



**2020-2021 Program Review Report**

<b>Division/Area Name:</b> Kinesiology & Athletics/Intercollegiate Athletics - including IATH	<b>For Planning Years:</b> 2022-2023
<b>Name of person leading this review:</b> Cindy Vargas	
<b>Names of all participants in this review:</b> Tom Gang, Charles Gordon, Glenn Haller, Anthony Veney	

**Part 1. Program Overview:**

<p><b>1.1. Briefly describe how the program contributes to the district <u>mission</u></b></p> <p>Our intercollegiate classes provide a quality education to a diverse population of students and allows our student athletes to partner with the community in the true spirit of the mission of the college. Our athletic program seeks to promote and generate community interest in the department programs and student athletes through activities and events which allows community participation. Student athletes demonstrate the value of teamwork to achieving team goals.</p>
<p><b>1.2. State briefly program highlights and accomplishments</b></p> <p>Despite many challenges due to COVID-19 last year, Antelope Valley College was the only community college in Southern California to opt-in with all sports, and the Marauders were the only school in the Southern California Football Conference to play football. Facing many challenges throughout the year, the Athletic Department continued to provide opportunities to our students. This commitment allowed nineteen of our student athletes to earn scholarships to four-year institutions. With the Institution of Higher Education Guidance put out by the state, Athletics had many hurdles to overcome to give our student athletes the opportunities. One of those challenges was Covid testing. The Athletic Department adopted an aggressive testing program that administered over 2000 tests to our students and staff throughout the spring semester. We had zero outbreaks in Athletics with a .03 positivity rate. This low rate was due to our staff adjusting teaching techniques and learning new methods to teach our students.</p>

<b>1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.</b>	
<b>X Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.

	X Demonstrates listening and speaking skills that result in focused and coherent communications
<b>X Creative, Critical, and Analytical Thinking</b>	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<b>X Community/Global Consciousness</b>	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<b>X Career and Specialized Knowledge</b>	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

**1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.**

X <b>Goal 1:</b> Commitment to strengthening institutional effectiveness measures and practices.
X <b>Goal 2:</b> Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X <b>Goal 3:</b> Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input type="checkbox"/> <b>Goal 4:</b> Advance more students to college-level coursework-Develop and implement effective placement tools.
<input type="checkbox"/> <b>Goal 5:</b> Align instructional programs to the skills identified by the labor market.

**Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:**

<ul style="list-style-type: none"> <li>● Through CCCApply, all AVC applicants are asked about their interest in Intercollegiate Athletics. Over 1600 students identified interest in our Athletic programs. There is interest in the Antelope Valley to offer a Woman's Wrestling program and to reinstate our Women's Beach Volleyball program.</li> <li>● All California Community College Athletic programs have to submit eligibility evidence to the California Community College Athletic Association identifying student athletes who are eligible to compete in intercollegiate competition. Antelope Valley College Athletics had 306 student athletes submitted and all were approved for competition.</li> </ul>
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**Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):**

<b>Strengths</b>	<ul style="list-style-type: none"> <li>● Strong retention and success rates, with success rate continually over 12% greater compared to AVC's general population.</li> <li>● Overall program GPA of all student athletes of 2.87</li> </ul>
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	<ul style="list-style-type: none"> <li>● Experience of coaching staff</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>● IATH classes cannot currently submit learning outcomes data because of complications with eLumen.</li> <li>● With the transition from KINF to IATH, Athletics currently has no operational outcomes in writing and no measurement tools.</li> <li>● Inadequate academic advisement and direction to our student-athletes and their education plans.</li> <li>● Adjunct head coaches working countless hours to build and coach a team with minimal pay.</li> <li>● Outdated support facilities. (Fitness center, locker rooms, meeting rooms etc..)</li> <li>● Limited outdoor CrossFit and strength training.</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>● Add Women’s Wrestling and reinstate Women’s Beach Volleyball.</li> <li>● Create Operational Outcomes and measurement tools for all IATH courses.</li> <li>● Hire Kinesiology faculty who can also coach Athletic programs.</li> <li>● Gym refurb moving forward to update Gymnasium.</li> <li>● Create an outdoor workout area where Covid exposure is mitigated.</li> </ul>
<b>Threats</b>	<ul style="list-style-type: none"> <li>● Low enrollment due to outside forces such as Covid affecting enrollment in our women’s programs.</li> <li>● With limited academic direction, students will have to attend AVC longer than needed.</li> <li>● Adjunct head coaches compete against conference schools with full time head coaches. We are constantly at a disadvantage.</li> </ul>

**Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):**  
 Currently we do not have SLO or OO data for our intercollegiate classes and programs and therefore are unable to do outcomes analysis.

