ANTELOPE
VALLEY
COLLEGE

2019-2020 Program Review Report

Division/Area Name: Kinesiology and Athletics/Kinesiology/Athletic Training - ATH	For Years: 2021-2022
Name of person leading this review: Dr. Glenn Haller	
Names of all participants in this review:	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
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.

1.2.State briefly program highlights and accomplishments
None – in fact since there are no instructors to teach, there have been no classes in 2020-21.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X Communication	☐ 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
X Creative, Critical, and Analytical Thinking	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.
X Community/Global Consciousness	x Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment.

	☐ Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	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.
☐ **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
x **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
☐ **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
x **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

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):

Strengths	None – In fact, the ATH classes have been removed from the schedule with the Division in process of eliminating the disciple
Weaknesses	No instructors. Discipline classes not applicable to any degree programs nor to advancement to higher degrees or job opportunities.
Opportunities	None – In fact, the ATH classes have been removed from the schedule with the Division in process of eliminating the disciple
Threats	Four-year degree programs in discipline at local institutions.

Part 2.C. Review and comment on progress towards SLO/PLO/OO 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 2020-2021:			
Program/Area Goal #	*Goal supports which ILO/PLO/SLO/OO?*	*Description of Goal*	*Steps to be taken to achieve goal?*

1. Provide a quality learning environment.	None	Serve our students better by providing a quality learning environment.	1. Work within the Administration and Union to allow CMS to teach these courses. 2. Work with Division Dean and Administration to secure a dedicated Athletic Training classroom containing proper and necessary materials and technologies.

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

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

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
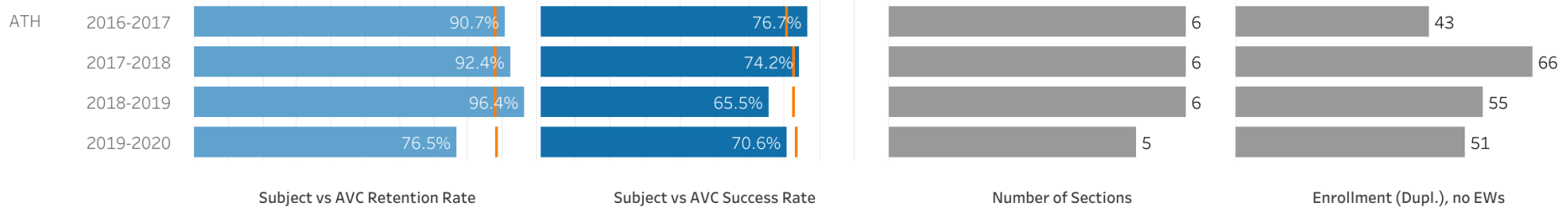**Program** Major(s) to get your data --->

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

ATH		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
	2016-2017	90.7%	76.7%	6	43
	2017-2018	92.4%	74.2%	6	66
	2018-2019	96.4%	65.5%	6	55
	2019-2020	76.5%	70.6%	5	51

Enrollment and Number of Sections by *Modality* in ATH

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Other Indep S..	2	2	1	
	Traditional	4	4	5	5
Enrollment	Other Indep S..	8	6	4	
	Traditional	35	60	51	54

Enrollment and Number of Sections by *Location* in ATH

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	6	6	6	5
Enrollment	Lancaster	43	66	55	54

Number of Degrees/Certificates Awarded in None

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	0.7	0.7	0.8	0.7
FT/Regular				
TOTAL FTEF	0.7	0.7	0.8	0.7
PT/FT				
FTES	3.3	4.2	2.2	2.8
FTES/FTEF Ratio	4.6	5.7	2.7	3.8
WSCH/FTEF Ratio	136.6	170.2	81.8	114.5

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4

ANTELOPE VALLEY COLLEGE

2019-2020 Program Review Report

Division/Area Name: Kinesiology and Athletics/Health Education - HE	For Years: 2021-2022
Name of person leading this review: Cindy Vargas	
Names of all participants in this review: Tim Atkerson, Deanna Butler, Mark Cruz, George Fetters, Charles Gordon, Barry Green, Dr. Glenn Haller, Perry Jehlicka, John Livermont, Carrie Miller, Chad Shrout, John Taylor, Joseph Watts	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
Our health education courses contribute to a quality, comprehensive education to a diverse population of learners. 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 health education classes allow our students to describe and understand common causes and preventative measures for cardiovascular disease, cancer and infectious disease, as well as analyze the role that risk reduction plays in protecting and improving health.

