

PROGRAM REVIEW Fall 2022

Program: Kinesiology

Division: Public Safety, Advanced Manufacturing, Transportation, Health and Kinesiology

Date: 10/20/2022

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SLO/SAO Point-Person: Susan deFuniak

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 We successfully hired a qualified permanent dean for our division, Kevin Kramer.
2 We successfully hired a head coach for our vacant positions, WVB & WBB
3 We successfully hired an equipment tech for our vacant position, Mackenie Draper
4 We successfully hired a qualified and permanent administrative assistant for our division, Ellie Hirstein.
5
6

Tab to add more lines as needed

B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
1. With the hires mentioned above, our discipline now has some needed foundation and stability that we were previously lacking in staffing issues.

2. The roles and responsibilities in our discipline are more clear under the guidance and direction of our new dean Kevin Kramer.
3. New mats were purchased and replaced in the yoga room.
4. New safety goals were purchased and received for our soccer courses.
5.
6.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

Our DE asynchronous activity classes are "BOOMING"! Our enrollment in these sections are higher than the F2F ones. In fact we increased the max cap for students in some courses (KIN WT 1-2, KIN YO 1-3, etc, and some of these courses are again at max capacity.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

Our courses provide an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

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

_____ N/A

Plan	New	Continuing	Short term	Long term
Purchasing updated weight room equipment (squat rack pads, hip thrusts pads, barbell safety clips, trap bar, kettlebells, etc)	x	x	x	x
Purchasing updated equipment for the pool area (backstroke flags, diving board and stand, landline markers and deck mat, water polo game/shot clock, etc)	x	x	x	x
Purchase of updated equipment for KIN courses (indoor soccer goals, balls, bibs, etc)	x	x	x	x
Purchase of updated equipment for athletic training room (injury prevention, injury rehabilitation, injury recovery, etc)				
Many of employees are forced to take out personal funds for work expenses. The need for a more efficient process with the business office (reimbursements, purchasing, receiving meal money checks for traveling student-athletes, etc)	x	x	x	x
Update signage and branding in our facilities				

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F. 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
What did you learn?	Some students prefer DE courses 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?	We have kept a few activity courses that are offered via DE. Our enrollment in the

	courses are extremely high or even at max capacity.
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G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
Our student-athletes are required to compete on the road while they represent our campus. During these events students receive meal money from our campus. The amount our student-athletes receive is less than Chabot, less than our Coast conference opponents and many other CCCAA institutions. Specifically our SA's only receive \$4 for breakfast, \$6 for lunch, and \$10 for dinner. This is an unrealistic amount to spend on a meal, especially for an athlete who has a higher caloric intake demand than a non-athlete. This is not equitable compared to the other colleges in the CCCAA.	We have made this fact known throughout the campus for the last few years, specifically by our athletic director, and there has yet to be an increase. We continue to hope that our students, many of whom are students of color and disproportionately impacted, receive a more equitable amount of meal allowance during the times when they are representing LPC on the road against other CCCAA institutions.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

We had an increase in enrollment in Spring 2022 compared to Spring 2021. 50% of our students are males and 50% are female. We are servicing less students of color and more caucasians. 55% of

our students are part time, whereas 45% are full time students. Only 7% of students failed KIN courses in Spring 2022.

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 are 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.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. ☒ If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

The PSLO we are reviewing for year 2 and 3 of the SLO plan, we are reviewing the PSLO: Upon the completion of the Kinesiology AA-T, students are able to perform a variety of motor activities at a proficient level in at least three movement based categories. The classes we reviewed for the PSLO are:

BD1-4, BL1, FJW 1-4, FNE 1-4, GBW 1-2, GF 1-4, PF, PL 1-2, SI 1-2, SW 1-4, VB 1-3, WT 1-2, WTW 1-2, YO 1-2, KIN 14

We chose this PSLO and these SLO's because in year 1 we reviewed our lecture based courses, year 2 activity based classes, and year 3 will be looking at our athletics courses.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). ____75____%
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

Student learning is still happening at a successful rate in our face to face and online courses. Assessment methods for online courses could be revised in order to get the most accurate assessment of reviewing proficiency in motor activities.

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--|
| • Gender | • First Generation |
| • Age | • DE |
| • Ethnicity | • ☒ Online |
| • EOPS | • Hybrid |
| • Veteran | • ☒ Fact-to-Face |
| • BOG Recipient | |

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

It did not

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

None

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

As a department, we are continuing to discuss ways to improve our online learning as our DE courses have become quite popular and a convenient option for students to take a kinesiology course. This allows a greater outreach to provide our community and students with the health benefits and lifelong learning that movement based classes can bring to humans.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☒ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

_____YES _____X_____NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

N/A

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
 - No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
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Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

☒X ☐YES ☐No

Course Name & Number
KIN: 16, 17, 18A, 41B, 41C, 48B,

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐YES ☒X ☐No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐YES ☒X ☐Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

☒ X ☐ YES ☐ No

If yes, please provide details and the rationale

non credit courses for healthy aging - increase enrollment and support local community KIN Sports Nutrition - to help support the nutrition discipline, and to bolster our course offerings.

E. Are there any courses that you plan to deactivate or sunset?

☒ X ☐ YES ☐ No

Course Name & Number

KIN:BC1-3, UF3-4

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

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