

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name:** Kinesiology/Recreation/Athletics/Sports Medicine

**Academic Year:** 2024/2025

1. Has your program mission or primary function changed in the last year?

No, there has been no changes to the program mission over the last year.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

We have modified our PE 128, Sport Psychology class. Modification included a new prefix, KIN 128 and course outline of record modifications to fulfill Area 4, Social and Behavioral Sciences of the new CAL-GETC standards. This class is in the revision process and still pending review. CAL-GETC submissions have been returned with sub-standard feedback relative to our proposal being accepted for CAL-GETC approval. The feedback gives no direction on how we could further edit COR to achieve the goal of CAL-GETC approval.

Additionally, we modified all academic classes with a PE prefix to a KIN prefix for a more academic look and the connotation of what students may perceive PE to be in the academic setting. Thus, leaving the PE prefix on activity classes only. HED remains the prefix for all health education courses and ATH for sports medicine courses

We have created intermediate/advanced activity physical education courses to cross-list with the entry level/beginning courses. This will allow students to maintain a two-term activity course for an entire academic year. It will also increase enrollment and improve efficiency.

We are maintaining articulation agreements in our sports medicine program, specifically ATH 104 courses. These articulation agreements are in place with Pioneer Valley HS, Santa Ynez HS and Cabrillo HS. The 24-25 academic year demonstrated an increase in on campus enrollment for ATH 104/106 and it is our hope these agreements will continue to support enrollment growth for sports medicine.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Our two-year program map remains in place for Kinesiology to best serve our assessment process. Our program maps for Sport Medicine and Recreation/Event and Sports Management have been slightly edited to improve progress to degree time.

4. Were there any staffing changes?

We have had no staffing changes this past academic year. Currently, our department has 5 full-time faculty, 43 directors, 20 part-time faculty and one Dean. All full-time faculty are overloaded and several part-time faculty have exceeded the .67 threshold within the 3-year window. Recruitment for additional part-time faculty is on going and full-time faculty is warranted.

Our department needs a full-time, 12-month student success specialist to support academic counseling, student success programs and various cohorts for full-time student-athletes. This position needs to be housed in the Kinesiology, Recreation and Athletics department, supervised by the Dean of Kinesiology, Recreation and Athletics.

Our assistant athletic director/sports information director should be upgraded to “Associate Athletic Director/Director of Athletic Communications”. The job description was created before the addition of the other two management positions (event managers) and the title is no longer appropriate for industry standards. Associate Director/Director of Athletic Communications is more appropriate relative to the changing landscape necessary to support all athletic operations. Specifically, social media standards and fundraising have become critical components to ensure recruiting and retention are appropriating supported across all sports.

5. What were your program successes in your area of focus last year? **Additional here??**

Cohort programs in Statistics, Speech, and English—specifically developed for full-time student-athletes—have been highly successful. These targeted cohorts consistently show stronger retention and academic performance than comparable courses offered to the general student body, highlighting the effectiveness of tailored academic support for athletes.

We’ve also expanded our activity class offerings to include intermediate and advanced levels of instruction. This has not only increased enrollment but also improved student engagement and retention, reflecting a growing demand for more challenging and diverse physical education experiences.

Our department takes great pride in supporting student-athletes both academically and athletically. In 2025, more than 70 student-athletes are expected to graduate, many of whom will transfer to four-year institutions to continue their academic and athletic careers. These outcomes underscore our commitment to student success and our role in fostering the next generation of scholar-athletes.

Looking ahead, we aim to build on this momentum by continuing to develop innovative programming and expanding pathways that meet the unique needs of student-athletes, ensuring their continued success beyond community college.

### Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.
  - Faculty/Staff participation and feedback throughout the Spring semester-2025
  - Challenges with space, maintenance and updating equipment to better support student success
  - Support staff and colleagues will help create and update PLO#2 collection and assessment of collected data
  - PLO#3 discussions will continue
- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
  - Faculty/Staff will continue collecting data using the 1-2pt system.
  - -HED100: 80% success rate in the data reported.
  - -PEIA: 90% success rate in the data reported.
  - -PE: 95% success rate in the data reported.
- c. Please summarize recommendations and/or accolades that were made within the program/department.
  - Faculty/Staff continue to collaborate on solutions to the lack of classroom/field space to best serve our student population.
  - The need to update, maintain and monitor the quantity of athletic and training equipment used to best serve the student population.
  - Faculty/staff continue to be flexible and communicate a precise schedule that addresses student and team needs.
- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.
  - No changes at this time.
  - Faculty/Staff will continue discussion on PLO#3, Fall 2025

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

Health and Wellness and Introduction to Kinesiology.

- b. What were some key findings regarding RSI?

Use of announcements through canvas, weekly emails to check in with students, reminders of new module and assignments, email students who have not completed assignments, use of video and journal articles to supplement chapter units.

- Some strengths:

Weekly emails to students, and/or weekly announcements. Supplementing instruction with videos and journal articles.

- Some areas of possible improvement:

Use of feedback on assignments, especially if a student did poorly. Use of more videos to supplement material. Use of video that has subtitles for LAP students.

- c. What is the plan for improvement?

Collaborate with other distance education instructors and implement strategies that have shown to be successful for student engagement and learning.

**CTE two-year review of labor market data and pre-requisite review**

**RECREATION, EVENT AND SPORTS MANAGMENT**

Does the program meet documented labor market demand?

According to the U.S. Department of Commerce's Bureau of Economic Analysis, in 2024 the U.S. gross domestic product (GDP) grew by 2.8% ([USBEA, 2025a](#)) and saw a slight decline of 0.3% in the first quarter of 2025 ([USBEA, 2025b](#)). In 2024, the overall Arts, entertainment, recreation, and food services industry grew to 2.36 trillion from 2023's 2.238 trillion the previous year ([USBEA, 2025c](#))

The USBEA no longer provides specific industry data “due to budget constraints”; however, in 2023, the following industry statistics were available:

- Recreational goods accounted for 7% of U.S Real GDP growth (totaling \$681.6 billion).
- The recreation services industry accounted for 4% of U.S. Real GDP growth (totaling \$716.3 billion).
- Entertainment (the parent industry for professional sport, concerts, and other events) accounted for an additional 0.4% of U.S. Real GDP growth (totaling \$111.6 billion).

[Recreation worker positions](#) are reportedly growing on pace with the average of all other occupations at 5% growth. The U.S. Bureau of Labor Statistics ([2025a](#)) project 63,700 recreation worker openings each year for the next 10 years (up from 61,700 the previous year) and 300,000 current employees in 2023 (up from 289,400 for the previous year). California has the highest level of employment throughout the country with 44,480 employed (up from 41,070 the previous year; FL ranks second with 18,040 employed, down from 18,870 the previous year) and projects 21% employment growth from 2020-2030. Santa Barbara county reports 1,615 employed in the field with hourly mean wages of \$20.40/hour ([EDD, 2025](#)) and a median of \$36,900 annually ([Department of Labor, 2025](#)).

[Recreation manager positions](#) are reported to be outpacing the average of all other occupations at 11% growth, or 3,900 new hires, between 2023 and 2033 ([USBLS, 2025b](#)). California accounts for 3,100 of those new jobs (5% growth within the state). These jobs add to the existing 109,300 nationally, of which 26,400 are in CA. Median wages for these roles in 2023 were \$77,180 nationally (up from \$73,460 in the previous year), and \$74,980 in CA as of 2022. Santa Barbara County annual median earnings for this role are \$73,810 as of 2022.

