

Program Review Update 2025

Program: Kinesiology

Division: PATH

Writer(s): Andrew Cumbo

SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 3.

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.

1. Please describe your program's most important **achievements** in year 24-25.

- Kinesiology:
 - 27 KIN Degree's completed, most in the last 5 years
 - Our online KIN theory and activity courses continue fill quickly and to capacity
 - Student Head Count Increases: Fall, 149 more (859 from 710) and Spring 832 from 817
 - Total Course Enrollment Increase: Fall, 177 more (1050 from 873)
 - Launched Physical Therapy Aide Certificate of Achievement
 - Acquisition of updated equipment in Athletic Training room to support curriculum and students in the Kinesiology discipline.
 - Pickleball popularity continues to increase, we have added an additional course section
 - 3 Athletic Training Certificates completed
- Athletics:
 - Academic Achievements:
 - Overall Team GPA's from Spring 2025- Summer 2025
 - Men's Swim & Dive: 3.47
 - Women's Swim & Dive: 3.44
 - Women's Soccer: 3.37
 - Women's Water Polo: 3.11
 - Men's Basketball: 3.04
 - Men's Water Polo: 3.04
 - Men's Soccer: 3.00
 - Women's Basketball: 2.73

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- Women's Volleyball: 2.62
- Athletic Achievements:
 - Men's & Women's Swim & Dive:
 - Conference Champions, Women's Swim & Dive
 - Conference Coach of the Year, Jason Craighead
 - Finished 13th in State Championships, Women's Swim & Dive
 - Finished 12th in State Championships, Men's Swim & Dive
 - Men's Basketball:
 - CCCAA Playoffs (10th Consecutive Year and Advanced to Elite Eight)
 - All American & 3C2A 1st Team All State (Jorren Edmonds)
 - Academic All-American Zach Shamieh (LPC to UCLA)
 - CCCMBCA North Region Coach of the Year, James Giacomazzi
 - 1 Coast 1st Team All-Conference Players
 - Went 20-0 to start the season, Ranked #1 in State for 5 weeks
 - Men's Soccer:
 - Junior College Men's National Player of the Year (Saul Tecle)
 - One All American (Saul Tecle, LPC to UC Davis)
 - One Academic All American (Jayden Nguyen)
 - CCCAA Playoffs (Round of 16, 3rd Round, Farthest Ever)
 - 8 Coast All Conference Players
 - Women's Soccer:
 - CCCAA Payoffs (13th Consecutive Year and advanced to 2nd Round)
 - 7 Coast All Conference Players
 - Men's Water Polo:
 - 1 All American (Zach Ulrich)
 - 4 Coast All Conference Players
 - Women's Water Polo:
 - 2 All American (Amy Heath & Mackenzie Duffin)
 - 5 Coast All Conference Players
 - Women's Volleyball:
 - 4 Coast All Conference Players
 - Women's Basketball:
 - 1 Coast All-Conference

2. Please describe your most important **challenges** in year 24-25.

- Staffing Issues
 - Transition in Dean of PATH position
 - Two vacancies for Equipment Technician Position (April to Current)

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- Need for another Administrative Assistant for KIN/ATHL to cover Athletic Eligibility, Meal Money Advances, and Vehicles.
- Limited FTEF
- Limited completed certificates (Fitness Trainer = 0, Athletic Training = 3)
- Need for increased FTEF to support variety of courses offered by our department, a small example is that we do not offer combative or dance activity courses as options for KIN majors
- Limited budget to support athletic teams to support the student-athletes and coaches
- Lack of sport team rooms. We would like to provide a team room “locker room” for each sport team throughout the entire academic year. Currently we rotate and share.
- Program Concerns
 - Limited completed certificates (Fitness Trainer = 0, Athletic Training = 3)
 - Transportation would be safer by hiring professional drivers
- Facility/Physical Issues
 - Building Repairs and renovations are needed.
 - Non-slip safety mats for team rooms.
 - Roll up doors in gym are in need of repairs.
 - Lack of a reliable utility cart – the Gator is at the end of it's lifecycle (15+ yrs) and we need a way to transport equipment and supplies to class locations easily.
 - Washer/dryer for uniforms at the end of their lifecycle (20+ years old)
 - Audio systems for outdoor fields/pool deck needed.
 - Parking for Game Day Officials
 - Need repair/replacement for several pieces of equipment in the Cardio Room, including treadmills, ellipticals, jacob's ladder, torn upholstery, broken fans, ceiling leaks rendering some of our classroom spaces unusable/unsafe
 - Transportation would be safer by hiring professional drivers
 - Broken washer/dryer for uniforms (20+ years old)
 - Lack of sufficient vehicles for transportation - could use more 10-Passenger Vans
 - Limited budget to support athletic teams to support the student-athletes and coaches, for uniforms, entry fees, meals, transportation, officials, memberships, equipment
 - Lack of sport team rooms. We would like to provide a team room “locker room” for each sport team throughout the entire academic year. Currently we rotate and share.
- Budget Issues
 - Limited budget to support athletic teams to support the student-athletes and coaches: Increasing costs in uniforms, entry fees, meals, transportation, officials, memberships, and equipment, but our budget has remained the same.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- SLO's
 - KIN Activity Courses: WT 1&2, KIN SI 1&2, KIN SO 1&2
 - KIN (32A-B-C)- James Giacomazzi- Fall 2025
 - A.
 - The assessments that took place are as follows:
 - Students were tested on their knowledge of multiple positions on the floor (Offensively and Defensively) Over 90% of the class were able to do so.
 - Students were tested in their ball handling skills versus no pressure and then extreme pressure. Shooting wide open shots versus contested shots. Lastly, passing on the move versus stationary. Improvement was made in all aspects of these skills at the end of the course.
 - Student were tested in the amount of conditioning needed to play in a high paced style. Their stamina from August to December was immense.
 - B.
 - The assessments that took place are as follows:
 - Students were tested on the offensive and defensive strategies we utilized and they were able to diagram sets on their own and were able to explain the tactics needed in a game-to-game basis.
 - Students were able to explain the full court game versus the half court game and what worked best in each situation.
 - Students were assessed in their conditioning from December through May to ensure they were ready for off-season training and could build off of their improvements from the start of the year.
 - C.
 - The assessments that took place are as follows:
 - Students gained knowledge of the type of conditioning needed for intercollegiate basketball and were able use that knowledge in improving their conditioning on their own outside of class time. (In preparation for the Fall Semester) We were able to test these results at the end of the semester via various strength drills as well as conditioning drills for time.
 - Timed dribble skills work was done to see how much improvement the students had in ball handling from the beginning to the end of class.
 - Timed skill work (speed layups, rapid fire shooting, and adding a quick passer was done to see the improvement of shots made, the time in which the student had to take and make shots, and to test the passer on completing the right pass at the right time on target each time.

