



Fall 2023 Program Review Report

Division/Area Name: Kinesiology & Athletics/Athletic Training (ATH)	For Planning Years: 2024-2025
Name of person leading this review: Cindy Vargas	
Names of all participants in this review: Perry Jehlicka, Dr. Ben Partee	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
The Athletic Training program provides a service program designed to accommodate a diverse population of learners. It contributes to the districts' mission by supporting students seeking to transfer to a four-year college program to prepare for employment as an athletic trainer.	
Part 2A: Analyze the <u>program review data (retrieval instructions)</u>, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
Use the following questions to guide your analysis:	
Overall (Use the <i>Program Review</i> tab to inform your analysis)	
<ul style="list-style-type: none"> • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? 	
Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)	
<ul style="list-style-type: none"> • Which racial/ethnic student groups complete their courses at the highest rates? • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<i>Consider the following questions:</i>	
<ul style="list-style-type: none"> • At the present, we have two certified athletic trainers, both with master's degrees and the ability to teach AVC's athletic training courses. 	
Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<i>Consider the following questions:</i>	
<ul style="list-style-type: none"> • Currently, CMS employees are unable to teach the athletic training courses. 	
Aspirations: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)	
<i>Consider the following questions:</i>	
<ul style="list-style-type: none"> • We would like to go back to being an active athletic training program, preparing students to pursue their interest in athletic training at a four-year program. 	
Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data	
Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)	
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/	
Part 2C: Review and comment on progress toward past Course Improvement Plans	
List your past Course Improvement Plans (CIP) and progress toward meeting those plans.	

Past Course Improvement Plans	Progress Made
We do not have CIP's to review since the courses have not been taught since 2019.	

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Work within the administration and Union to allow CMS to teach these courses and secure a dedicated Athletic Training classroom containing proper and necessary materials and technologies.	We have made no progress in allowing CMS to teach these courses; however, we have secured a dedicated lab that contains proper and necessary materials and technologies.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 5: Align instructional programs to the skills identified by the labor market	To restart the athletic training program which will prepare students who wish to transfer to a four-year program and seek future employment as an athletic trainer.	1. Work with Administration and the Union to allow our qualified athletic trainers (CMS) to teach the existing curriculum.	The athletic training program is reactivated, and courses are being taught.
#2	Choose ILO				Choose an item.			
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Choose an item.

Choose an item.

Choose an item.

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject ATH	Select Subject <i>again</i> ATH	Select Program Major(s) None	Academic Year Multiple values
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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**

	Instr. Method	2019-2020
Number of Sections	Traditional	5
Enrollment	Traditional	54

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

	Location	2019-2020
Number of Sections	Lancaster	5
Enrollment	Lancaster	54

Number of Program Awards in **None**

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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	0.7			
TOTAL FTEF	0.7	0.0	0.0	
FTES	2.8			13.0
FTES/FTEF Ratio	3.8			
WSCH/FTEF Ratio	114.5			
WSCH	84.0			

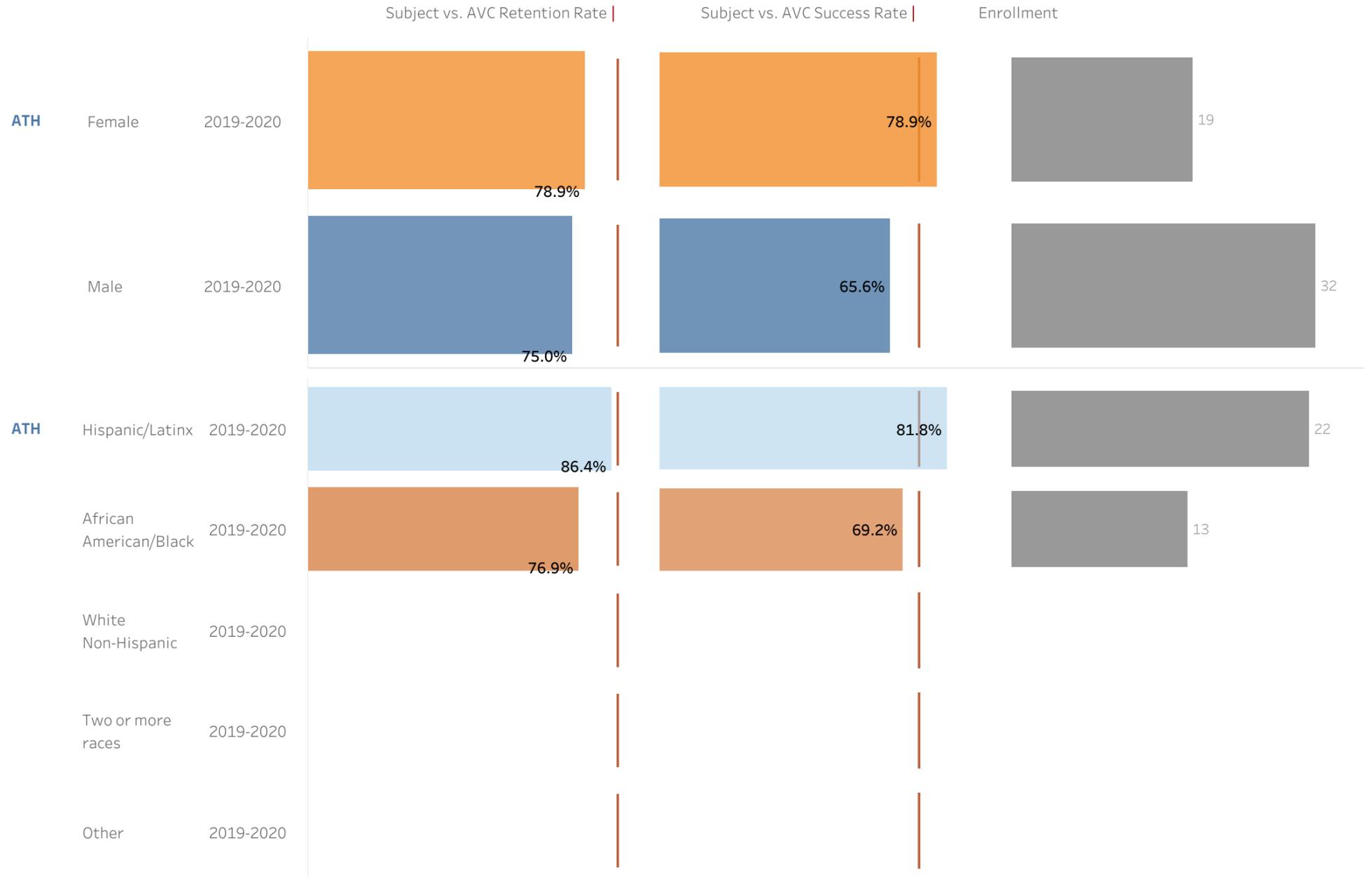
Click [here](#)
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's
Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Kinesiology & Athletics/Health Education (HE)	For Planning Years: 2024-2025
Name of person leading this review: Barry Green	
Names of all participants in this review: Cindy Vargas, Perry Jehlicka, Dr. Ben Partee	
Part 1. Program Overview: <i>Briefly describe how the program contributes to the district mission</i>	
<p>Our health education courses contribute to a quality, comprehensive education for a diverse population of learners and prepare individuals for healthy lifestyles and promote wellness throughout their lives. The Department has two primary goals entirely in line with the mission. Firstly, is to provide students with preparatory courses for transfer to a four-year educational program in health, community health and wellness and secondly, to provide general education about health and wellness.</p>	
Part 2A: Analyze the <u>program review data (retrieval instructions)</u>, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:	
Use the following questions to guide your analysis:	
Overall (Use the <i>Program Review</i> tab to inform your analysis)	
<ul style="list-style-type: none"> • What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year? • What are the trends for the number of awards granted? Are the number of awards going up or down? 	
Equity (Use the <i>S & R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)	
<ul style="list-style-type: none"> • Which racial/ethnic student groups complete their courses at the highest rates? • Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section. 	
Strengths and Accomplishments: <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i>	
<ul style="list-style-type: none"> • The recently published figures for the academic year 2022-23 reveal a noteworthy surge in the online enrollment rate, exhibiting an increase of 1.23% (178 students) in comparison to the preceding year's data. Additionally, the health course section has witnessed an increment of 1.14% (7 added course sections). These changes in the enrollment pattern are indicative of the institution's commitment to providing quality education to the students and its constant efforts towards enhancing the learning experience by offering diversified courses. • The full-time equivalent employees (FTEs) exhibited a rise of 1.34% in comparison to the data for the preceding year. The current FTEs stand at their four-year high of 97 FTEs. • The Department of Kinesiology provides an array of courses catering to the student's needs, including Health Education, Stress Management, Women's Health Issues and First Aid and Emergency Care. These courses are offered at multiple locations, namely Palmdale, Tehachapi Prison, and Kern County's Rosamond High School. Our courses are designed to inculcate a comprehensive understanding of the subjects and equip our students with the knowledge and skills to manage health and emergency situations efficiently. • In comparison to the annual retention rate of 88.9% of AVC, Health Education has demonstrated a higher retention rate of 92.9%. Moreover, Health Education has proved to have a higher success rate of 76.0% compared to AVC's annual success rate of 72.6%. Such statistics indicate 	