**Part 2.D. Review and comment on progress towards past program review goals:**  
 In the past, IATH and athletics were combined with KINF and KINT in program review, and none of those goals applied to intercollegiate athletics.

**Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:**

<b>Program/Area Goal #</b>	<b>Goal supports which ILO/PLO/SLO/OO?</b>	<b>Description of Goal</b>	<b>Steps to be taken to achieve goal?</b>
#1 Learning outcomes data	See 2.C.	To obtain learning outcomes data for our intercollegiate classes.	<ol style="list-style-type: none"> <li>1. Contact the learning outcomes committee to determine how we can get learning outcomes for IATH classes included in eLumen.</li> <li>2. Gather SLO’s and input into eLumen.</li> </ol>

			3. Once in eLumen, have the department chair set up the ability to measure.
#2 Operational outcomes	See 2.C.	To create operational outcomes as well as measurement tools for intercollegiate classes and athletics.	<ol style="list-style-type: none"> <li>1. Get faculty and staff to create measurable operational outcomes.</li> <li>2. Begin measurement of operational outcomes.</li> <li>3. Measure and record.</li> </ol>
#3 Educational advisement for athletics	As mentioned in part 2.B., this goal is based on internal and external environmental scan information as well as SWOT analysis.	To better serve our students by developing their educational plans and offering intensive advising support while working towards their educational goals.	<ol style="list-style-type: none"> <li>1. Submit position for prioritization.</li> <li>2. If approved, begin search and hire.</li> </ol>
# 4 Outdoor Facility	As mentioned in part 2.B., this goal is based on internal and external environmental scan information as well as SWOT analysis.	To create an outdoor workout area where Covid exposure is mitigated as well as creating more space to hold classes, especially since our department is working to add a new degree program and expand our course offerings.	<ol style="list-style-type: none"> <li>1. Create design and submit for approval for use of HERF funds.</li> <li>2. If approved, create a bid, search and award project.</li> </ol>

**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

<b>Type of Resource Request</b>	<b>Summary of Request</b>	<b>New or Repeat Request</b>	<b>Amount of Request, \$</b>	<b>One-Time or Recurring Cost, \$</b>	<b>Contact's Name</b>
<b>Faculty</b>					
<b>Classified Staff</b>	Dedicated Ed. Advisor in Athletics	New	\$88,706.00	Recurring	Tom Gang
<b>Technology</b>					
<b>Physical/Facilities</b>	Outdoor facility	New	Design in process HERF Funding	One-time	Tom Gang
<b>Supplies</b>					
<b>Professional Development</b>					
<b>Other</b>					

**\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

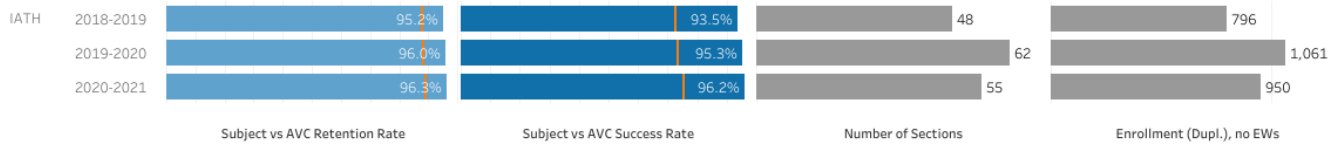
Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject IATH    Select Subject again IATH    Select Program Major(s) None    Academic Year Multiple values



Retention, Success, Number of Sections, & Enrollment in IATH (Total AVC rates are shown as | hover over to see data )



Enrollment and Number of Sections by **Modality** in IATH

Instr. Method	2018-2019	2019-2020	2020-2021
<b>Number of Sections</b>	48	62	55
<b>Enrollment</b>	796	1,064	950

Enrollment and Number of Sections by **Location** in IATH

Location	2018-2019	2019-2020	2020-2021
<b>Number of Sections</b>	48	62	55
<b>Enrollment</b>	796	1,064	950

Number of Degrees/Certificates Awarded in **None**

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in IATH

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF		1.9	1.9	1.3
FT (Regular) FTEF		2.3	2.2	1.6
FT (Overload) FTEF		0.1	0.1	
<b>TOTAL FTEF</b>	0.0	4.3	4.2	2.9
PT/FT FTEF Ratio		0.8	0.9	0.8
<b>FTES</b>		62.6	72.4	44.2
<b>FTES/FTEF Ratio</b>		14.7	17.4	15.2
<b>WSCH/FTEF Ratio</b>		439.9	522.9	457.4