Sport related careers are also common in this program including competitors, coaches, and officials. The number of [competitive athletes](#) is growing faster than the national average (9% in 2022), particularly due to the expansion of professional women’s sport opportunities and emerging sport tours (e.g., pickleball). While there are notable salary exceptions, median pay for professional athletes in 2022 was about \$70,280. [Sport coaching](#) is often a follow-up career for high performing athletes and exhibits similar career trajectory with 9% growth (26,900 new coaches) and a median income of \$45,920 nationally ([USBLS, 2025c](#)) and \$47,860 in California ([Department of Labor, 2025](#)). [Sports officials](#) (e.g., umpires and referees) are another growth industry, with a 10% growth expected between 2023-2033 ([USBLS, 2025d](#)). Median pay is \$38,820 annually (up from \$35,820 the previous year) and work is often “part-time, seasonal.” Sport sales careers (e.g., event tickets, sporting goods, rec facility memberships, etc.) are also a prominent career pathway, although data is not currently found regarding growth and salary independent of other sales pathways.

- a. How does the program address needs that are not met by similar programs?

The Recreation, Event, and Sports Management program progresses students through a series of four required courses (REC 101, 103, 105, and 107), two major electives, and WEE 149. The coursework includes an industry overview in REC 101, introducing students to broad fields of the recreation industry, possible career pathways, and basic assumptions and philosophies of the importance and benefits of recreation. REC 103 focuses on leadership in

the rec industry and covers topics related to theories of leadership, communication, social skills, JEDI (Justice, Equity, Diversity, and Inclusion), conflict resolution, and more skills relevant to this service industry setting. REC 105 focuses on the programming skills needed in recreation, such as program design, planning, implementation, budgeting, and evaluation. REC 107 extends the programming concepts into the sport industry, where students culminate the class by proposing sport programs with a proposal document (mission, vision, values, and strategic marketing plan), budget, and implementation plan. Students can then choose from a variety of electives to enhance their more specific knowledge. Options include outdoor and adventure recreation, kinesiology, sport psychology, business, and more.

RESM majors also have the advantage of being employable in the field of study while attending college. This allows them to have “on the job” training and real-life experiences outside of the classroom. Students who have completed REC 101 are considered top picks for entry level roles with the Santa Maria Recreation and Parks Department and those who complete the program are eligible for full-time roles (see [Recreation Advisory Committee](#) for details). Other area organizations have also confirmed similar value in our grads. The WEE 149 course allows students to explore these opportunities with built in mentorship and accountability systems, also enhancing their academic progress toward the degree. This will be further supported with the upcoming “Rec Ready” initiative between Allan Hancock College RESM, the Santa Maria Recreation and Parks Department, and the Santa Maria Chamber of Commerce. This program is scheduled to kick off in 2025-26, with planning by select Advisory Committee members over the 2024-25 year.

- b. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Average class over the last 5-years has been 29, with anticipation of going even higher due to two reasons: 1) program title change, and 2) hiring of the first full-time faculty member for the first time in program history. The wide range of employment opportunities are almost endless and easily transfer to other industries. This program of study appeals to students who want careers in sports management, event planning, parks, recreation centers, hospitality and tourism, outdoor camps and excursions.

Program enrollment declined in Spring 2024; however, this is fairly consistent with campus enrollment trends. These numbers have generally held steady through Spring 2025, with some growth in the REC 109 (Outdoor & Adventure Recreation). Generally, enrollment largely struggles due to student awareness of the program prior to enrolling in classes. This is being addressed through information sessions with counselors, faculty involvement with student clubs and activities, and regular participation in campus recruiting events (e.g., Bulldog Bound). Connections with community professionals to establish classroom-workplace opportunities and hands-on experiences has also been helpful in promoting our program to community leaders who can pass that information on to their employees and participants.

- c. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

There are no course prerequisites for RESM. Advisory committee members have been engaged to discuss changes within the degree, enrollment status and ways to improve, outreach to high schools, evaluations, expanding courses to summer term, distance learning, and concurrent enrollment with local high schools.