that Health Education is performing better than AVC in terms of both retention and success rates. This is a significant achievement for Health Education, and it reflects the effectiveness of its educational programs and the commitment of its faculty and staff toward student success.

- For the Fall 2023 academic year, a new course titled HE 110 - Ethnic Health Issues has been added.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- The department intends to expand the Kinesiology courses to support the development of a new local degree program in Kinesiology. This initiative presents an opportunity to broaden the range of course offerings in fitness, wellness, and sports to strengthen the Kinesiology department's local degree program. We believe that developing a certificated program will allow us to provide our students with a comprehensive education that prepares them for the workforce and enables them to contribute positively to society. We are committed to ensuring that our students receive a rigorous and challenging education that is grounded in theory and practice.
- The Health Education course sections can be enhanced to address the lower success rates among African Americans, which currently stand at 6.2%. Collaborating with colleagues, we aim to provide a wider range of free OER materials for online and F2F health courses, reducing the financial burden on students and facilitating course development that meets the CVC guidelines.
- Develop opportunities by enhancing the learning experience of African American students in health courses. To achieve this, we will continuously explore and implement new teaching modalities and lower textbook costs that promote inclusivity and ultimately lead to improved success rates.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- The enhancement of our courses with the aim of enabling students to attain the peak of their health, wellness, and physical fitness is of paramount importance. Our objective is to provide a comprehensive and rigorous educational experience that fosters optimum physical well-being for all students.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Due to the transition from Curricunet to eLumen, SLO data was unable to be reported. CIPs were not created because of this issue; however, faculty have had discussions regarding course improvements.	Issues have been resolved in eLumen. The 22-23 CIPs have been entered properly.
	Classroom technology, improvements to the Canvas platform, and online training offered to faculty account for students exceeding course expectations.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Expanding our current course offerings to include wellness courses as part of the Wellness, Fitness, and Sport local degree program. It will also increase FTES to support the Department's local degree program.	A new course titled HE 110 - Ethnic Health Issues has been added to Fall Semester 2023.
Continue to improve SLO reporting in all the health classes. This will allow health instructors to continue to make course improvement plans and evaluations of improving the SLO's.	Our courses are now shown in eLumen. We have completed 22-23 course improvement plans. We are striving to get SLO reporting to 100 percent
Serve our Health students better by providing more full-time 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.	No progress made.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Serve our Health students better by providing more full-time 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. As well as securing a dedicated health education classroom containing proper and necessary materials and technologies	1. Work with the Dean, Administration, and other Department Chairs to hire new full-time faculty for the department. 2. Work with the Dean, Administration and other Department chairs to secure a dedicated health education classroom containing proper and necessary material and technologies.	The action of full-time assistant football coach/faculty member being hired.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal 3: Focus on utilizing proven instructional strategies that will	Commitment to strengthening institutional	1. Have faculty continue working on the evaluation of the current SLOs.	SLO reporting at 100 percent, as well as developing course improvement plans.

					foster transferable intellectual skills	effectiveness measures and practices. Continue to improve SLO reporting in all the health classes. This will allow Health instructors to continue to improve on developing course improvement plans.	2. Have faculty continue to build CIPs where SLOs are not being met. 3. Have faculty continue to build CIPs where SLOs are easily met. The plans should include ways to challenge that SLO.	
#3	ILO 3. Community/Global Consciousness				Choose an item.			
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Serve our health students better by providing more full-time 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.	#1	Repeat	\$100,000.00	Recurring	Dean
Supplies	To continue to upgrade mannequins, AED's and other relevant equipment as trends to first aid curriculum change.	#1	New	\$50,000.00	Recurring	Dean
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject HE Select Subject **again** HE Select Program Major(s) Kinesiology (KIN) Academic Year Multiple values