Click [here](#) to see AVC's Program awards dashboard



**2020-2021 Program Review Report**

<b>Division/Area Name: Kinesiology and Athletics/Kinesiology/Athletic Training - ATH</b>	<b>For Planning Years: 2022-2023</b>
<b>Name of person leading this review:</b> : Dr. Glenn Haller	
<b>Names of all participants in this review:</b>	

**Part 1. Program Overview:**

<b>1.1. Briefly describe how the program contributes to the district <u>mission</u></b>	
The Department has two primary goals completely in line with the mission. The first is providing a service program designed to accommodate all students through physical activity courses, health education courses and intercollegiate athletics. Our second primary goal is to provide a program of professional preparation courses for those students who are majoring in kinesiology, in order to earn an associate degree in kinesiology, or to transfer to a university program in physical education, kinesiology, exercise science, health education, recreation and leisure studies, or other related programs, including athletic training.	
<b>1.2. State briefly program highlights and accomplishments</b>	
None – in fact since there are no instructors to teach, there have been no classes since 2020.	
<b>1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an “X” if checkbox is unavailable.</b>	
<input type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> <b>Community/Global Consciousness</b>	<input checked="" type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.

	X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input type="checkbox"/> <b>Career and Specialized Knowledge</b>	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
<b>1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.</b>	
<input type="checkbox"/> <b>Goal 1:</b> Commitment to strengthening institutional effectiveness measures and practices.	
X <b>Goal 2:</b> Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input type="checkbox"/> <b>Goal 3:</b> Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> <b>Goal 4:</b> Advance more students to college-level coursework-Develop and implement effective placement tools.	
X <b>Goal 5:</b> Align instructional programs to the skills identified by the labor market.	

**Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:**

Student anecdotal – The need for better facilities

**Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):**

<b>Strengths</b>	None – In fact, the ATH classes have been removed from the schedule with the Division in process of eliminating the discipline
<b>Weaknesses</b>	No instructors. Discipline classes not applicable to any degree programs nor to advancement to higher degrees or job opportunities.
<b>Opportunities</b>	Faculty is designing a local degree program which would have ATH classes in the requirements for attainment.
<b>Threats</b>	State moving to four-year degree programs in discipline at local institutions, as well as requiring a Master’s to practice.

**Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):**

Not kept/recorded due to no instructors to do them and no classes being taught.

**Part 2.D. Review and comment on progress towards past program review goals:**

Serve our students better by providing a quality learning environment. No progress.



**Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:**

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1	See 2.B	Serve our students better by providing a quality learning environment.	<ol style="list-style-type: none"> <li>1. Work within the Administration and Union to allow CMS to teach these courses.</li> <li>2. Work with Division Dean and Administration to secure a dedicated Athletic Training classroom containing proper and necessary materials and technologies.</li> </ol>
#2			
#3			

**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
<b>Faculty</b>	Two instructors who are allowed to teach this class	Repeat			Tom Gang
<b>Classified Staff</b>					
<b>Technology</b>					
<b>Physical/Facilities</b>					
<b>Supplies</b>					
<b>Professional Development</b>					
<b>Other</b>					

**\*\*REQUIRED:** After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Review by IERP

Program Review Data | S&R by Demographic Groups | Equity | With EW | Grade Distribution | PT/PT, FTES/FTEF | \*\*FTEF | Annual FTEF\* | Access | Success & Retention >

Please Select **Subject** area (twice) and **Program Major(s)** to get your data →

Select Subject: ATH | Select Subject again: ATH | Select Program Major(s): (None) | Academic Year: 19 | (Multiple values)

Retention, Success, Number of Sections, & Enrollment in ATH (Total AVC rates are shown as | hover over to see data)



Enrollment and Number of Sections by Modality in ATH

	Inst. Method	2017-2018	2018-2019	2019-2020
Number of Sections	Other Indep Study	2	1	
	Traditional	4	5	5
Enrollment	Other Indep Study	6	4	
	Traditional	60	51	54

Enrollment and Number of Sections by Location in ATH

	Location	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	6	6	5
Enrollment	Lancaster	66	55	54

Number of Degrees/Certificates Awarded in ATH

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ATH

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	0.7	0.8	0.7	
FT (Regular) FTEF				
TOTAL FTEF	0.7	0.8	0.7	0.0
PT/PT FTEF Ratio				
FTES	4.2	2.2	2.8	
FTES/FTEF Ratio	5.7	2.7	3.8	
WSCH/FTEF Ratio	170.2	81.8	114.5	



## 2020-2021 Program Review Report

<b>Division/Area Name:</b> Kinesiology and Athletics/Recreation - REC	<b>For Planning Years:</b> 2022-2023
<b>Name of person leading this review:</b> Glenn Haller	
<b>Names of all participants in this review:</b> Perry Jehlicka, Chad Shrout	