1.2.State briefly program highlights and accomplishments
Distance education courses have been expanded with the offering of more online sections, which are all currently offered as 8-week courses. HE 120 and HE 201 are the most recent classes to be taught online this fall, 2020. The number of online sections offered, the enrollment in online sections and enrollment in health education courses at the Palmdale campus are at the highest level ever.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
X Communication	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
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. ☐ Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	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.
X Career and Specialized Knowledge	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._
Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.
Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

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.:
Anecdotal student input – students have expressed the need for classrooms just for health education courses.

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):

Strengths	Transitioning from 16 to 8-week health education distance education courses which have shown to have increased enrollment. And as of now, all HE courses are offered online.
Weaknesses	Not offering more diverse health education courses and not having dedicated classrooms for our health educations courses.
Opportunities	To offer a wider variety of health education courses. Also, encouraging instructors to go through the OEI approval process and to seek more and better open educational resources.
Threats	If we do not offer a wider variety of health education courses, this potentially decreases opportunities for students, and they may have to attend other colleges to take those classes.

Part 2.C. Review and comment on progress towards SLO/PLO/OO 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:
Goal 1 – We continue to communicate our need for dedicated classrooms through our action plans. Faculty are encouraged to collaborate and share resources used for their individual courses but have yet to put them in a designated health education sandbox Canvas shell. Goal 2 – We have succeeded in moving all health education courses to be offered as distance education courses.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
1. To better student success, provide a quality learning environment.	Action plans for HE 100 (SLO 2) and HE 101 (1-4) each cite the need for classrooms equipped for the specific necessities of those classes.	To serve our students better by providing a quality learning environment. We are looking for dedicated classrooms with the proper technology to effectively meet our health education students' needs. We would also like to have a Canvas resource shell for our health education instructors to use for their individual courses.	1.Communicate our need for dedicated classrooms as shown through our action plans. 2.Encourage faculty to collaborate and share their resources for their individual courses and put them in a designated health education sandbox Canvas shell. 3. Have faculty explore possibilities for expanding health course offerings, including adding courses of other disciplines into HE discipline.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff					
Technology					
Physical/Facilities	Dedicated classrooms with the necessary technology for the specific courses in this discipline.	Repeat			Cindy Vargas
Supplies					
Professional Development					
Other					

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
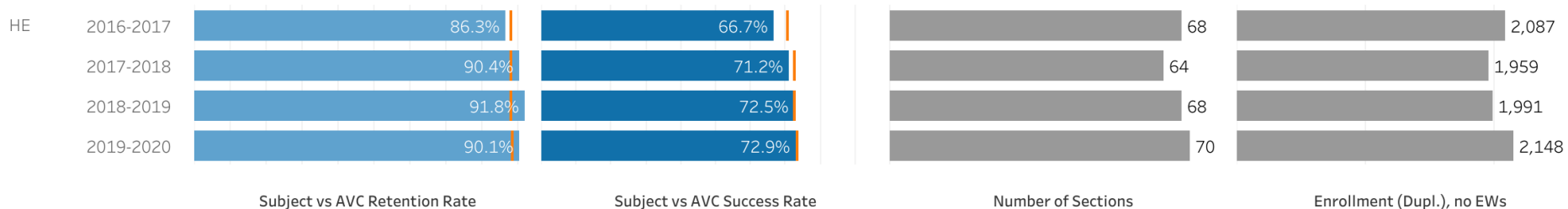**Program Major(s)** to get your data --->