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



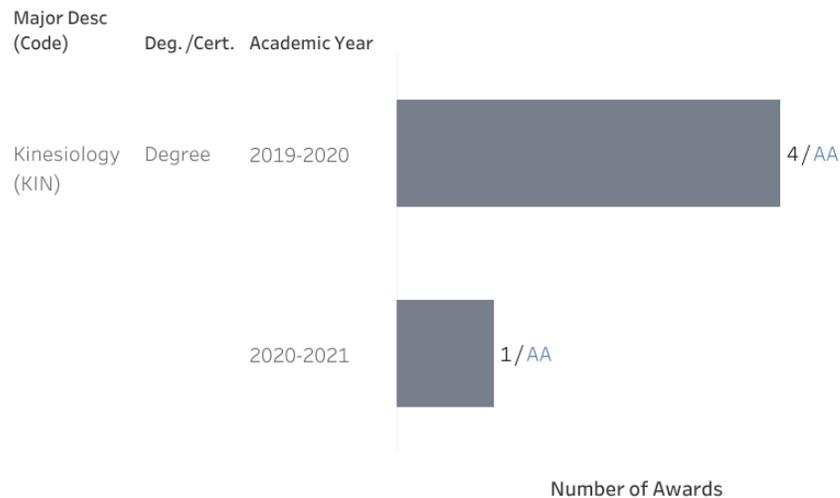
Enrollment and Number of Sections by *Modality* in HE

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	26	32	49	56
	Traditional	44	28	25	23
Enrollment	Online	972	876	1,246	1,418
	Traditional	1,197	626	422	466

Enrollment and Number of Sections by *Location* in HE

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	42	27	26	28
	Lancaster [O..	3	2	6	3
	Palmdale	25	31	42	48
Enrollment	Lancaster	1,264	671	406	553
	Lancaster [O..	73	46	148	56
	Palmdale	832	785	1,114	1,275

Number of Program Awards in Kinesiology (KIN)



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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	2	1	2	3
FT (Regular) FTEF	2	3	2	2
FT (Overload) FTEF	2	2	2	2
TOTAL FTEF	6	6	6	7
PT/FT FTEF Ratio	1	0	1	1
FTES	91	67	72	97
FTES/FTEF Ratio	16	11	12	15
WSCH/FTEF Ratio	486	334	361	439
WSCH	2,724	2,002	2,167	

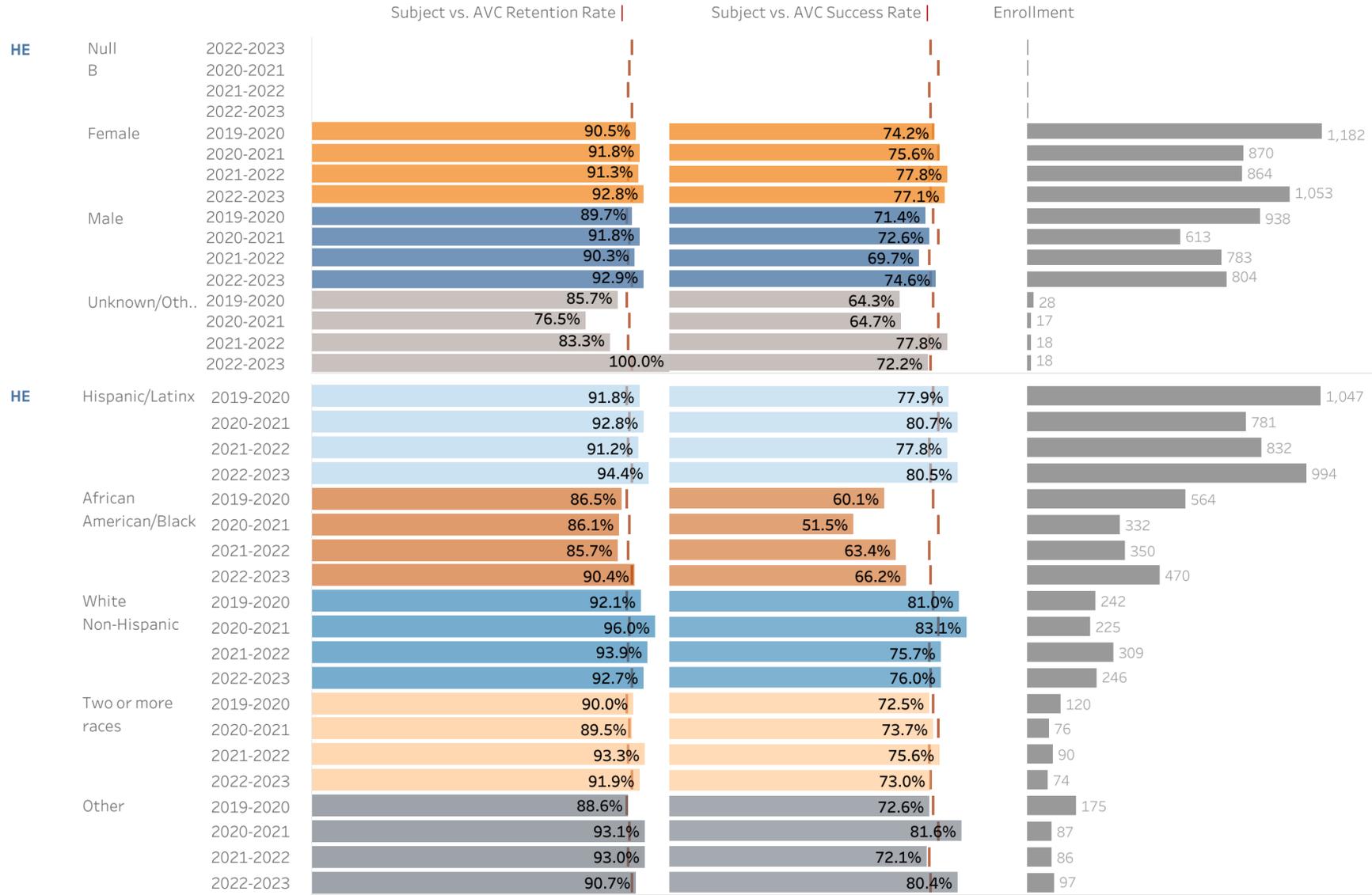
Click [here](#) to see AVC's Program awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to **AVC's Rates** (I)

If the Subject bars are below the vertical lines | , it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, cam, climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Kinesiology & Athletics/Intercollegiate Athletics (IATH)	For Planning Years: 2024-2025
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Name of person leading this review: Cindy Vargas

Names of all participants in this review: Perry Jehlicka, Dr. Ben Partee

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

Our intercollegiate classes provide a quality education and an opportunity to compete at the intercollegiate level as well as preparing students for transfer. The department serves 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 programs seek to promote and generate community interest in the department programs through activities and events which allow community participation. Some of those events include hosting sports clinics, hosting events such as youth football, high school football and youth basketball. Our athletic director also meets monthly with athletic directors from the Golden league in order to facilitate better relations with a group that felt disenfranchised in the past.

