2026-27 Comprehensive Program Review

Program: Kinesiology & Athletics

Division: PATH

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SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

Spring 2026 Coast Athletic Conference Program Review

One of the most important achievements for athletics last year was the Coast Athletic Conference Program Review. In Spring 2026, the Coast Athletic Conference conducted a program review of Las Positas College Athletics as part of the California Community College Athletic Association (3C2A) review process. Conducted every five years, this external, peer-driven review evaluates the athletic department's compliance with applicable 3C2A regulations, the California Education Code, and relevant state and federal requirements, including Title IX.

The review process includes an internal departmental self-study, an evaluation by a committee of peer professionals, an on-site visit, and a written report identifying program strengths and recommendations for improvement. During the site visit, the committee reviews departmental operations, facilities, financial and eligibility procedures, and other relevant documentation, and interviews administrators, coaches, and student-athletes.

The resulting report provides an external assessment of the department's operations, compliance practices, resource allocation, and support for student-athletes. A required follow-up report must be submitted to the Coast

Athletic Conference two years after the review to document progress toward implementing the committee's recommendations.

Relevance to the Kinesiology/Athletics Program Review

The findings and recommendations from the Spring 2026 Coast Athletic Conference review are directly relevant to the Kinesiology/Athletics Program Review because they address departmental operations, student-athlete eligibility and academic monitoring, equity, staffing, resource allocation, and institutional support.

The external review recognized LPC Athletics' student-centered approach and positive student-athlete outcomes while identifying opportunities to strengthen the systems that support those outcomes. Specific recommendations included improving the equitable allocation of equipment, apparel, travel accommodations, athletic training services, and academic support; strengthening eligibility oversight and academic progress monitoring; and evaluating staffing, funding, and organizational structures.

These findings align with needs identified through the Kinesiology/Athletics Program Review, including differences in team resources and fundraising capacity, equipment replacement needs, staffing limitations, and access to student-athlete support services. Incorporating the external recommendations alongside local program data and identified needs will help establish improvement priorities, document actions taken, and evaluate progress.

The Kinesiology/Athletics Program Review will also provide a framework for tracking implementation of the recommendations and preparing for the required two-year follow-up report to the Coast Athletic Conference. This integration connects external review findings with the College's program planning and continuous improvement processes, with an emphasis on student success, equity, accessibility, accountability, and sustainable support for Kinesiology and Athletics.

Coast Athletic Conference Review Findings and Recommendations

The committee's findings and recommendations following its site visit and interviews are summarized later in the table below in part 2 under "important challenges". These recommendations provide an external reference point for evaluating current practices, identifying areas for improvement, and establishing priorities for the Kinesiology/Athletics Program Review.

Overall, the external review affirmed the importance of sustaining positive student-athlete outcomes while strengthening the resources, staffing, processes, and oversight necessary to support them. The Program Review will use these findings to guide continued improvement, particularly in the areas of equitable resource allocation, eligibility and academic monitoring, sustainable funding, staffing, transparency, and independent oversight.

Below are some of the other most important achievements from Kinesiology/Athletics:

- Anela Schenone was hired as a full-time Kinesiology faculty member. Her appointment strengthens instructional capacity and provides dedicated leadership for the Athletic Training Certificate and Pre-Physical Therapy Certificate programs. As coordinator of these programs, Anela's full-time presence

will support program development, student advising, curriculum oversight, and continued growth within the Kinesiology program.