### Part 1. Program Overview:

<b>1.1. Briefly describe how the program contributes to the district <u>mission</u></b>	
<p>The Department has two primary goals completely in line with the mission. The first is providing a service program designed to accommodate all students through physical activity courses, health education courses and intercollegiate athletics. Our second primary goal is to provide a program of professional preparation courses for those students who are majoring in kinesiology, in order to earn an associate degree in kinesiology, or to transfer to a university program in physical education, kinesiology, exercise science, health education, recreation and leisure studies, or other related programs.</p>	
<b>1.2. State briefly program highlights and accomplishments</b>	
<p>With the implementation of all online courses, course numbers have doubled.</p>	
<b>1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.</b>	
<input type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

<input type="checkbox"/> <b>Community/Global Consciousness</b>	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input type="checkbox"/> <b>Career and Specialized Knowledge</b>	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

<b>1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.</b>	
<input type="checkbox"/> <b>Goal 1:</b> Commitment to strengthening institutional effectiveness measures and practices.	
X <b>Goal 2:</b> Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X <b>Goal 3:</b> Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
X <b>Goal 4:</b> Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input type="checkbox"/> <b>Goal 5:</b> Align instructional programs to the skills identified by the labor market.	

**Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:**

Community Advisory Committee formed and preliminarily voted to move forward.

**Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):**

<b>Strengths</b>	Recreation and Leisure Studies is a major at several CSU schools – including Northridge – and is one of the largest growing industries. According to 2014-2024 Occupational Employment Projections, jobs in this industry are to grow by between 12 and 23 percent by 2024. Program now online with REC 101 in process of OEI approval.
<b>Weaknesses</b>	No major or certificate program in place currently. Need for a fuller curriculum. Retention and Success rates have fallen precipitously from 17-18 numbers.
<b>Opportunities</b>	Creation of certificate and degree program currently progressing, including community advisory committee assent. Move to online for many classes ongoing, including one being designed to meet OEI standards.
<b>Threats</b>	Most local community colleges, including and especially Canyons, has a degree program in place. Canyons actually has degree programs with many more offerings.

**Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):**

All Outcomes Analysis regard in-class improvement.

**Part 2.D. Review and comment on progress towards past program review goals:**

Goal 1 – Creating a Recreation degree and certificate programs continues forward, especially with current emphasis by faculty to create local degree which includes a recreation emphasis.

Goal 2 – Is all but completed. Both courses are online and REC 101 has been submitted for OEI approval.

**Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:**

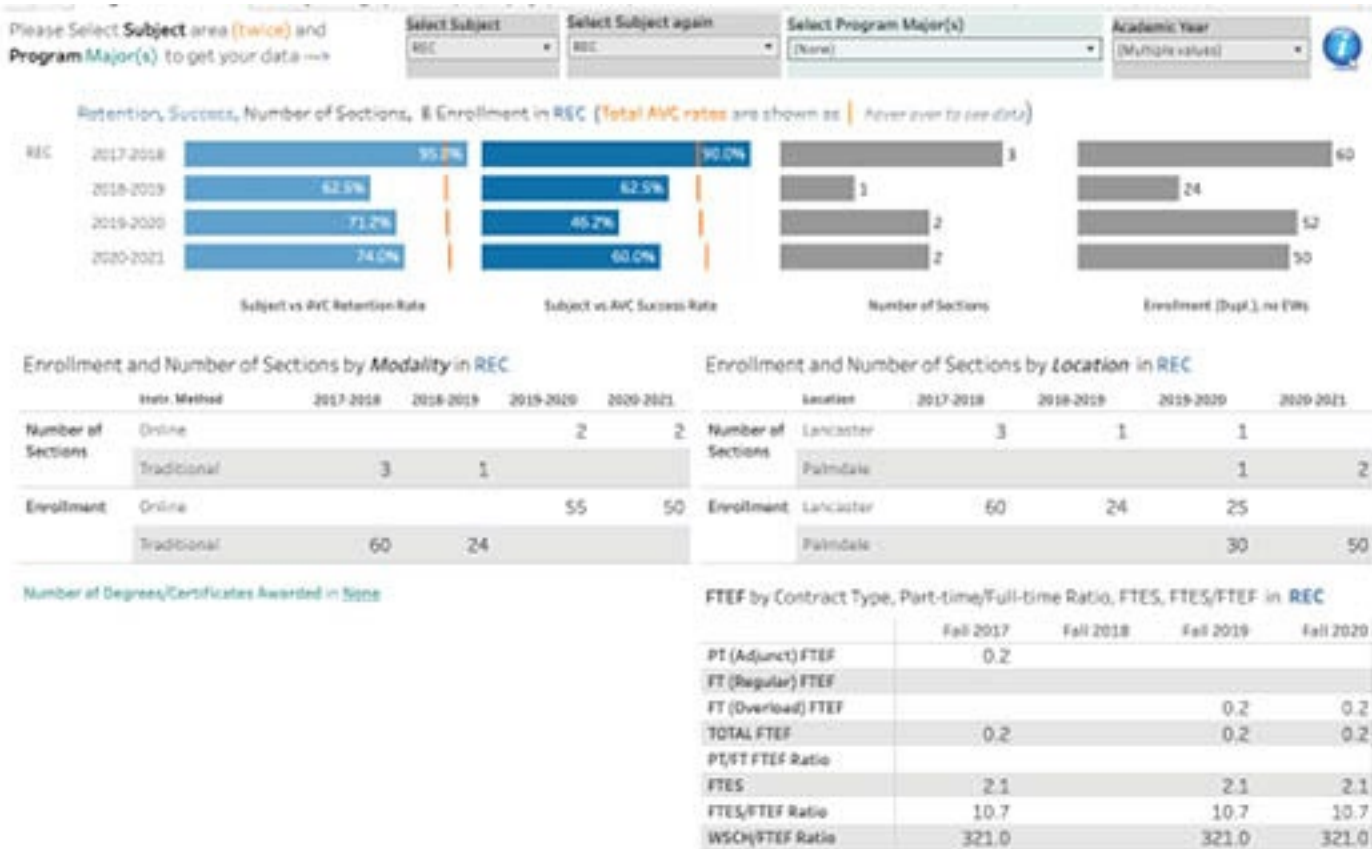
<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1	See 2.B	Improve student learning in the discipline by creating certificate and degree programs.	<ul style="list-style-type: none"> <li>a. Finalize degree and certificate requirements.</li> <li>b. Gain approval of Advisory Committee.</li> <li>c. Finish the steps necessary to gain approval.</li> </ul>
#2			
#3			