Part 2A: Analyze the program review data ([retrieval instructions](#)), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the *Program Review* tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

- Enrollment increased 18% from last year.
- Both IATH retention and success rates increased from last year. IATH retention rates are at 97.4% compared to 89.2% of AVC’s annual retention rate and success rates are at 96% compared to 72.6% of AVC’s annual success rate.
- We had an overall program GPA of all student athletes of 3.13 compared to 2.75 of other AVC students.
- We had 72 student athletes transfer to four-year universities.
- This fall, an academic student achievement zone and student athlete advisory council was implemented for student athletes with the aim of continuing to increase success and retention rates and address student needs. The achievement zone was also recognized by the accreditation team.
- We now have three academic advisors dedicated to our department to assist with advisement and educational plans.
- In the spring, an early alert program will be implemented to support students’ academic success.
- All sexes and all racial/ethnic groups had much higher success rates and retention rates compared to AVC overall.
- In order to fulfill the allowable contact hours (350 hours) each student athlete may receive, we have submitted all of our IATH courses to AP&P to receive the maximum funding the state allows.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- While success rates were still high compared to AVC overall, African American/Black students showed the biggest equity gap (3.3% below) compared to the highest success rate group which was White/non-Hispanic students in IATH courses. We expect to close those gaps with the implementation of the academic achievement zone and early alert program.
- Based on the data, enrollment of male student athletes was more than double that of female student athletes. We would like to bring back women’s beach volleyball to help close that gap. Other emerging sports in the CCCAA include women’s flag football and women’s lacrosse which we look to explore.
- A major challenge has been the upkeep and maintenance of our facilities. The outfield turf at the baseball stadium has not been replaced in over ten years. The tennis courts need to be resurfaced and two (2) rows of athletic team lockers need to be placed on both the men's and women's sides of the current locker rooms as well as the gymnasium needs numerous repairs. There is a great need to have a maintenance plan in place for the safety of the student athletes and to support their success.
- Another major challenge has been securing transportation to meet the needs of all our athletic teams.
- Based on the departments’ needs, the current administrative assistant is struggling to complete time-sensitive assignments which hinders the advancement of our division.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

We want to be known as an institution that is committed to giving our student-athletes the best opportunities to pursue their academic and athletic goals. We aim to put each of our student athletes in a position to compete at a high level, while also instilling good sportsmanship, personal integrity, and personal development. We strive to grow as a department as well as to continue to increase student retention and transfer rates as well as close equity gaps.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans (CIP)** and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
We were unable to document course improvement plans in eLumen, however, we have had the discussion on how we can improve our IATH courses.	To support and improve student success, faculty need to analyze how we organize practices to reach all types of learners as well as evaluating equipment, supplies and technologies used. In the future, we will be able to document course improvement plans.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
To obtain learning outcomes data for our intercollegiate classes.	We have resolved the issue in eLumen and are now able to obtain data.
To create operational outcomes as well as measurable tools for intercollegiate classes and athletics.	In discussion with the dean/athletic director, outcomes are achieved by the data collected by each athletic program throughout their season of sport.
To better serve our students by developing their educational plans and offering intensive advising support while working toward their educational goals.	We now have three academic advisors dedicated to our department to assist with advisement and educational plans. Their offices are located in the Marauder Complex where they are easily accessible to the student athletes and coaches.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Advance more students to college level coursework. Develop and implement effective placement tools. Serve our intercollegiate athletic students better by providing more full-time 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.	1. Work with the Dean, Administration, and other Department Chairs to hire new full-time faculty for the division.	The action of full-time assistant football coach/faculty member being hired.
#2	ILO 3. Community /Global Consciousness				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To develop an annual athletic facility maintenance schedule to help create an environment that supports the health,	1. Review the maintenance needs of each facility. 2. Submit a facilities maintenance	By constant, quality improvement and maintenance of facilities.

						safety, and success of our students.	schedule to the VP of Administrative Services.	
#3	ILO 1. Communication				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To meet the growing needs and requests of administration, faculty/staff, coaches, and student athletes. The program needs to continue the former levels of staffing and professionalism to continue with the exemplary level of service to administration, faculty/staff and students.	1. Work with the dean and administration to hire a Clerical III position.	A Clerical III is hired.
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Serve our intercollegiate athletic students better by providing more full-time 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	#1	Repeat	\$ 100,000	Recurring	Dean
Physical/Facilities	To develop an annual athletic facility maintenance schedule to help create an environment that supports the health, safety, and success of our students.	#2	New	\$500,000	Recurring	Dean

Classified Staff	To meet the growing needs and requests of administration, faculty/staff, coaches, and student athletes. The program needs to continue the former levels of staffing and professionalism to continue with the exemplary level of service to administration, faculty/staff and students.	#3	New	\$80,000	Recurring	Dean
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject
IATH

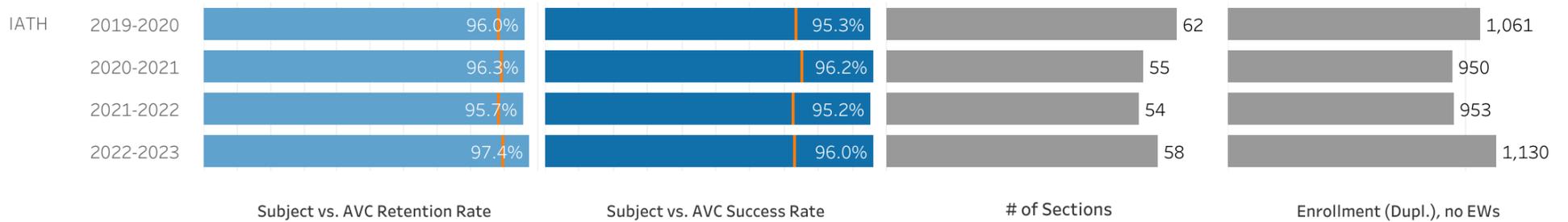
Select Subject *again*
IATH

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	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Inter-Col Athletic	62	55	54	58
Enrollment	Inter-Col Athletic	1,064	950	954	1,130