- Patrick Coffey was hired as the new Women's Basketball Head Coach. Following a season in which Women's Basketball was unable to compete due to low participation numbers, Coach Coffey's recruiting efforts have successfully rebuilt interest in the program and restored opportunities for female student-athletes to participate in intercollegiate athletics.
- Annie Rizzo was hired as the full-time PE/Athletics Assistant. This position had been vacant for over a year and is critical to supporting the day-to-day operations of both Kinesiology and Athletics. Filling this position has improved administrative support, program coordination, and overall department efficiency.
- A new Eligibility Clerk position was created by our campus and filled by Ravi Bhambhra. This position supports athletic eligibility, compliance, roster tracking, and communication with student-athletes.
- Angela Espinoza was hired as the new Senior Administrative Assistant for PATH. With her office housed within the Kinesiology and Athletics complex, collaboration between departments has increased, improving student access to support services and strengthening connections between academic and student support programs.
- The campus received approval for the approximately $18 million Athletics Expansion Project. The project will include new pickleball courts, beach volleyball courts, a dedicated cross-country course, lighting, spectator amenities, scoreboards, and sound systems. This investment represents a transformational opportunity for future growth and expanded opportunities for students in both Kinesiology and Athletics.
- Several facility improvements have been completed in PE101 (Gymnasium). Last year these upgrades included two new scoreboards, and new black wall-screening fabric. These improvements enhanced the instructional environment, game-day operations, and overall student-athlete experience.
- From Fall 2021 to Fall 2025, Kinesiology student headcount increased by 44.4% (615 to 888), while course enrollments increased by 37.5% (744 to 1,023). During the same period, FTES increased from 97.5 to 119.6 and course fill rates improved from 60% to 89%, despite instructional FTEF declining from 7.1 to 6.2. This trend warrants continued evaluation of whether current staffing levels and course offerings are sufficient to meet student demand and support the program's continued development.

2. Please describe your most important **challenges** in year 25-26

Below is a table of the Coast Athletic Conference Review committee's recommendations, which our athletic department will need to report back on in two years' time regarding the progress made for the listed recommendations.

Coast Athletic Conference Review: Recommendations

- **Funding:** Funding is not always timely or predictable. RAC and nonrecurring funding can delay essential equipment and program needs.

- **Base Funding:** The review recommends strengthening stable General Fund support for recurring needs such as travel, uniforms, officials, and basic equipment.
- **Fundraising:** The committee specifically states that fundraising should not be required to offset basic operational shortfalls and recommends reducing overreliance on fundraising.
- **Sport Budgets:** The committee recommends developing program-specific budgets for each sport to better understand costs and needs.
- **Staffing:** Athletics is operating with limited staffing, including the reduction from multiple equipment-support positions to one.
- **Financial Practices:** Facility rental charges and the use of external fields were identified as placing additional financial pressure on Athletics.
- **Staffing Flexibility:** HR policies may limit compensation opportunities for student workers and assistant coaches.
- **Eligibility – Monitoring:** The review recommends daily 12-unit eligibility reports rather than the current weekly monitoring process.
- **Eligibility – Independence:** The committee identified a potential conflict of interest because the Eligibility Clerk is housed within Athletics. It recommends moving eligibility calculations and final certification outside Athletics, potentially to Admissions & Records.
- **Eligibility – Academic Support:** The committee recommends assigning 12-unit monitoring responsibilities to academic support personnel.
- **Academic Progress:** Current early-alert and progress monitoring practices vary by coach, creating potential inequities between programs.
- **Academic Counselor:** The committee recommends a full-time Academic Counselor dedicated exclusively to student-athletes and located within Athletics.
- **Early Alert:** The committee recommends midterm, end-of-term, and intersession progress reports with defined interventions for at-risk students.
- **Gender Equity / Resource Allocation:** The committee recommends monitoring equitable distribution of equipment, gear, travel accommodations, and athletic training services.

1. **Conflict of Interest / Leadership:** The committee identified a potential perceived conflict associated with the Athletic Director also serving as men's basketball head coach. Although no direct evidence of inequitable treatment was identified, the committee recommended continued monitoring of the leadership structure. Here is the committees direct quote: *"Perceptions related to leadership structure were noted, including the dual role of the Athletic Director also serving as the head coach of the men's basketball program. While no direct evidence of inequitable treatment was identified, this structure may create a perceived conflict of interest and should be monitored to ensure equitable decision-making and resource allocation across all programs."*

- **Athletic Training:** The committee recommends addressing variations in access to athletic training services.
- **Women's Coaching Staffing:** The review recommends adding a full-time head coach for a women's sport to improve equity in coaching support.
- **Communication / Operations:** The committee recommends clearer roles, responsibilities, and communication protocols for game management and multiple-event weekends.
- **High-Volume Events:** The committee recommends contingency plans for multiple simultaneous events, including staffing, communication, and risk management.