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

HE		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
	2016-2017	86.3%	66.7%	68	2,087
	2017-2018	90.4%	71.2%	64	1,959
	2018-2019	91.8%	72.5%	68	1,991
	2019-2020	90.1%	72.9%	70	2,148

Enrollment and Number of Sections by *Modality* in HE

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online	21	25	26	26
	Traditional	47	39	42	44
Enrollment	Online	690	843	915	972
	Traditional	1,397	1,116	1,076	1,197

Enrollment and Number of Sections by *Location* in HE

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	49	41	43	42
	Lancaster [Off Ca..				3
	Palmdale	19	23	25	25
Enrollment	Lancaster	1,486	1,227	1,178	1,264
	Lancaster [Off Ca..				73
	Palmdale	601	732	813	832

Number of Degrees/Certificates Awarded in None

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	0.8	1.6	2.0	1.8
FT/Regular	4.0	3.2	2.8	2.2
FT/Overload	0.8	0.6	0.8	1.6
TOTAL FTEF	5.6	5.4	5.6	5.6
PT/FT	0.2	0.5	0.7	0.8
FTES	105.4	92.3	86.8	90.8
FTES/FTEF Ratio	18.8	17.1	15.5	16.2
WSCH/FTEF Ratio	564.8	512.7	464.9	486.4

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ANTELOPE
VALLEY
COLLEGE

2019-2020 Program Review Report

Division/Area Name: Kinesiology and Athletics/Kinesiology – includes KINT, KINF and IATH	For Years: 2021-2022
Name of person leading this review: Dr. Glenn Haller	
Names of all participants in this review: Joe Watts, Tim Atkerson, John Taylor, Perry Jehlicka, Barry Green, Deanna Butler, Carrie Miller, Mark Cruz, Jerry Stupar, Cindy Vargas, Meagan Butler, Chad Shrout, George Fetters, Justin Webb	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
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. 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 life long 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.   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 allows community participation. Our student athletes demonstrate the value of teamwork to achieving team goals.

1.2.State briefly program highlights and accomplishments
The Department has developed, had approved and has begun giving and 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.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. Type an "X" if checkbox is unavailable.	
X Communication	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

X Creative, Critical, and Analytical Thinking	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.
X Community/Global Consciousness	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.
X Career and Specialized Knowledge	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 **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
X **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
X **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

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 need for more and varied local certificate and degree programs Strong community voice asking for more and different kinds of Adapted PE.

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):	
Strengths	Strong growth in Kinesiology transfer degree; Yoga training; Strong success and retention rates - higher than AVC's
Weaknesses	Lack of local degree programs and modern facilities
Opportunities	Community want for new and various opportunities; Entering into a building phase on campus.
Threats	Nearby colleges with more offerings and much better facilities, especially Canyons
Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:	

Action plans are being discussed and submitted to the department chair for nearly 75 percent of the courses. The department chair and department is pushing for that mark to be at least 90 percent in September of 2021.

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

In the years since our comprehensive program review, nothing has changed with regard to progress on the goals. For some we are still pushing forward. For most, we are in a holding pattern. While the offerings in KIN have been expanded, this is really a misnomer since it was the addition of intermediate and advanced classes of certain overlay courses. The Adapted PE increases has been put on hold if not ended due to the current disease problems in society as well as the budget situation. New faculty has been fought for in every level for the last five years, and there is a huge resistance from the other faculty areas. There have been gains, usually provided by the President out of necessity, but they are more plugging in coaching holes rather than expanding the non-coaching faculty.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
#1 Increase KIN program offerings	Over 60 percent of classes have action plans which call for the need for more certificate and major offerings. Additionally, student surveys consistently bear this out need, along with Community Advisory Committees	Serve our Kinesiology students better by providing more and more varied activity courses and degree and certificate programs.	1. Have faculty continue working on various local degree and certificate programs, as well as the accompanying curriculum. . 2. Determine any new courses that can be offered. 3. Determine if any "retired" courses could now be taught again. 4. Increase personnel as necessary.
# 2 Increase Adapted PE Curriculum	The SLO for KINF 100 speaks to this, as well as a strong community voice asking for more and different kinds of Adapted PE.	Serve our Adapted PE students and community better by providing specialized instructors, increasing types of classes offered and creating dedicated facilities for these classes.	1. Have faculty create curriculum to better serve the community by going from one "catch-all" class to a full set of curriculum so the adapted students can have specialized classes to better their physical education in consideration