Enrollment and Number of Sections by *Location* in IATH

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	62	55	54	58
Enrollment	Lancaster	1,064	950	954	1,130

Number of Program Awards in None

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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	2	1	1	2
FT (Regular) FTEF	2	2	3	3
FT (Overload) FTEF	0			
TOTAL FTEF	4	3	4	4
PT/FT FTEF Ratio	1	1	0	1
FTES	72	44	74	60
FTES/FTEF Ratio	17	15	19	14
WSCH/FTEF Ratio	523	457	583	411
WSCH	2,171	1,327	2,212	

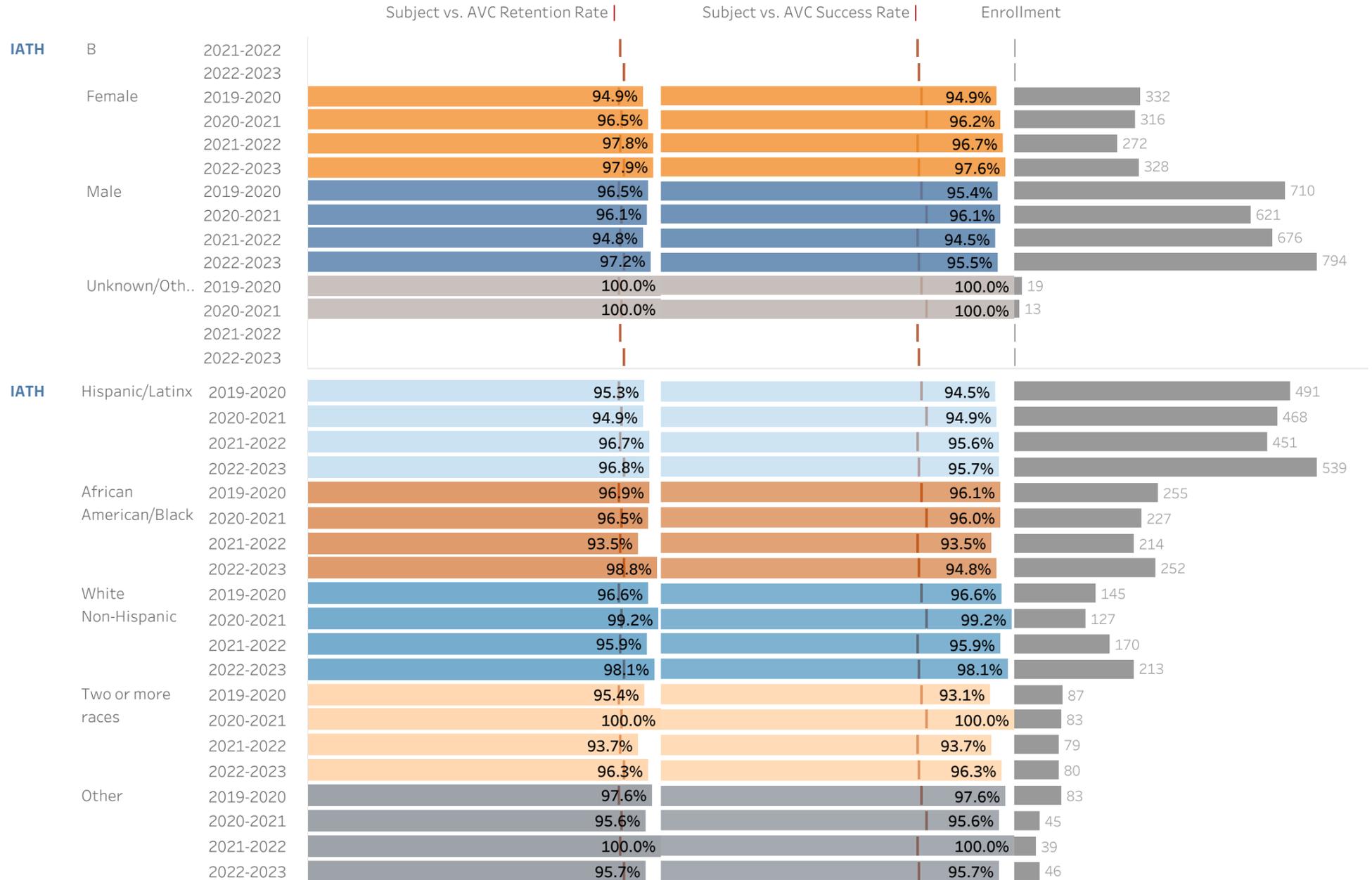
Click [here](#)
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's
Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Kinesiology & Athletics/Kinesiology Fitness (KINF) and Kinesiology Theory (KINT)	For Planning Years: 2024-2025
-----------------------------------------------------------------------------------------------------------------	--------------------------------------

Name of person leading this review: Dr. Bryan Moses

Names of all participants in this review: Perry Jehlicka, Cindy Vargas, Dr. Ben Partee

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

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.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

- Overall (Use the *Program Review* tab to inform your analysis)
- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
 - What are the trends for the number of awards granted? Are the number of awards going up or down?
- Equity (Use the *S & R by Demographic Group* or the *Equity* tab to inform your analysis)
- Which racial/ethnic student groups complete their courses at the highest rates?
 - Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

- 29% increase in Kinesiology transfer degrees awarded
- Kinesiology theory (KINT) retention rate (91.5%) is above the AVC annual rate (89.2%)
- Kinesiology fitness (KINF) retention rate (95.1%) is above the AVC annual rate (89.2%)
- KINF success rate (93.6%) is above the AVC annual rate (72.6%)
- The Kinesiology department is well represented among the diverse populations of the college.
- The data does not show any significant equity gaps.
- Since COVID, KINT retention rates have continued to rise: 84.7 (19-20), 87.5 (20–21), 90.8 (21-22), 91.7 (22-23)
- Since COVID, KINF retention rates have continued to rise: 88.5 (19-20), 93.8 (20-21), 93.3 (21-22), 95.1 (22-23)
- Since COVID, KINF success rates have continued to rise: 84.8 (19-20), 90.3 (20-21), 91.0 (21-22), 93.6 (22-23)
- KINF and KINT offer classes in a variety of formats including online and F2F.
- Approved for a new Life Fitness Center.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