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

- Launching a Liberal Arts and Sciences: Health and Wellness AA degree. This will help the student's complete degrees and supports our PATH divisions disciplines.
- Make more of an effort to have certificates completed in Fitness Trainer, Athletic Training and also the new Physical Therapy Aide programs.
- Potentially revise the Fitness Trainer Certificate of Achievement in an effort to support students and enhance completers.
- Discussions regarding adding Intercollegiate Women's Badminton in an effort to support current enrollment trends. Curriculum has already been written and approved and our Badminton activity courses are robust.
- Discussions were also had about adding Men's and Women's Cross Country, Women's Beach Volleyball, and potentially Men's Indoor Volleyball. Curriculum has been approved and active for Cross Country and Men's Volleyball. Curriculum is currently being written for Women's Beach Volleyball and will be going through the approval process listed for Fall, 2026.
- Planning Stages for the following construction projects that support both current curriculum and potential new curriculum:
 - Pickleball / Beach Court Facility
 - Cross Country Course
 - Soccer Scoreboard at Synthetic Field
- Aquatic Center Needs:
 - New scoreboard
 - New sound system
- Synthetic Field Needs:
 - New scoreboard
 - New sound system
- Weight Room Classrooms (#202 & #203):
 - Weight Room:
 - Hip Thrust Machine (replace one of the Leg Press Machines since we already have 3)
 - Kettlebells (15-50 pounds) and Racks to store (In the storage rooms of 202 or 203)
 - 2-3 more sets of #20 and #25 lb. dumbbells
 - Cardio Room:
 - Ski erg (2?) to replace Jacob's ladders
 - 2 more rowers (replace 2 ellipticals)
 - Treadmills repair
 - Scale

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- BIA Scale
 - Blood Pressure Cuff
- Athletic Training Room
 - Adding Treatment Tables
 - Adding Therapeutic modalities
 - Adding Rehabilitation Equipment
 - Removing unused and outdated adaptive exercise equipment
- Miscellaneous
 - Multiple utility carts to transport equipment and personnel to support our curriculum and growing needs
 - Would like an increase in budget to better support current athletic teams, and to add new sports - Additions to curriculum that lead to additional teams would have capital needs (for uniforms, supplies, transportation, meals, conference dues, officials, etc.) as well as additional facilities needs (team rooms)
 - Would like a second facility/gym so we can support all of the Kinesiology courses, to increase enrollment through fitness center and non-credit activity courses, and support the President's "Health & Wellness in the Workplace" Strategic Priority.
 - Would like to provide a team room "locker room" for each sport team throughout the entire academic year. Currently we rotate and share.
 - New Volleyball net systems to replace old systems at the end of their lifecycle. New systems would be higher quality with longer lifespan.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
 - Athletic Training Certificate, Yes
- Explanation/evidence: There are 531 jobs in this area. Although this is below the national average for an area of this size, which could make it more difficult to find employment in this area. There is an average of 15 job posting per month which is also lower than the national average. Analysis of skill requirements in job postings indicates: · Top defining skill is athletic training · Top distinguishing skill is musculoskeletal injuries
 - Physical Therapy Aide Certificate, Yes

Explanation/evidence: There are 1065 jobs in this area. This is above the national average (912) for an area of this size, which may make it easier for individuals to find employment in this area. There is an average of 14 job posting per month which is consistent with the national average. Analysis of skill requirements in job postings indicates: · Top defining skill is physical therapy · Top necessary skill is front office

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
 - Athletic Training Certificate, Yes

Explanation/evidence: The California Community Colleges Chancellor's Office Curriculum Inventory (COCI) lists 8 other community colleges in the Bay Area region offering athletic training programs with TOP code 1228.00* · Cabrillo · Chabot · De Anza · Diablo Valley · Foothill · Modesto · Santa Rosa · Solano

- Physical Therapy Aide Certificate, No

Explanation/evidence: The California Community Colleges Chancellor's Office Curriculum Inventory (COCI) lists 0 (other) community colleges in the Bay Area region offering physical therapy aide programs with TOP code 1222.00*.

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
 - Athletic Training Certificate, Core indicators not available
 - Physical Therapy Aide Certificate, Core indicators not available

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
 - Athletic Training Certificate, Yes

Explanation/evidence: Committee meeting minutes attached

- Physical Therapy Aide Certificate, NA

Explanation/evidence: First committee meeting scheduled for Spring 2026

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.