- **Equity Data:** The committee recommends better disaggregation of Kinesiology and Athletics data to identify equity gaps.

Below is a detailed list of our most important challenges in Kinesiolgy/Athletics, some of which include or are emphasized as they are also recommendations from the Coast Athletic Review Committee:

Insufficient Operational Funding

The athletic department faculty continues to face challenges related to funding for transportation, meals, equipment, and overall program operations. Although athletic facility rental revenue and expenditures are monitored and managed by the Dean and Senior Administrative Assistant, faculty receive little information about how the revenue allocated to Athletics is actually spent. Faculty believe that more regular communication about the use of these funds would help them understand whether rental revenue is being directed toward the operational needs they have consistently identified, including transportation, meals, equipment, and other program expenses. While recognizing that fiscal oversight and expenditure decisions are administrative responsibilities, faculty would appreciate greater visibility into how rental revenue benefits the Athletics program

Current budget allocations do not adequately support the needs of student-athletes competing throughout the region. Due to limited transportation resources, student-athletes are occasionally required to drive themselves to away contests because the department lacks sufficient funding for charter buses and does not always have enough approved drivers or vehicle capacity to transport entire teams. This creates logistical challenges, raises safety concerns, and places additional financial burdens on students who are already balancing academic, athletic, and personal responsibilities.

Travel meal allocations also do not reflect current food costs, often requiring students to pay out-of-pocket expenses while representing the College in competition. Current meal allowances of approximately $4 for breakfast, $6 for lunch, and $10 for dinner do not adequately cover the cost of meals in many locations where teams compete. In addition, funding for team equipment and apparel remains limited. Essential items such as practice uniforms, travel backpacks, warm-ups, and other team gear frequently must be purchased through fundraising efforts rather than institutional support. Reliance on fundraising creates inequities among programs and places additional demands on coaches and student-athletes.

The athletic department faculty also recognizes the potential benefit of facility rental revenue as a source of operational support. The College has indicated that Athletics is to receive 25% of revenue generated through athletic facility rentals. However, faculty have not received regular information regarding the total amount of rental revenue generated, nor how these funds have been allocated or utilized within the Athletics program. While this revenue source has the potential to help address ongoing needs related to transportation, meals, equipment, staffing, and program operations, the department currently lacks sufficient visibility into the funding stream to evaluate its impact or plan for its use. Greater transparency regarding facility rental revenue and expenditures would assist the department in long-term budgeting, resource planning, and program development.

Another significant challenge is the condition and remaining lifespan of the College's synthetic turf field. Redone in 2019, field is currently in its eighth year of use and supports a high volume of activity throughout the day, including Kinesiology classes, intercollegiate athletics, team practices, competitions, and facility rentals. Industry guidance generally identifies the expected lifespan of a heavily used synthetic athletic field as approximately 8-12 years, with replacement often necessary as surfaces experience wear, infill compaction, and increased hardness over time.

In Fall 2025, the field received an emergency infill replacement to address issues associated with the original defective and hazardous infill material. While this intervention improved field conditions, it did not address the age of the synthetic turf system itself. As the field approaches the end of its expected service life, concerns regarding surface hardness, player safety, and overall playability continue to increase. Irregular routine maintenance has potentially played a part in the deterioration of this surface.

Student-athletes and coaches have reported concerns regarding the hardness of the playing surface, particularly the impact on ankles, knees, and other lower-extremity joints during practices and competitions. The field's extensive daily use, combined with years of wear from classes, athletics, and community utilization, has accelerated the aging process. As synthetic turf systems age, infill compaction and fiber deterioration can result in harder playing surfaces and reduced performance characteristics.