			with their various needs and requirements.
			2. Work with Division Dean and Administration to have built a dedicated Adapted PE facility including pool and other dedicated classrooms which contain proper and necessary materials and technologies.
#3 Increase sub-discipline diversity in faculty	Action plans for KINF 100 and 144 as well as KINT 102, 103, 240, 241, 242, and 243 each cite the need for non-coaching instructors in the various disciplines.	Serve our Kinesiology students better by providing specialized instructors, dedicated only to their discipline. Over the last five years there have been four retirements and there is one more which have announced their retirement in 2021. This will leave only one full-time non-head coach Kinesiology instructor, who also has nearly a full load in outside classroom duties.	1. Work with Dean, Administration and other Department Chairs to hire new full-time, non-coaches for the department, especially for the Yoga training and Adapted PE disciplines.

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty	Three non-coaching Kinesiology instructors	Repeat			Glenn Haller, Greg Bormann
Classified Staff					
Technology					
Physical/Facilities	Dedicated Adapted PE pool and classroom facilities	Repeat			John Taylor, Glenn Haller, Greg Bormann
Supplies					
Professional Development					

Other					

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 --->
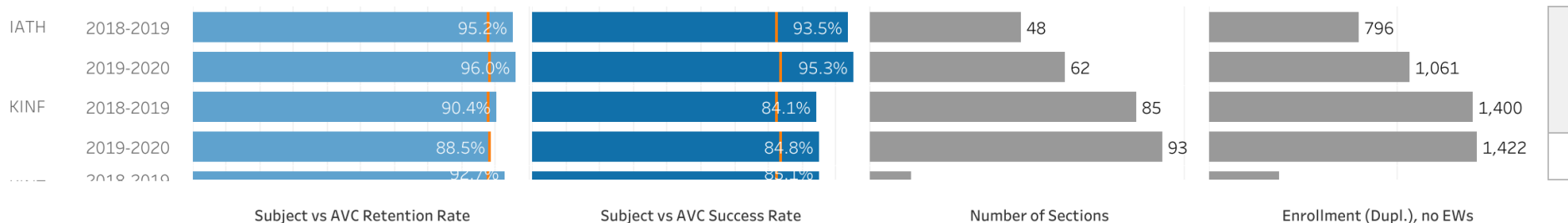
| Select Subject Multiple values | Select **Subject** again Multiple values | Select Program Major(s) AA-T Kinesiology (KINT) | Academic Year Multiple values | ⓘ |

