

Program: KINESIOLOGY

Division: PATH

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Writer(s): ANDREW CUMBO

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

Here are some of the main accomplishments from the 2023-2024 year:

- 83% increase in Athletic Training Certificate of Achievements Awarded in 2023-2024 compared to 2022-2023
- 30% increase in Kinesiology Degrees Awarded in 2023-2024 compared to 2022-2023
- 2.9858 overall average student-athlete GPA for Athletic Department
- Extremely high enrollment rate for our online courses
- High enrollment for our face to face courses
- Men's Swim and Dive Conference Champions
- Men's & Women's Swim & Dive State Qualifiers
- Men's & Women's Soccer Post Season Playoffs
- Men's Basketball Post Season Playoffs
- Fall Intercollegiate Teams are currently very successful
- Adding Pickleball as new curriculum has been positive, with 39 students enrolled in the current semester

Here are some program changes in response to SCFF:

- Adding a Physical Therapy Aide Certificate (16 unit cert)
- Continual focus on completing KIN Degrees and certificate and offering courses in those areas

Here are some of the plans we had for the 2023-2024 year:

LPC is looking very closely into adding men's and women's cross country for next year. Other potential additions could follow based on many different factors like CIF data, CCCApply/OpenCCC data at the college, and financial support from the college just to name a few.

Curriculum was also written and submitted for Intercollegiate Men's Volleyball and Intercollegiate Women's Badminton in case there is an opportunity/need for the campus to add more sport teams.

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

These were challenges that were listed for last year, and here are the results since then:

Major FTEF reduction in our discipline which limits the course offerings for our major.

Outcome: no change.

Inability to fill athletics assistant full time classified position.

Outcome: No change

Meal money for student-athletes is too low: \$4 Breakfast, \$6 lunch, \$10 dinner

Outcome: No change

Coaching stipends for assistant coaches is too small: \$6,000 per year.

Outcome: No change

These were the additional barriers/challenges we listed last year:

Better opportunities for transporting our teams to and from games.

Outcome: No change

Independent team rooms for each sport so those athletes have a space they can call their own.

Outcome: No change

Being able to provide protein shakes, smoothies, snack room for athletes.

Outcome: No change

Providing constant social media presence for our programs.

Outcome: Improvement on Instagram via Chris Spence

A "closing room" that is furnished with a table, chairs and media access, etc. for film/bring recruits and parents to while recruiting them to LPC.

Outcome: No change

Yearly practice gear and backpacks provided to our athletes.

Outcome: No change

All of the challenges listed in 2023-2024 remain challenges in the 2024-2025 program review. In athletics we are short staffed and the financial support is lacking.

C. Planning: What are your program's most important plans, either new or continuing?

Here are the 2024-2025 RAC Requests from our discipline:

- MED4 Elite Therapy Unit
- Plunge Therapy Pools
- Cramer Hydration Stations
- Synthetic Field Scoreboard
- Gym Scoreboards
- Basketball Backboard Mounted Shot clocks
- Soccer Goals with Wheels
- Pool Lane lines, Storage Reel, and Pool Cover
- Water Polo Field of Play Course Mat
- Water Polo Caps
- Soccer Air Mannequins
- Two Gym Floor Mops
- Athletics Golf Cart for Recruiting

Here are additional needs:

- Additional FTEF to create and offer new Intercollegiate Athletics Programs, including but not limited to, Men's Volleyball, Beach Volleyball, Cross Country, Track & Field and Women's Badminton.

Rationale: Intercollegiate Athletic Programs recruit new, full-time students to campus who would most likely not attend LPC. These student-athletes take on average 15+ units per semester, have higher success rates and pass more units than general population students, graduate and transfer at a higher rate than general population students. This is very impactful to the institution as we move toward the Student-Centered Funding Formula.

- Now that district has created a management level Director of Operations positions in Athletics:
 - Director of Volleyball Operations (to oversee Women's Indoor Volleyball, Men's Indoor Volleyball, Women's Beach Volleyball)
 - Director of Cross Country and Track Operations (to oversee Men's and Women's Cross Country and Men's and Women's Track and Field)

On the facility master plan a Pickleball Complex has been added as something to consider.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

Suggestions:

N/A ___ X ___

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?

Yes ___ X ___ No ___

2. Comments (Optional):

Curriculum Updates as of this moment:

KIN Sports Management

KIN 16

KIN 29A

KIN 29K

KIN 29P

KIN 38A

KIN 38B

KIN 38C

KIN 48A

KIN 48B

KIN FG 1, 2, 3

KIN SI 1, 2

KIN SO 1, 2

3. Please review your program [maps](#). Do you need to make any modifications?

Yes ___ No ___ X ___

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.

a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.

b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to [the IR team.](#))

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes X No

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here.](#)

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- 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)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.

- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes No

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

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
We are assessing most SLO's in year 2 (24-25AY) and 3 (25-26AY).
3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
 - 83%
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.
The SLOs that were assessed were for 18 sections of classes, no major findings in results.
5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this). No discussions of updates.
6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future. Faculty participation is critical and we are doing well.

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

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](#).

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. 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. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

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](#).

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.
3. [Based on discussion with others in your area](#), what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. 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.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?