A related concern is the long-term sustainability of program growth associated with the new Athletics Expansion Project. The addition of beach volleyball courts and a cross-country course will create exciting opportunities for students, but the department remains concerned about how future Beach Volleyball and Cross-Country teams will be funded and staffed when existing programs already face resource limitations. The Athletics program is currently challenged to adequately fund transportation, meals, equipment, staffing, and operational support for existing teams. Without corresponding increases in operational funding and personnel support, it will be difficult to launch and sustain new programs while maintaining the quality, safety, and student experience expected of current athletic teams.

As the College invests approximately $18 million in new athletic facilities, it will be equally important to invest in the staffing, operational resources, and program budgets necessary to fully utilize these facilities and ensure the long-term success of both current and future athletic programs. Additionally, planning for the eventual replacement of the existing synthetic turf field should be incorporated into the College's long-term facilities strategy to ensure a safe and high-quality environment for student-athletes, academic classes, and community users.

Athletic Trainer Staffing

One of the program's most significant challenges continues to be the inability to successfully fill a full-time Athletic Trainer position. Despite multiple recruitment efforts, searches have not resulted in a permanent hire. While the department was able to secure part-time athletic training support (25 hours per week), the current arrangement does not adequately meet the needs of our student-athletes. Athletic training services are critical for injury prevention, treatment, rehabilitation, return-to-play decisions, and overall student-athlete wellness. Limited coverage reduces the level of support available to students and places additional demands on coaches and other staff members.

Synthetic Field Offline During Season

During the Fall 2025 Intercollegiate soccer season the synthetic field was offline and unavailable for a period of time for an emergency repair, Sept 24-27, Wednesday through Saturday. The fields infill was melting in the heat, clumping to students' cleats, and then drying to them to create footwear that was no longer functional. The result was that the field was unsafe, as traction was no longer a possibility as the cleats were surrounded with dried infill. The company that installed the turf shut the field down, removed all of the infill and then replaced all of the infill with a different substance. During this time period KIN courses that were scheduled on the synthetic field were relocated to the grass field.

Women's Volleyball Program Suspension

The Intercollegiate Women's Volleyball program remains inactive due to low enrollment and participation numbers. Although the program was established in 2018, it was interrupted during the 2020 and 2021 seasons and has not yet recovered sufficient roster numbers to sustain competition. The suspension of the program limits athletic participation opportunities for female students and reduces the department's ability to provide a broad range of equitable athletic opportunities. Rebuilding participation and identifying strategies to restore the program remain ongoing priorities.

FTEF Allocation

- From Fall 2021 to Fall 2025, Kinesiology student headcount increased by 44.4% (615 to 888), while course enrollments increased by 37.5% (744 to 1,023). During the same period, FTES increased from 97.5 to 119.6 and course fill rates improved from 60% to 89%, despite instructional FTEF declining from 7.1 to 6.2. This trend warrants continued evaluation of whether current staffing levels and course offerings are sufficient to meet student demand and support the program's continued development.
- With the growth in enrollment as listed above, the faculty struggles to student demand, expand course offerings, and consistently offer courses across the activity areas required for the Kinesiology degree.

Department Communication and Collaboration

- Another ongoing challenge has been establishing consistent opportunities for Kinesiology faculty to meet as a department. Regular, discipline-specific meetings would provide a dedicated forum for discussing curriculum, course scheduling, program and certificate development, student needs, and long-term instructional planning.
- Establishing a consistent meeting schedule would strengthen faculty collaboration, encourage meaningful participation in departmental planning, and support more coordinated decision-making regarding instructional priorities.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

Future Plans: Implementation of Coast Athletic Conference Recommendations

A priority for future planning is to ensure that the findings and recommendations from the Spring 2026 Coast Athletic Conference review receive meaningful consideration and follow-through within the Athletics Department and among relevant campus stakeholders. Collaboration with college administration, Human Resources, Admissions and Records, academic counseling, and other appropriate departments will be important in evaluating current practices, identifying gaps, and developing actionable strategies for improvement.