Retention, Success, Number of Sections, & Enrollment in All (Total AVC rates are shown as │ *hover over to see data*)
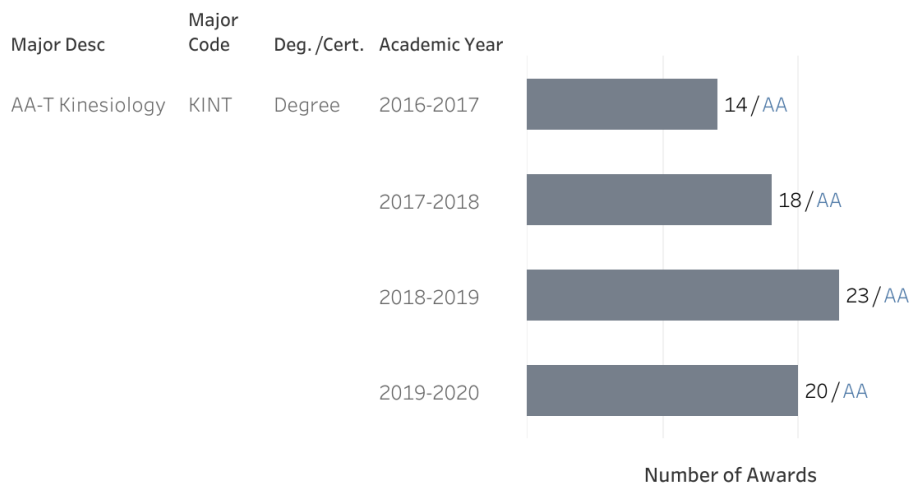
		Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
IATH	2018-2019	95.2%	93.5%	48	796
	2019-2020	96.0%	95.3%	62	1,061
KINF	2018-2019	90.4%	84.1%	85	1,400
	2019-2020	88.5%	84.8%	93	1,422
KINT	2018-2019	92.7%	85.1%		

Enrollment and Number of Sections by *Modality* in All

	Instr. Method	2018-2019		2019-2020	
Number of Sections	Inter-Col A..	48		62	
	Online				6
	Other Inde..			1	
	Traditional	85	13	92	9
Enrollment	Inter-Col A..	796		1,064	
	Online				184
	Other Inde..			1	
	Traditional	1,400	369	1,435	195

Enrollment and Number of Sections by *Location* in All

	Location	2018-2019			2019-2020		
Number of Sections	Lancaster	48	85	13	62	93	13
	Palmdale						2
Enrollment	Lancaster	796	1,400	369	1,064	1,436	314
	Palmdale						65

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

Major Desc	Major Code	Deg./Cert.	Academic Year	Number of Awards
AA-T Kinesiology	KINT	Degree	2016-2017	14 / AA
			2017-2018	18 / AA
			2018-2019	23 / AA
			2019-2020	20 / AA

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

	Fall 2..	Fall 2..	Fall 2..	Fall 2..	Fall 2..	Fall 2..	Fall 2..	Fall 2..	Fall 2..
PT/Adjunct		1.9	1.9		1.3	1.6		0.3	0.7
FT/Regular		2.3	2.2		2.3	1.7		1.0	0.2
FT/Overlo..		0.1	0.1		0.5	0.7			0.4
TOTAL FTEF	0.0	4.3	4.2	0.0	4.1	4.0	0.0	1.3	1.3
PT/FT		0.8	0.9		0.6	0.9		0.3	3.7
FTES		62.6	72.4		73.9	68.2		19.5	16.2
FTES/FTEF..		14.7	17.4		17.9	17.0		14.6	12.1
WSCH/FTE..		439.9	522.9		536.3	511.4		439.4	363.4

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2019-2020 Program Review Report

Division/Area Name: Kinesiology and Athletics/Recreation - REC	For Years: 2021-2022
Name of person leading this review: Dr. Glenn Haller	
Names of all participants in this review: Perry Jehlicka, Chad Shrout	

Part 1. Program Overview:

1.1.Briefly describe how the program contributes to the district mission
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.

1.2.State briefly program highlights and accomplishments
The Discipline has been stagnant, and in fact has lost enrollment, for reasons which will be addressed.

1.3. Check each Institutional Learning Outcome (ILO) supported by the program. *Type an "X" if checkbox is unavailable.*	
☐ **Communication**	☐ 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
☐ **Creative, Critical, and Analytical Thinking**	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.
☐ **Community/Global Consciousness**	Ⅹ Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well- being of society and the environment.