- d. Have recommendations from the previous report been addressed?

There are fluid and ongoing discussions with faculty and administration. Recommendations have been addressed from advisory committee members and instructors in the program. Outreach has been consistent with community partners and businesses to improve community image beyond existing relationships as well.

#### References

- Bureau of Labor Statistics (2025a). "U.S. Department of Labor, Occupational Outlook Handbook, Recreation Workers" at <https://www.bls.gov/ooh/personal-care-and-service/recreation-workers.htm> (accessed May 14, 2025).
- Bureau of Labor Statistics (2025b). "U.S. Department of Labor, Occupational Outlook Handbook, Entertainment and Recreation Managers" at <https://www.bls.gov/ooh/management/entertainment-and-recreation-managers.htm#:~:text=%2477%2C180-,The%20median%20annual%20wage%20for%20entertainment%20and%20recreation%20managers%20was,percent%20earned%20more%20than%20%24134%2C680> (accessed May 14, 2025).
- Bureau of Labor Statistics (2025c). "U.S. Department of Labor, Occupational Outlook Handbook, Coaches and Scouts" at <https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm> (accessed May 14, 2025).
- Bureau of Labor Statistics (2025d). "U.S. Department of Labor, Occupational Outlook Handbook; Umpires, Referees, and Other Sports Officials" at <https://www.bls.gov/ooh/entertainment-and-sports/umpires-referees-and-other-sports-officials.htm> (accessed May 14, 2025).
- Department of Labor (2025). "Careeronestop: Your source for career exploration, training & jobs", Compare Salaries tool. <https://www.careeronestop.org/Toolkit/Wages/compare-salaries-results.aspx?keyword=Recreation%20Workers%7CUmpires%2C%20Referees%2C%20and%20Other%20Sports%20Officials%7CEntertainers%20and%20Performers%2C%20Sports%20and%20Related%20Workers%2C%20All%20Other%7CCoaches%20and%20Scouts%20>

[7CAthletes%20and%20Sports%20Competitors&location=California](#) (accessed May 14, 2025).

Employment Development Department (2025). "Occupation Profile: Recreation Workers", State of California. <https://labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?menuchoice=localAreaPro&soccode=399032%20%20%20%20&geogArea=0604000083> (accessed May 14, 2025).

U.S. Bureau of Economic Analysis (2025a). "[Gross Domestic Product, 4<sup>th</sup> Quarter and Year 2024 \(Third Estimate\), GDP by Industry, and Corporate Profits](#)" (accessed May 14, 2025).

U.S. Bureau of Economic Analysis (2025b). "[Gross Domestic Product](#)" (accessed May 14, 2025).

U.S. Bureau of Economic Analysis (2025c). "[Gross Output by Industry](#)" (accessed May 14, 2025).

## **CTE two-year review of labor market data and pre-requisite review**

### **SPORTS MEDICINE**

- a. Does the program meet documented labor market demand?

Athletic training is among the fastest growing professions in health care. The U.S. Bureau of Labor Statistics projects a 17%\* job growth over the next 10 years, much faster than average growth projections. The domains of athletic training, along with continued clinical and professional development, have positioned the athletic trainer (AT) as one of the most versatile clinicians in health care, with a transferable skill set that is reflected in a growing demand and expanding settings. Today, ATs are providing care in more than 40 different settings nationally and internationally – care that encompasses prevention, examination, diagnosis, treatment and rehabilitation for many acute and chronic injuries, illnesses and conditions. (NATA, 2023)

According to the May 2023 Occupation Employment and wages by the Bureau of Labor and Statistics, The national median salary range is \$61,540; however California ranks 3<sup>rd</sup> highest with a median range of \$72,840 behind only the District of Columbia and New Jersey. California also ranks third in highest employment level behind Texas and Pennsylvania. (US Bureau of Labor Statistics, 2023)