The department will work toward establishing clear priorities, assigning responsibility for recommended actions, and monitoring progress in areas including student-athlete eligibility, academic monitoring, equity in resource allocation, staffing, operational effectiveness, and institutional oversight. Progress should be documented through measurable actions and outcomes to support continuous improvement and informed decision-making.

These efforts will also prepare Las Positas College to provide the required two-year follow-up report to the Coast Athletic Conference, documenting actions taken, progress achieved, and areas requiring continued attention. Integrating the recommendations into the Kinesiology/Athletics Program Review will help maintain institutional awareness, strengthen accountability, and ensure that the review contributes to sustained improvements in student-athlete success, equity, accessibility, and program effectiveness.

Below are other action items we will be pursuing that are outside of the Coast Athletic Conference Recommendations:

- **Support the development of the Athletics Expansion Project**, including new pickleball courts, beach volleyball courts, and a cross-country course. These facilities will expand instructional opportunities, increase student participation in physical activity and athletics, and create new pathways for student engagement, achievement, and success.
- **Explore the addition of Beach Volleyball and Cross-Country programs** as the new facilities are completed. These programs would provide additional opportunities for student-athletes and increase participation options for a diverse student population. The department will continue to advocate for the operational funding and staffing necessary to ensure these programs can be successfully launched and sustained.
- **Continue efforts to fill a full-time Athletic Trainer position.** Providing comprehensive athletic training services is essential to supporting student health, safety, wellness, and academic success. A full-time Athletic Trainer would improve injury prevention, treatment, rehabilitation, and return-to-play services for student-athletes.
- **Rebuild and restore Women's Volleyball participation.** The department will continue evaluating recruitment strategies and opportunities to reestablish the program, with the goal of increasing athletic participation opportunities for female students and strengthening equity across athletic offerings.
- **Strengthen the Athletic Training Certificate and Pre-Physical Therapy Certificate programs.** With the addition of full-time faculty leadership, the department plans to increase program visibility, improve student advising, and support enrollment growth in these career and transfer pathways. These efforts will

help students prepare for transfer and employment opportunities in kinesiology, allied health, sports medicine, and related fields.

Improve instructional equipment for Kinesiology activity courses. Fitness and Exercise Instruction

Planned equipment requests include new yoga bolsters, straps, and blocks for Yoga courses; yoga circles, dumbbells, and a dumbbell storage organizer for Pilates courses; and additional dumbbells, kettlebells, jump ropes, and storage solutions for Guts & Butts Workout (GBW) and Weight Training (WT/WTW) courses. Much of the existing equipment is outdated, damaged, insufficient in quantity, or lacks proper storage. Replacing and expanding this equipment will improve instruction, support course learning outcomes, and ensure equitable access to quality learning experiences for all students.

Additional fitness equipment needs include:

- **Slam Balls and Wall Balls:** Replacement and supplemental weighted exercise balls are needed to support strength, conditioning, and functional fitness instruction. Slam balls are designed not to bounce, while wall balls provide a controlled rebound for specific training exercises. Existing wall balls have deteriorated and need to be discarded and replaced.
- **Power Tower:** A Power Tower is needed to provide resistance and assisted bodyweight training for Intermediate and Advanced Swimming courses, Intercollegiate Swimming, and Intercollegiate Water Polo. This equipment will expand strength-training options and support progressive skill development and conditioning.

- **Swimming Start System Speakers:** Replacement speakers are needed for the swimming start system. Only three of the original ten speakers remain functional, compromising the reliability of the system used for swimming instruction and competitions.
- **Swim Fins:** Replacement swim fins are needed because existing equipment is deteriorating and falling apart. Functional fins are essential for swimming instruction, technique development, and training activities.
- **Swimming Starting Block Tops and Track-Start Platforms:** Replacement starting block tops and track-start platforms are needed because the existing components are obsolete and replacement parts are no longer available. Maintaining the equipment has become increasingly difficult, requiring improvised repairs using pieces cut from plastic three-ring binder dividers to keep the starting blocks functional during the previous swim season. These conditions create ongoing maintenance, reliability, and safety concerns and reinforce the need for proper replacement components to support safe, consistent swimming instruction and competition.

