/over 22) and gender. No significant data on gender inequities emerged, but The over 22 age group had a higher percentage of below average or No demonstrated achievement. This could be due to older students having outside responsibilities (careers, children), or could be due to the switch to online/DE learning during the pandemic.

(6) List changes that you plan on making to improve student learning and address inequities.

We have tried to offer a variety of courses and in different ways (f2f, hybrid, de) to the students as they adjust and consider coming back to campus.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

One challenge has been switching all courses to DE, which works for some student and learning styles, and not so well for others.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES __X____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____ YES _____ No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below.** *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).*

☒ YES ☐ No

Course Name & Number
KIN 16 The Successful Student Athlete (Active)
KIN 16 The Successful Student Athlete (Pending)
KIN 17 Intro to Athletic Training and Sports Medicine (Active)
KIN 17 Intro to Athletic Training and Sports Medicine (Pending)
KIN 41B Fall Intercollegiate Basketball - Women (Active)
KIN 41C Spring Intercollegiate Basketball - Women (Active)

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

☐ YES ☒ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

☐ YES ☒ Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

☒ YES ☐ No

If yes, please provide details and the rationale

Anything that we can do to adapt and adjust to help our current students and future students in this recently changed world. While we may not know exactly the changes we will make, we will continue to show our teamwork, resiliency and adaptability to provide meaningful and flexible courses while we do our best to serve LPC students.
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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

☒ YES ☐ No

2) Does this program represent a training need that is not duplicated in the college's service area?

☒ YES ☐ No

Please explain

Athletic Training: Our area is not a "hot spot" for this job and there are not a lot of job positings currently.

B. Advisory Boards: Has your program complied with advisory board recommendations?

☒ YES ☐ No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

☐ YES ☐ No

If not, what program improvements may be made to increase this metric?

SINCE LAUNCH BOARD DATA IS INCOMPLETE (OR, NOT AVAILABLE) THIS SECTION CANNOT BE ADDRESSED. THE NEW LAUNCHBOARD DATA NOW ADDRESSES THE SCFF WHEREAS THIS SECTION WAS DEVELOPED PRIOR TO SCFF METRICS.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

_____YES _____No

If not, what program improvements may be made to increase this metric?

SINCE LAUNCH BOARD DATA IS INCOMPLETE (OR, NOT AVAILABLE) THIS SECTION CANNOT BE ADDRESSED. THE NEW LAUNCHBOARD DATA NOW ADDRESSES THE SCFF WHEREAS THIS SECTION WAS DEVELOPED PRIOR TO SCFF METRICS.

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

_____YES _____No

If not, what program improvements may be made to increase this metric?

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C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

_____YES _____No

If not, what program improvements may be made to increase this metric?

SINCE LAUNCH BOARD DATA IS INCOMPLETE (OR, NOT AVAILABLE) THIS SECTION CANNOT BE ADDRESSED. THE NEW LAUNCHBOARD DATA NOW ADDRESSES THE SCFF WHEREAS THIS SECTION WAS DEVELOPED PRIOR TO SCFF METRICS.