- KINT success rate (65.6%) is below the AVC annual rate (72.6%)
- KINT and KINF need greater assistance from the facilities department to properly maintain facilities for the safety of our students. Current facilities are not being maintained on a regular basis regarding upkeep and beautification.
- There is a strong need for facility improvements. The current gymnasium has outlived its time and needs to be torn down and rebuilt. If the gym is not being built in the unforeseeable future, then the following issues must be addressed: HVAC, roof leaks, lighting and entry doors.
- Lack of local degree program. There is a need for a Kinesiology degree that is more in line with the population that attends Antelope Valley College.
- The program needs to hire a new full-time instructor due to the loss of several full-time instructors over the years.
- The department feels that we have an opportunity to integrate fire technology and Administration of Justice fitness classes moving forward.
- Equipment needs to be properly maintained and additional equipment needs to be purchased to keep up with the demands of students' needs in current courses as well as the numerous new courses being added to the schedule next fall.
- Based on the department's needs, the current administrative assistant is struggling to complete time-sensitive assignments which hinders the advancement of our division.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The overall goals of the kinesiology department are to promote the adoption of lifestyles that involve health-related physical activity and healthy eating at various stages of the life cycle and to encourage the production of healthy, safe, and attractive foods. We want to continue to create coursework which will provide the education necessary to inspire our students and community. [OO]

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past Course Improvement Plans (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Due to the transition from Curricunet to eLumen, SLO data was unable to be reported. CIP's were not created because of this issue, however faculty have had discussions regarding course improvements.	Issues have been resolved in eLumen. The '22-'23 CIP's have been entered properly.
	Classroom technology, improvements to the Canvas platform and online training offered to faculty account for students exceeding course expectations.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Serve our Kinesiology students better by providing more full-time 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.	No progress made.
Continue to improve SLO reporting in all Kinesiology classes. This will allow kinesiology instructors to continue to improve on course improvement plans and evaluation of improving the SLO's	Our courses are now shown in eLumen. We have completed '22-'23 course improvement plans. We are striving to get SLO reporting to 100 percent
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 the growth in the KIN fitness offerings	We have 33 new courses in development to be implemented in the fall of 2024. A large number will be held outside.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	To advance more students to college level coursework, develop and implement effective placement tools and serve our Kinesiology students better by providing more full-time instructors which will help meet the needs of our growing division. Over the last seven years there have been seven retirements of full-time	1. Work with the Dean, Administration, and other Department Chairs to hire new full-time kinesiology faculty for the department.	The action of full-time assistant football coach/faculty member being hired.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Commitment to strengthening institutional effectiveness measures and practices.	1. Have faculty continue working on the evaluation of the current SLOs. 2. Have faculty continue to build CIP's where SLOs are	SLO reporting at 100 percent as well as developing course improvement plans.

						Continue to improve SLO reporting in all Kinesiology classes. This will allow kinesiology instructors to continue to improve on developing course improvement plans.	easily met. The plans should include ways to challenge that SLO.	
#3	ILO 3, Community / global consciousness				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To facilitate the proper maintenance of equipment for existing courses as well as acquiring the equipment needed for the new courses that will be taught in the fall which will support the health, safety, and success of our students.	1. Collaborate with faculty to determine the necessary equipment needed to maintain current courses and for the implementation of new courses. 2. Work with the Dean and Administration to acquire the proper equipment.	Current Kinesiology courses are up to date with proper and safe equipment as well as having the equipment needed for the new courses.
#4	ILO 1: Communication				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To meet the growing needs and requests of administration, faculty/staff, coaches, and student athletes. The program needs to continue the former levels of staffing and professionalism to continue with the exemplary level of service to administration, faculty/staff and students.	Work with the dean and administration to hire a Clerical III position.	A Clerical III is hired.

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Serve our Kinesiology students better by providing more full-time 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.	#1	Repeat	100,000	Recurring	Dean
Supplies	To facilitate the proper maintenance of equipment for existing courses as well as acquiring the equipment needed for the new courses that will be taught in the fall which will support the health, safety, and success of our students.	#3	New	50,000	Recurring	Dean
Classified Staff	To meet the growing needs and requests of administration, faculty/staff, coaches, and student athletes. The program needs to continue the former levels of staffing and professionalism to continue with the exemplary level of service to	#4	New	80,000	Recurring	Dean

	administration, faculty/staff and students.					
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject
Multiple values

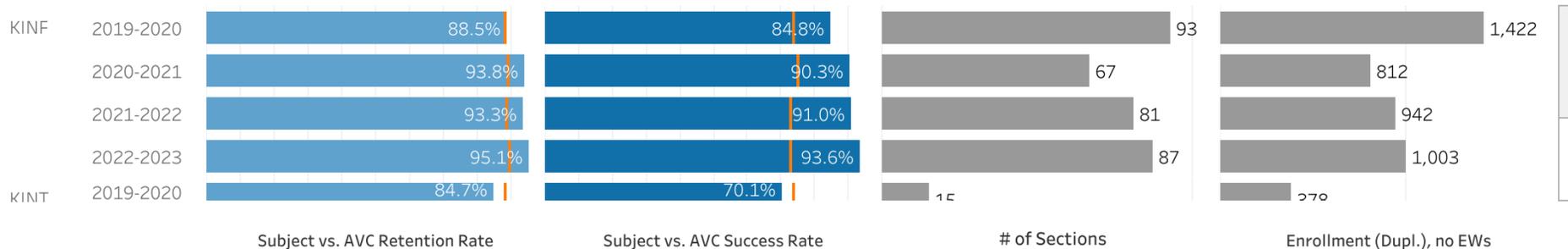
Select Subject **again**
Multiple values

Select Program Major(s)
Multiple values

Academic Year
Multiple values



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



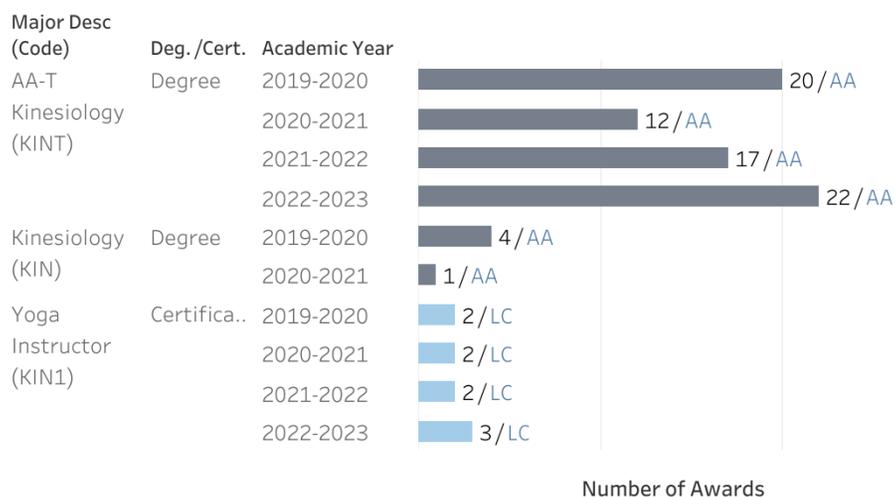
Enrollment and Number of Sections by **Modality** in **All**