- **Archery Stands:** Stands are needed to position targets at the appropriate official height rather than placing them on the ground. They will also improve the stability, mobility, and safe handling of archery targets during instruction.

- **Purchase a blood pressure cuff to support instructional objectives in noncredit older adult courses.** This equipment will allow students to engage in course activities related to wellness, fitness assessment, and health monitoring, directly supporting course outcomes and student learning.
- **Enhance student safety and comfort in outdoor instructional settings.** With increasing temperatures and extensive use of outdoor instructional spaces, the department plans to request shaded seating, weather shelters for student belongings, shade structures, cooling fans with water misters, and additional

seating with storage. These resources will help mitigate heat-related concerns, improve student comfort, and create more equitable learning environments for students enrolled in Kinesiology activity courses that are held on the Synthetic field. There is also add the need to increase bleacher seating options for the aquatic center. Five or 7 row bleachers that are moveable would be a positive addition to the center.

- **Replace and maintain essential instructional equipment for Kinesiology activity courses**, including soccer balls and other course-related equipment. Maintaining adequate equipment inventories promotes safety, supports student learning and course outcomes, and ensures students have access to high-quality educational experiences in activity-based courses.
- **Continue reviewing assessment, enrollment, success, and equity data** to identify opportunities for improvement and address potential achievement gaps. Faculty will use data-informed decision-making to strengthen instruction, support student learning, and ensure that all students have equitable opportunities to achieve their educational goals.
- **Advocate for increased operational funding** to support transportation, meals, equipment, and student-athlete services. Improved funding would reduce out-of-pocket costs for students, enhance safety during travel, and create a more equitable experience across all athletic programs.
- **Plan for the future replacement of the synthetic turf field.** As the field approaches the end of its useful lifespan, it has already required a major removal and replacement project of the infill. An official assessment of the safety, quality and longevity of the synthetic field has been requested or should be completed for review during this current academic year. The department will work with the College to identify long-term funding solutions that ensure a safe, high-quality facility for Kinesiology classes, intercollegiate athletics, and community use.
- **Plan for the future permanent shade at the synthetic turf field.** Install a permanent shade structure along the fence closest to Building L2500, extending the length of the field. The structure would provide year-round shade and protection from rain for students, faculty, classified professionals, and others participating in instructional activities and athletic events. Given the campus's frequent high winds, a permanent structure would provide a safer, more reliable alternative to setting up and securing temporary pop-up tents each day. This improvement would also reduce setup and takedown time, improve operational efficiency, and provide a more comfortable environment for instruction and athletic activities.
- **Plan for the future replacement scoreboard and sound system at the aquatic center.** Replace the original scoreboard, which is experiencing operational issues and requires updating to ensure reliable performance during instructional activities and intercollegiate competitions. Replace the existing sound system, which was damaged by a chemical leak more than 10 years ago and has never been repaired or replaced. A functional sound system is needed to support instructional communication, event announcements, and intercollegiate competitions.

These plans support student achievement by improving instructional resources, expanding participation opportunities, enhancing student safety and wellness, strengthening transfer and career pathways, and ensuring equitable access to high-quality learning environments across Kinesiology and Athletics.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

During the 2023-2026 assessment cycle, the Kinesiology program focused on evaluating whether students were achieving the Program Student Learning Outcomes associated with the AA-T in Kinesiology. Assessments examined both students' understanding of kinesiology concepts and their ability to apply movement skills in activity-based courses and athletics settings.

Specifically, the program assessed students' ability to communicate knowledge related to physical activity, health, fitness, and human performance, as well as their ability to demonstrate proficiency in a variety of motor skills across multiple movement categories. Assessments were conducted in both lecture and activity courses to ensure that students were developing the theoretical knowledge and practical competencies expected of kinesiology majors.