	☐ Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
☐ **Career and Specialized Knowledge**	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.*
☐ **Goal 1*:** Commitment to strengthening institutional effectiveness measures and practices.
X **Goal 2*:** Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
X **Goal 3:** Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
☐ **Goal 4*:** Advance more students to college-level coursework-Develop and implement effective placement tools.
☐ **Goal 5:** Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2019-2020

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):

Strengths	Recreation and Leisure Studies is a major at several CSU schools – including Northridge – and is one of the largest grow industries. According to 2014-2024 Occupational Employment Projections, jobs in this industry are to grow by between 12 and 23 percent by 2024.
Weaknesses	No major or certificate program in place currently
Opportunities	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.
Threats	Most local community colleges, including Canyons, has a degree program in place

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:
Action plans from SLO 1 of REC 101 and SLO 2 of REC 102 are to promote Recreation and Leisure Studies as a major and certificate program. As indicated above in opportunities, this is moving forward.

Part 2.D. Review and comment on progress towards past program review goals:
Goals from the last two program reviews is to promote Recreation and Leisure Studies as a major and certificate program. As indicated above in opportunities, this is moving forward.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

Program/Area Goal #	Goal supports which ILO/PLO/SLO/OO?	Description of Goal	Steps to be taken to achieve goal?
1. Improve student learning in the discipline by creating certificate and degree programs.	SLO 1 of REC 101 and SLO 2 of REC 102	Create a Recreation and Leisure Studies and certificate program.	a. Finalize degree and certificate requirements. b. Gain approval of Advisory Committee. c. Finish the steps necessary to gain approval.
2. Allow for more student accessibility to discipline by creating an online presence	SLO 2 of REC 101	Create on online presence, including embracing OEI and OER.	a. Have all REC courses approved for online. b. Attempt to create an OEI approved class. c. Work to to move curriculum to give the ability to use OER

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

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, $	One-Time or Recurring Cost, $	Contact's Name
Faculty					
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					

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
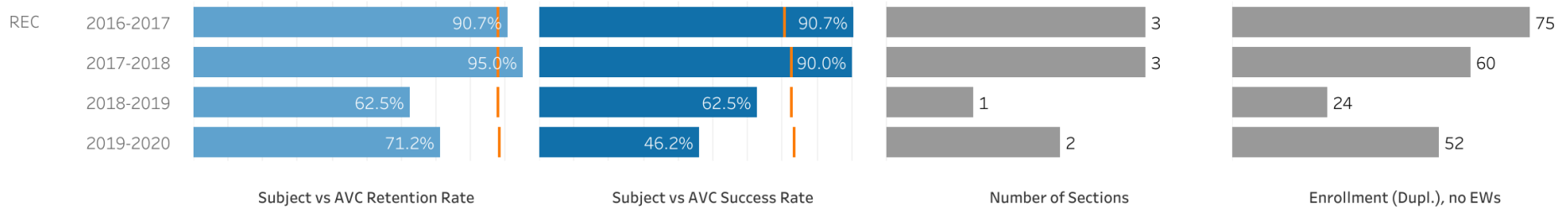**Program** Major(s) to get your data --->

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

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

REC	Subject vs AVC Retention Rate	Subject vs AVC Success Rate	Number of Sections	Enrollment (Dupl.), no EWs
2016-2017	90.7%	90.7%	3	75
2017-2018	95.0%	90.0%	3	60
2018-2019	62.5%	62.5%	1	24
2019-2020	71.2%	46.2%	2	52

Enrollment and Number of Sections by *Modality* in REC

	Instr. Method	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Online				2
	Traditional	3	3	1	
Enrollment	Online				55
	Traditional	75	60	24	

Enrollment and Number of Sections by *Location* in REC

	Location	2016-2017	2017-2018	2018-2019	2019-2020
Number of Sections	Lancaster	3	3	1	1
	Palmdale				1
Enrollment	Lancaster	75	60	24	25
	Palmdale				30

Number of Degrees/Certificates Awarded in None

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

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct		0.2		
FT/Regular	0.2			
FT/Overload				0.2
TOTAL FTEF	0.2	0.2		0.2
PT/FT				
FTES	2.9	2.1		2.1
FTES/FTEF Ratio	14.6	10.7		10.7
WSCH/FTEF Ratio	436.5	321.0		321.0

Click here
to see AVC's Program
awards dashboard

19