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	6	7	0	12
	Other Indep Study	1			
	Traditional	92	9	67	5
Enrollment	Online	184	214	6	247
	Other Indep Study	1			
	Traditional	###	195	813	83

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

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	93	13	67	6
	Palmdale	2	6	0	12
Enrollment	Lancaster	###	314	813	116
	Palmdale	65	181	6	247

Number of Program Awards in **AA-T Kinesiology (KINT), Kinesiology (KIN), Yoga Instructor (KIN1)**



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

	Fall..						
PT (Adjunct) FTEF	2	1	1	2	1	0	1
FT (Regular) FTEF	2	2	1	1	0	0	0
FT (Overload) FTEF	1	0	0	0	0	0	0
TOTAL FTEF	4	3	3	3	1	1	1
PT/FT FTEF Ratio	1	1	1	2	4	1	3
FTES	68	35	42	48	16	11	12
FTES/FTEF Ratio	17	12	13	14	12	11	10
WSCH/FTEF Ratio	511	359	389	434	363	343	309
WSCH	###	###	###		485	343	371

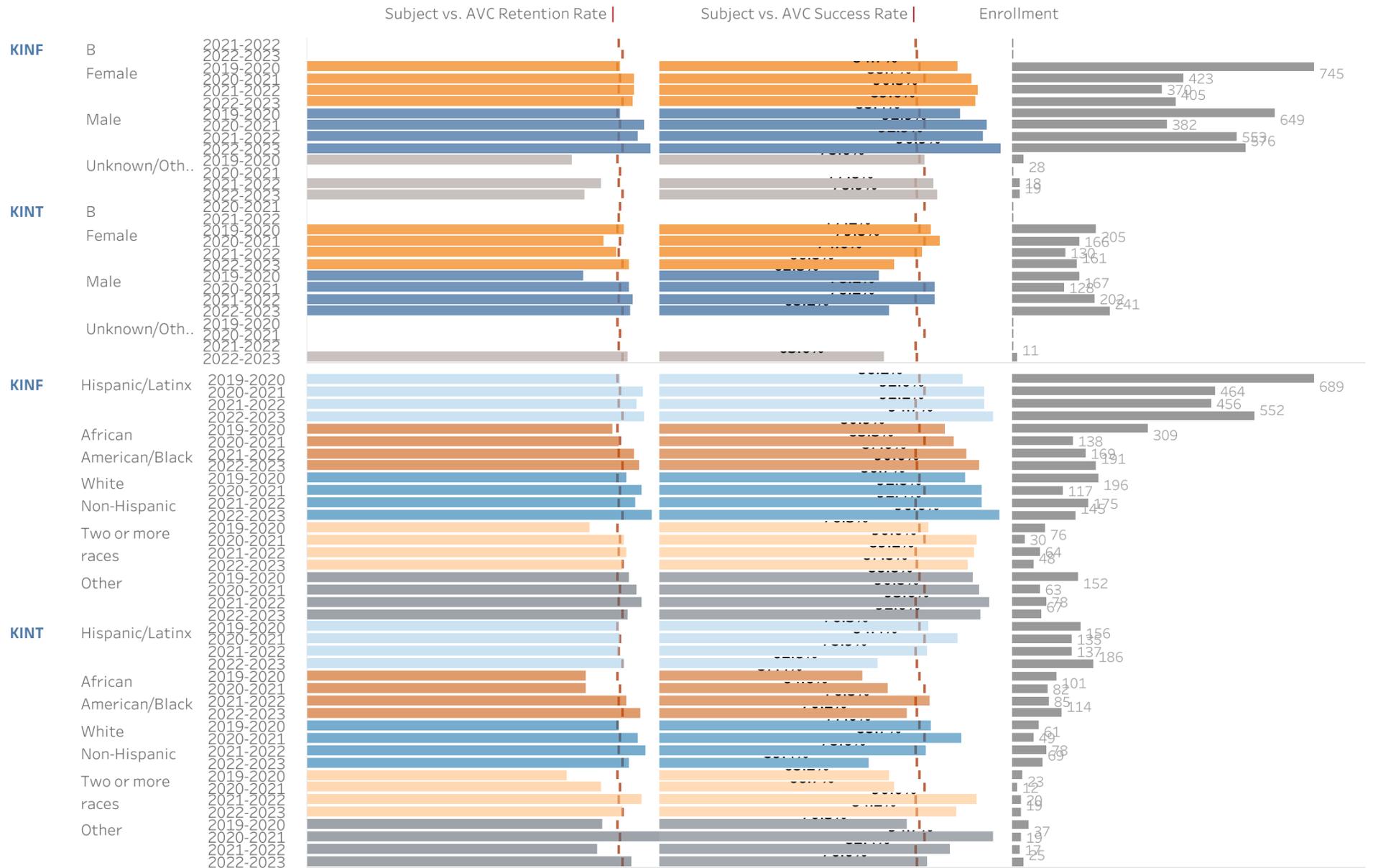
Click [here](#) to see AVC's Program awards dashboard

Last Update: 09/30/2022 . Data Sources: AVC's Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to **AVC's Rates** (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, campus climate, and support services.) - What resources/training are available/needed to support these efforts?





Fall 2023 Program Review Report

Division/Area Name: Kinesiology & Athletics/Recreational Leadership (REC)	For Planning Years: 2024-2025
---------------------------------------------------------------------------	-------------------------------

Name of person leading this review: Perry Jehlicka

Names of all participants in this review: Cindy Vargas, Dr. Ben Partee

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

In harmony with the mission of Antelope Valley College, the department of Recreation’s purpose is to prepare students to serve the public in areas of leisure and recreation. To engage students in learning through quality instruction and collaborative communication and to foster student success in recreational leadership. Prepare students to transfer to 4-year recreations programs or enter the work force in the recreation field.

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the Program Review tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
- What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the S & R by Demographic Group or the Equity tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the Strengths and Accomplishments section.