Through these assessments, the program sought to determine how effectively students were meeting transfer-level learning outcomes and to identify opportunities for improving curriculum, instruction, and student success across the Kinesiology and Athletics programs.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

Based on PSLO assessment results, the Kinesiology program found that students are successfully achieving the expected learning outcomes related to kinesiology knowledge and movement competency. The results indicate that the curriculum effectively supports student learning, transfer preparation, and skill development.

While overall outcomes were positive, the program will continue to review disaggregated assessment and achievement data to identify and address any potential equity gaps. Ongoing assessment will help ensure all students have equitable opportunities to achieve program learning outcomes.

3. Explain potential plans to improve student outcomes and close equity gaps.

To improve student outcomes and close potential equity gaps, the Kinesiology and Athletics programs will continue to evaluate student achievement and assessment data, including disaggregated data, to identify areas of need and implement instructional strategies that support student engagement and success. Faculty will continue refining curriculum, aligning assessments with learning outcomes, and providing opportunities for active learning and skill development. The continued identification, request, and use of instructional equipment will also support improved student outcomes, enhance instructional effectiveness, and promote equitable access to quality learning experiences.

The programs will also prioritize inclusive learning environments, increase student access to support services, and monitor outcomes across demographic groups to ensure all students have equitable opportunities to achieve course and program learning outcomes.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

One challenge encountered during the assessment process was collecting and analyzing consistent assessment data across a variety of lecture, activity, and athletics courses. Because student learning is demonstrated through different formats and settings, ensuring consistent assessment methods and reporting can be difficult.

Additional support with assessment data collection, disaggregation, and reporting tools would help streamline the process and facilitate deeper analysis of student outcomes and equity. Continued professional development opportunities related to outcomes assessment and data analysis would also support ongoing program improvement.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

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

*(**Note**: Not all Programs have RPIE 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 RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

For completers we had the following:

18 Kinesiology AAT

4 Athletic Trainer Certificates

2 Fitness Trainer Certificates

2 Pre-Physical Therapy Certificates

Kinesiology and Athletics data indicate sustained program growth, strong student engagement, and improving student outcomes over the review period. Kinesiology headcount increased from 615 students in Fall 2021 to 888 students in Fall 2025, while enrollments grew from 744 to 1,023. Athletics participation also remained strong, with student headcount increasing from 127 students in Fall 2021 to 148 in Fall 2025 and reaching 168 students in Spring 2026. Overall, the combined program continues to serve a growing number of students while maintaining positive student outcomes.

Student success rates improved across the review period. Kinesiology success rates increased from 84-85% in 2021-23 to 89-90% by 2025-26, while withdrawals declined from 11% to 4-5%. Athletics success rates also improved, increasing from 72% in Fall 2021 to 82% in Fall 2025 and remaining near 80% in recent spring terms. Withdrawal rates in Athletics declined substantially from 21% in Fall 2021 to 7-8% in 2025-26.

Enrollment management indicators also reflect increased efficiency. Kinesiology fill rates rose from 53-60% in 2021-22 to over 80% by 2025-26, while productivity increased significantly. Demographic trends show continued participation from a diverse student population, including substantial representation of Latino, Asian, White, and multiethnic students. Both Kinesiology and Athletics continue to attract large proportions of transfer-oriented students, aligning with institutional goals related to transfer, completion, and student success.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

The combined Kinesiology and Athletics data do not reveal a single persistent demographic group that is excluded from participation. Both areas serve diverse student populations that generally reflect the college's broad demographic makeup. Latino students consistently represent approximately 26-30% of Kinesiology and Athletics participants, while participation among Asian and multiethnic students has increased over time.

Female participation in Kinesiology remains near parity with male participation, while Athletics participation continues to be majority male but also demonstrates substantial and growing female participation.