**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
<b>Faculty</b>	Increase full-time Kinesiology Instructors	Repeat			Tom Gang, Glenn Haller
<b>Classified Staff</b>					
<b>Technology</b>					
<b>Physical/Facilities</b>					
<b>Supplies</b>					
<b>Professional Development</b>					
<b>Other</b>					

**\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)





**2020-2021 Program Review Report**

<b>Division/Area Name:</b> Kinesiology and Athletics/Health Education - HE	<b>For Planning Years:</b> 2022-2023
<b>Name of person leading this review:</b> Barry Green	
<b>Names of all participants in this review:</b> John Taylor, Mark Cruz	

**Part 1. Program Overview:**

<b>1.1. Briefly describe how the program contributes to the district <u>mission</u></b>	
Our health education courses contribute to a quality, comprehensive education to a diverse population of learners. The Department has two primary goals entirely in line with the mission. The first is a service program designed to accommodate all students through physical activity courses, health education courses, and intercollegiate athletics. Our health education classes allow our students to describe and understand common causes and preventative measures for cardiovascular disease, cancer, and infectious disease and analyze risk reduction's role in protecting and improving health.	
<b>1.2. State briefly program highlights and accomplishments</b>	
The Health disciplines in distance education offer courses that have continued to expand to meet our student population's needs. Several courses in HE 101/100 have adopted OER textbooks to reduce the cost for students. Stress Management HE 120 has expanded to 5 courses offered per semester, previously offering 2 classes, and Women's Health HE 201 offers three courses from one class.	
<b>1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.</b>	
<b>X Communication</b>	<input checked="" type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<b>X Creative, Critical, and Analytical Thinking</b>	<input checked="" type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.

<b>X Community/Global Consciousness</b>	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<b>X Career and Specialized Knowledge</b>	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

<b>1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.</b>	
<input type="checkbox"/>	<b>Goal 1:</b> Commitment to strengthening institutional effectiveness measures and practices.
<input type="checkbox"/>	<b>Goal 2:</b> Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input checked="" type="checkbox"/>	<b>Goal 3:</b> Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input checked="" type="checkbox"/>	<b>Goal 4:</b> Advance more students to college-level coursework-Develop and implement effective placement tools.
<input type="checkbox"/>	<b>Goal 5:</b> Align instructional programs to the skills identified by the labor market.

**Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:**

To grow and expand our course diversity, bring our curriculum to the level or beyond other community colleges offering local Kinesiology degree programs. Department focus group has prepared researched information reflecting our need for a degree program in kinesiology to support our higher institution transfer student population.

**Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):**

<b>Strengths</b>	Faculty have made seamless transition teaching hyflex courses, and 100% of the department faculty has completed distance education training. Offer a balanced number of online health education courses for students to choose between 16 to 8-week that have increased enrollment. Our success and retention levels have improved during 2020-21, reflecting a 91.7% rate.
<b>Weaknesses</b>	2020-21 data has shown a significant drop in our traditional and online enrollment. Covid-19 and fraudulent student enrollment was affected.
<b>Opportunities</b>	Department is developing courses to support a new degree program for Kinesiology. Two full-department instruction hires to help department growth in FTE's. The opportunity to add to our depth of course offering in health education supports the Kinesiology department local degree program.
<b>Threats</b>	There is a deficiency in offering a wider variety of health education courses to enable growing student engagement opportunities.



**Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):**

Currently, the data shows that we have met SLO standards for our health education courses. As a department, we would like to increase the achievement target to 85-90%.

**Part 2.D. Review and comment on progress towards past program review goals:**

All outcome analysis focus on in-class improvement, and all showed outcomes being met.

**Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:**

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1 Local degree program.	See 2C.	To provide a curriculum to the student population that desires a local degree program in Kinesiology. Expanding our current course offering and increased FTE's to support the Department's local degree program will need (2) two full-time hires.	<ol style="list-style-type: none"> <li>1. Form subcommittee to look at current program courses and potential new courses.</li> <li>2. Expanding our local degree program search statewide to support expanding HE course offering.</li> <li>3. Develop course outlines to present to AP&amp;P.</li> </ol>
#2			
#3			

**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
<b>Faculty</b>	(2) Two full-time instructors				Tom Gang
<b>Classified Staff</b>					
<b>Technology</b>					
<b>Physical/Facilities</b>					
<b>Supplies</b>					
<b>Professional Development</b>					

<i>Other</i>					
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**\*\*REQUIRED:** After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

Please Select **Subject** area (twice) and **Program Major(s)** to get your data --->

Select Subject  
HE

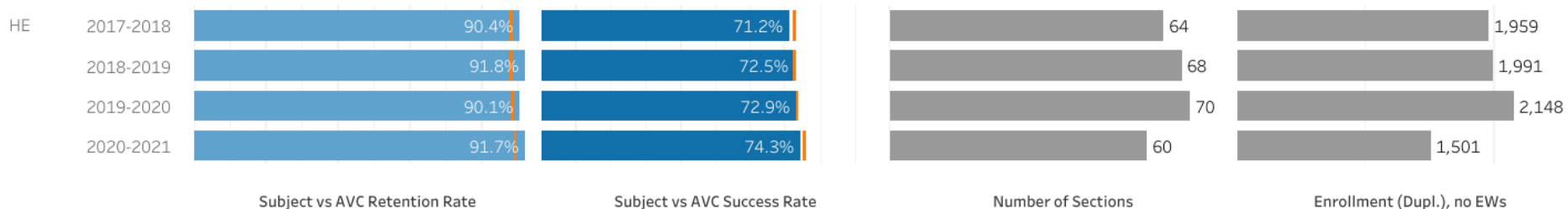
Select Subject again  
ACCT

Select Program Major(s)  
AA-T Kinesiology (KINT)

Academic Year  
Multiple values



Retention, Success, Number of Sections, & Enrollment in HE (Total AVC rates are shown as | hover over to see data)



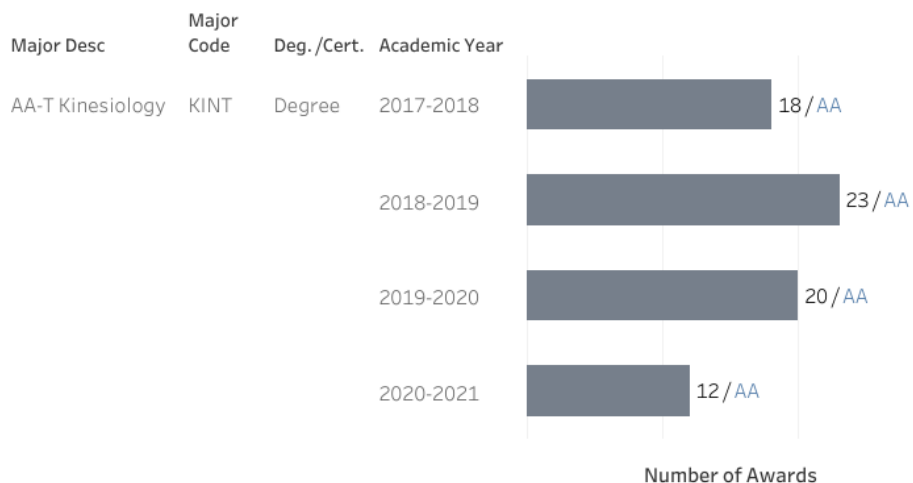
### Enrollment and Number of Sections by *Modality* in HE