Strengths and Accomplishments: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

- The retention rate was 87.8% and success rate of 77.6% which is an increase from the previous year.
- We are starting a recreation certificate in the fall of 2024, and we believe that will help students work in the recreation field in the Antelope Valley area and transfer to four-year institutions. We also anticipate having a Recreation degree in the fall of 2025

Opportunities and Challenges: (Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

Consider the following questions:

- What does your program/area need to do better to support/improve student success?
- What actions can be taken to help close equity gaps?
 - Continue to grow sections and promote the certificate program starting in Fall 2024.
 - Right now, most students taking the class are between the ages of 20-24. We think having the certificate program will get a more comprehensive age range for taking our courses, which will help them get entry-level employment in the recreation field.
 - There is an equity gap with African American students' retention and success rate compared to other ethnic groups in the courses. Both courses now have OER materials, and there is no class materials cost. OER materials in our other division classes have shown to help close equity gaps with student retention and success. Having Recreation 101 and Recreation 102, POOCR approved will help as the course's design will meet CVC standards for distance education design.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The fight has always been to get a local degree program in place. We currently will have a Recreation certificate starting in the fall of 2024. We plan to have a Recreation degree program in 2025. Recreation is a growing field with more jobs at over 5% for the next ten years. n years. California has the most recreational job opportunities in the country. With this field growing, we can serve both the Antelope Valley area and California in the field of Recreation.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
Rec 101 and Rec 102 POCR approved so they meet the CVC course design requirements and can be offered through the CVC course exchange. We also look to build a curriculum that is engaging to students.	Rec 101 is in the process of going through POCR review and Rec 102 will be going through POCR review in the Spring 2024. In Rec 102, all students exceeded the expected performance. Also, the curriculum is very engaging for the students. One of the projects is to gather information on how to lease, build, and manage a recreational facility. They then have the opportunity to discuss leadership structure.

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Improving student learning in the discipline by creating certificate and degree programs is at a complete standstill. Allow for more student accessibility to discipline by creating an online presence.	A recreation certificate is in the final stages of approval and should be available to students in the fall semester 2024. Both Rec 101 and Rec 102 are offered online.
Allow for more student accessibility to discipline by creating an online presence. There has been some movement, but the REC 101 course that is up for OEI approval has been stalled. Additionally, the online version of REC 102 is stalled because the author has not submitted it to POCR.	Both Rec 101 and Rec 102 are offered online each semester. Rec 101 is POCR approved by one faculty member, and a second faculty member is in getting Rec 101 POCR approved. Additionally, Rec 102 will be submitted to POCR in the Spring of 2024 for approval.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Advance more students to college-level coursework. Develop and implement effective placement tools. Serve our Recreation students better by providing more full-time 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	1. Work with the Dean, Administration, and other Department Chairs to hire new full-time faculty for the department.	The action of full-time assistant football coach/faculty member being hired.
#2	ILO 2. Creative, Critical, and Analytical Thinking				Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Commitment to strengthening institutional effectiveness measures and practices. Continue to improve SLO reporting in all the Recreation classes. This will allow recreation instructors to continue to improve on developing course improvement plans.	Have faculty continue working on the evaluation of the current SLOs. 2. Have faculty continue to build CIP where SLOs are not being met. 3. Have faculty continue to build CIP where SLOs are easily met. The plans should include ways to challenge that	SLO reporting at 100 percent as well as developing course improvement plans.
#3	ILO 3. Community /Global Consciousness				Goal 5: Align instructional programs to the skills identified by the labor market	Create a Recreation Degree program.	We have a certificate program starting in Fall 2024. The job market in California calls for growth in the recreation field.	Getting the degree approved for the start of the 2025-2026 school year.
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Faculty	Serve our Recreation students better by	#1	Repeat	\$ 100,000.00	Recurring	Dean

	providing more full-time 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.					
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

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

Select Subject
REC

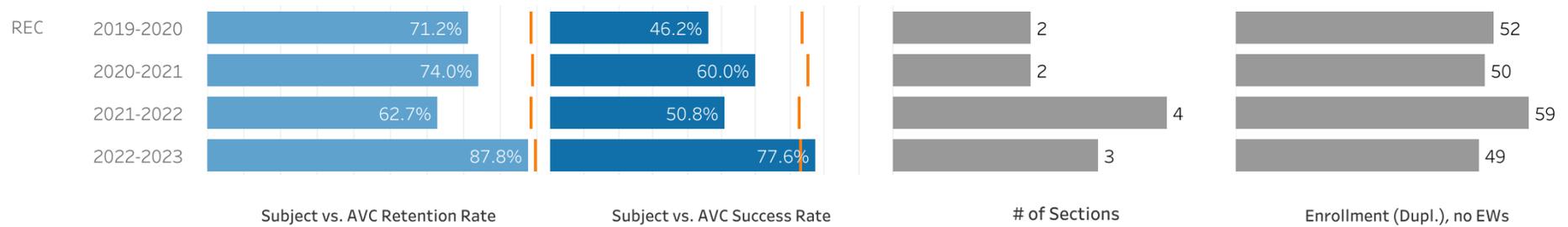
Select Subject *again*
REC

Select Program Major(s)
None

Academic Year
Multiple values



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



Enrollment and Number of Sections by *Modality* in REC

	Instr. Method	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Online	2	2	4	3
	Enrollment	55	50	59	49

Enrollment and Number of Sections by *Location* in REC

	Location	2019-2020	2020-2021	2021-2022	2022-2023
Number of Sections	Lancaster	1			
	Palmdale	1	2	4	3
Enrollment	Lancaster	25			
	Palmdale	30	50	59	49

Number of Program Awards in None

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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
FT (Regular) FTEF			0.2	
FT (Overload) FTEF	0.2	0.2	0.2	0.2
TOTAL FTEF	0.2	0.2	0.4	0.2
PT/FT FTEF Ratio			0.0	
FTES	2.1	2.1	1.0	4.4
FTES/FTEF Ratio	10.7	10.7	2.4	22.0
WSCH/FTEF Ratio	321.0	321.0	72.8	660.0
WSCH	64.2	64.2	29.1	

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

Last Update: 09/30/2022 .Data Sources: AVC's
Banner, ARGOS reports

Subject-Level Retention Rate (RR), Success Rate (SR), and Enrollment by Sex & Race/Ethnicity as Compared to AVC's Rates (|)

If the Subject bars are below the vertical lines |, it indicates that equity gaps exist in SR or RR for those sub-groups as compared to overall SS or RR. Some questions to ask when looking at the data:

- What are the potential reasons for equity gaps? - What can my program implement to mitigate these gaps? (Consider such factors as curriculum design, teaching methods, cam, climate, and support services.) - What resources/training are available/needed to support these efforts?