While participation data suggest broad access, outcome data indicate areas that warrant continued monitoring. Athletics success rates, although improving, remain lower than those observed in Kinesiology courses. Additionally, modality data show that students enrolled in distance education courses experience lower success rates than students enrolled in face-to-face sections. These differences suggest that equity efforts should continue focusing on student engagement, academic support, and pathways that help students persist and succeed regardless of modality or educational background.

The program's equity focus moving forward will be to maintain broad access for historically underserved populations while strengthening supports that improve course completion and success. Continued collaboration among instructional faculty, coaches, counseling services, and student support programs will help ensure that all students have equitable opportunities to achieve their educational and transfer goals.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

The most consistent instructional pattern across both Kinesiology and Athletics is that face-to-face instruction produces stronger student outcomes than distance education. In Kinesiology, face-to-face success rates were generally 90-93% during 2024-26, compared with approximately 77-86% in distance education sections. Athletics showed an even larger modality gap, with face-to-face success rates generally ranging from 86-90% compared with 70-79% in distance education sections. Non-success rates were also consistently higher in online courses.

These differences are not unexpected given the nature of the discipline. Kinesiology and Athletics coursework often relies on physical skill development, hands-on practice, direct feedback, team interaction, and relationship-building, all of which are more easily facilitated in face-to-face environments. At the same time, distance education remains an important access point for students balancing work, family responsibilities, athletics participation, and other commitments.

As a result, the program will continue offering a mix of instructional modalities while emphasizing strategies that strengthen student engagement and regular instructor interaction in online courses. Maintaining high-quality face-to-face offerings for activity-based courses, while improving support structures within distance education sections, will help maximize both access and student success across the Kinesiology and Athletics program.

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. 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

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes__X__ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Write responses here*
- *Add or remove bullets as needed*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

Example 1. Investment in Student Success Through Major Facility Expansion

Over the past three years, the Kinesiology and Athletics programs have aligned with the College's mission and Educational Master Plan through the approval and planning of an approximately $18 million Athletics Expansion Project. The project includes the development of 16 pickleball courts, 6 beach volleyball courts, a new cross-country course east of the existing track, and enhanced athletic facilities designed to support both instructional and competitive opportunities. The approved and funded pickleball club program supports LPC's mission to promote lifelong wellness, student engagement, inclusion, and accessible physical activity. Pickleball offers an approachable recreational opportunity for students of varying skill and fitness levels, expanding participation beyond traditional intercollegiate athletics. The program will encourage physical fitness, coordination, social connection, and overall well-being while maximizing the use of existing campus facilities and equipment. The expansion will allow the College to support the return of cross-country programming,

expand recreational and intercollegiate opportunities, and create additional learning environments that promote health, wellness, student engagement, and lifelong physical activity.

Example 2. Enhancing Educational Excellence Through Modern Facilities

The Athletics Expansion Project will also include significant court-side amenities, including 10-foot fencing with wind screens, shaded spectator seating, exterior lighting, a scoreboard, integrated sound systems, improved event entry areas, and enhanced spectator viewing spaces. These improvements will create a high-quality environment for instruction, competition, campus events, and community use. In addition, the PE101 Gymnasium has received important upgrades, including a new LED scorer's table, two new scoreboards, and new black wall-screening fabric, enhancing both instructional functionality and the student-athlete experience. These investments reflect the College's commitment to providing modern, effective learning environments that support educational excellence and student success.

Example 3. Strengthening Community Engagement and Wellness

The addition of noncredit Yoga and Pilates courses expands access to wellness and physical activity opportunities for students and the community. The expansion project also supports the College's vision of serving as a community resource by developing facilities for academic instruction, athletic competition, tournaments, special events, and community partnerships. Planned pickleball and beach volleyball facilities will support college programs and public access, strengthening connections between Las Positas College and the surrounding community. Together, these initiatives promote equity, wellness, student engagement, and lifelong learning while supporting student development both inside and outside the classroom.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
X	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)

X	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
X	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
X	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
X	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
X	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
X	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- Additional training in creating videos and imbedding assignments/interactions within the videos would be helpful

Section 5: Program Review Feedback

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

- None

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. 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.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "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."

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.

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