	Instr. Method	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Online	25	26	26	32
	Traditional	39	42	44	28
Enrollment	Online	843	915	972	876
	Traditional	1,116	1,076	1,197	626

### Enrollment and Number of Sections by *Location* in HE

	Location	2017-2018	2018-2019	2019-2020	2020-2021
Number of Sections	Lancaster	41	43	42	27
	Lancaster [Off Ca..			3	2
	Palmdale	23	25	25	31
Enrollment	Lancaster	1,227	1,178	1,264	671
	Lancaster [Off Ca..			73	46
	Palmdale	732	813	832	785

### Number of Degrees/Certificates Awarded in AA-T Kinesiology (KINT)



### FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in ACCT

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PT (Adjunct) FTEF	1.9	1.6	1.6	1.3
FT (Regular) FTEF	1.8	1.6	1.3	1.3
FT (Overload) FTEF	0.5	0.3	0.5	1.0
TOTAL FTEF	4.2	3.5	3.5	3.6
PT/FT FTEF Ratio	1.1	1.0	1.2	1.0
FTES	45.5	42.7	43.4	43.7
FTES/FTEF Ratio	10.7	12.2	12.4	12.1
WSCH/FTEF Ratio	322.4	365.6	371.8	364.3

Click [here](#) to see AVC's Program awards dashboard



## 2021-2022 Program Review Report

<b>Division/Area Name: Kinesiology – Includes KINT and KINF</b>	<b>For Planning Years: 2022-2023</b>
<b>Name of person leading this review:</b> Perry Jehlicka	
<b>Names of all participants in this review:</b> Bryan Moses, Daniel Anousheh, Tim Akerson, John Taylor, Barry Green, Deanna Butler, Carrie Miller, Mark Cruz, Cindy Vargas, Chad Shrout, Justin Webb, Anthony Veney	

### Part 1. Program Overview:

<p><b>1.1. Briefly describe how the program contributes to the district <u>mission</u></b></p> <p>The Department has two primary goals entirely in line with the mission. First is providing a service program designed to accommodate all students through physical activity courses, health education courses, and intercollegiate athletics. Our second primary goal is to provide a program of professional preparation courses for those students who are majoring in kinesiology, to earn an associate degree in kinesiology, or to transfer to a university program in physical education, kinesiology, exercise science, health education, recreation and leisure studies, or other related programs. Our classes serve a diverse student population, enrolling students from high school age to active senior citizens. Our primary focus in activity classes is to create an environment where our students learn to value regular physical activity and exercise as a method to achieve lifelong physical fitness. Our classes provide activities that allow our students to demonstrate increased cardio-respiratory endurance, strength, balance, coordination, and flexibility. Our activity classes also allow our students the opportunity to demonstrate the ability to function positively in group settings. By achieving this our students develop self-awareness, have the opportunity to learn to value and apply lifelong learning skills required for employment, transfer education and personal development.</p> <p>Lastly our intercollegiate athletics classes allow AVC to partner with the community in the true spirit of the mission of the college. Our athletics program seeks to promote and generate community interest in the department programs and student athletes through activities and events which allow community participation. Our student athletes demonstrate the value of teamwork to achieving team goals.</p>
<p><b>1.2. State briefly program highlights and accomplishments</b></p> <p>The Department has developed, had approved, and has begun giving an AA-T degree in Kinesiology and a Certificate of Achievement in Yoga Trainer. Additionally, graduates with the AA-T degree have increased every year since its implementation. The whole department effectively transitioned to emergency remote learning during the COVID-19 pandemic and everyone in the department has taken part in the AVC distance education training that is offered.</p>
<p><b>1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.</b></p>

<b>X Communication</b>	x Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation, and synthesis. x Demonstrates listening and speaking skills that result in focused and coherent communications
<b>X Creative, Critical, and Analytical Thinking</b>	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration, and application of knowledge and skills. x Solves problems utilizing technology, quantitative and qualitative information, and mathematical concepts.
<b>X Community/Global Consciousness</b>	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. x Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<b>X Career and Specialized Knowledge</b>	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

**1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program. Type an "X" if checkbox is unavailable.**

<b>x Goal 1:</b> Commitment to strengthening institutional effectiveness measures and practices.
<b>x Goal 2:</b> Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<b>x Goal 3:</b> Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
<input type="checkbox"/> <b>Goal 4:</b> Advance more students to college-level coursework-Develop and implement effective placement tools.
<b>x Goal 5:</b> Align instructional programs to the skills identified by the labor market.

**Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:**

Student surveys along with Community Advisory Committees consistently bear out the need for more and varied local certificate and degree programs strong community voice asking for more and various kinds of Adapted PE. In our division meetings we have had several discussions on where our division can grow. COVID-19 pandemic has slowed further feedback from both students and Community Advisory Committees.

**Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):**

<b>Strengths</b>	Strong growth in Kinesiology transfer degree Yoga training; Strong success and retention rates - higher than AVC's
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<b>Weaknesses</b>	Lack of local degree programs and modern facilities, an outdoor workout area would help improve class offerings. There is a need for more offers in distance education modalities. There is a need for a Kinesiology degree that is more in line with the population that attends Antelope Valley College.
<b>Opportunities</b>	Community wants new and various opportunities, Entering a building phase on campus. Adding an outdoor workout area would strengthen our offering especially when dealing with COVID – 19 protocols. The COVID-19 Pandemic has pushed many of the fitness classes to occur outside and this meets the protocols set forth by LA County. Providing outdoor workout areas will enhance our offerings both as we deal with Pandemic protocols and post-pandemic as well.
<b>Threats</b>	Nearby colleges with more offerings and much better facilities, the need for more offerings in distance education modalities

**Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (aka Action Plans):**

Action plans are being discussed and submitted to the department chair. In our division meeting we developed groups that worked on evaluating the SLO data that was in elumen from our classes. We then worked in groups and evaluated the data based on the SLO's and developed action plans for improving the SLO's that were not meeting the standard. During this process when an SLO was not meeting the standard there was a plan put in place to help improve that SLO. We did the same with those that were easily being met and evaluated whether that SLO standard should be raised.

**Part 2.D. Review and comment on progress towards past program review goals:**

Over the past eighteen months we have been dealing with the COVID 19 Pandemic and teaching in the emergency remote learning environment. This has slowed our progress as it pertains to the growth we are looking for. As a division, we had division meetings and set plans forth to add degree programs which will also include the development of new class offerings for our division. Since our last comprehensive program review, we have increased KIN offerings with intermediate and advanced overlay classes. We have also improved our offerings in Adapted physical education classes which was a crucial step in meeting a demand that fits our local community. To meet the growth, we are looking for the addition of new full-time kinesiology faculty is crucial. As a division, we are down seven full-time faculty members because of retirement and many of the full-time we do have are teaching well over twenty LHE each semester

**Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:**

<b>Program/Area Goal #</b>	<b>Goal supports which ILO/PLO/SLO/OO?</b>	<b>Description of Goal</b>	<b>Steps to be taken to achieve goal?</b>
#1 Operational Outcome	Increase full-time kinesiology faculty in the division.	Serve our Kinesiology students better by providing more full-times instructors which will help meet the needs of our growing division. Over the last seven years there have been seven retirements of full-time faculty. This leaves the current full-time kinesiology	1. Work with Dean, Administration, and other Department Chairs to hire new full-time, kinesiology faculty for the department.

		instructors teaching loads well over twenty LHE each semester.	
#2 Student Learning Outcomes	Continue to improve SLO reporting in all the Kinesiology classes. This will allow kinesiology instructors to continue to improve on action plans and evaluation on improving the SLOs.	Serve our Kinesiology students better by providing methods to improve the areas with the SLOs are not meeting the department goal.	<ol style="list-style-type: none"> <li>1. Have faculty continue working evaluation of the current SLOs.</li> <li>2. Have faculty continue to build action plans where SLO's are not being met.</li> <li>3. Have faculty continue to build action plans where SLOs are easily met. The plans should include ways to challenge that SLO</li> </ol>
#3 Operational Outcome	Increase our offerings of KIN classes that can be held outside. The community is asking for growth in our division and adding outside areas will allow for growth in the KIN fitness offerings.	This will serve our Kinesiology students better as we are dealing with COVID-19 protocols. These protocols allow for outside activities and doing this will allow us to serve a greater population of students.	<ol style="list-style-type: none"> <li>1. Have faculty create curriculum to better serve the community in classes that can take place outside in specialized workout area, this will allow the class to take place with less COVID-19 protocol restrictions being that the class takes place outside.</li> <li>2. Work with the Division Dean and Administratio to have an outside workout area build to be available for these classes.</li> </ol>

**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
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<b>Faculty</b>	Increase full-time Kinesiology Instructors	Repeat			Tom Gang, Glenn Haller
<b>Classified Staff</b>					
<b>Technology</b>					
<b>Physical/Facilities</b>	Outdoor workout area, and continued improved facilities to meet the needs of our department offerings	Repeat			
<b>Supplies</b>					
<b>Professional Development</b>					
<b>Other</b>					

**\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)