Massage therapists treat clients by applying pressure to manipulate the body's soft tissues and joints. This job requires a postsecondary nondegree award. This position has a 2023 median salary range was \$55,310. Projected to have a 18% increase in job outlook over the next 10 years. (US Bureau of Labor Statistics, 2023)

Occupational therapists evaluate and treat people who have injuries, illnesses, or disabilities to help them with vocational, daily living, and other skills that promote independence. This profession requires a master's level degree. The 2023 median salary range was \$ 96,370. Projected to have a 12% increase in job outlook over the next 10 years. (US Bureau of Labor Statistics, 2023)

Physical therapists help injured or ill people improve movement and manage pain. Requires a Doctoral or professional degree. The 2023 median salary range was \$99,710. Projected to have 15% increase in job outlook over the next 10 years. (US Bureau of Labor Statistics, 2023)

- b. How does the program address needs that are not met by similar programs?

There are currently no other programs on campus that address the needs or educational requirements to enter a sports medicine profession. Specifically, for athletic training it is a unique setting that requires a multifaceted education, this is because athletic trainers are “providing care in more than 40 different settings nationally and internationally – care that encompasses prevention, examination, diagnosis, treatment and rehabilitation for many acute and chronic injuries, illnesses and conditions.” (NATA, 2023)

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Sports medicine majors (Athletic Training), most recent FTES/FTEF ratio is 10, this is 5.2 points lower than the college average, 15.2. 5-year data shows an average success rate of, 88% and retention rate at, 94%. (Program Review, 2024)

Even with a decrease in FTES/FTEF we are still seeing a large success and retention rate with the students. We have also seen real world success from our previous students. The decrease from the last review can be partially attributed to a drop in concurrent enrollment classes for the year of 2022-2023. This caused a drop from 83 students enrolled in ATH104 (21-22) to only 61 students enrolled in 22-23 school year. This drop in concurrent

enrollment was due to program compliance issues which have been addressed, this coupled with an additional spring course offering has led to an almost doubling in enrollment for the 2023-2024 school year at 128. (Enrollment and Headcount, 2024) Other factors that may be impacting enrollment is an increase in degree requirements within the field of athletic training, this has led to counselors and students to adjust the students declared degree for graduation in the thought that it will better align with 4-year transfers. This is being considered when looking at a degree modification for sports medicine at a campus level. It is believed that the class modification will increase enrollment and transfer rates. As mentioned previously we continue to work on articulation agreements with several high schools offering concurrent enrollment using our ATH 104 class.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

There are no prerequisites for the sports medicine degree. The Advisory committee meets annually to discuss changes within the degree, enrollment status, as well as ways to improve enrollment, retention, success, outreach, evaluations, and how to further expand the program.

- e. Have recommendations from the previous report been addressed?

Discussions are ongoing and evolving within the sports medicine program. Recommendations, including those from faculty, staff, committee members, local professionals, and school counselors are always being considered and from those changes and/or improvements to the program are always being implemented. We continue to work on the best ways to make modifications to the sports medicine program that can help increase enrollment and transfer rates for our students.

### Work Cited Section

Allan Hancock College. (2024). *Program Review* [Enrollment and Headcount].

<https://www.hancockcollege.edu/ie/Program%20Review%20Enrollment.php>

Allan Hancock College. (2024). *Program Review* [Success, Retention, Persistence].

<https://www.hancockcollege.edu/ie/Program%20Review%20Success%20Retention%20Persistence.php>

Bureau of Labor Statistics. (2023). *Occupational Employment and Wages*. <https://www.bls.gov/oes/>

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Athletic Trainers, at <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> (visited May 20, 2025).

Sitzler, Beth. (2023). *The State of Employment for Athletic Training*. National Athletic Trainers Association. <https://www.nata.org/nata-now/articles/2023/03/state-employment-athletic-training>

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

**Sample:**

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
<b>Planning years:</b>	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
<b>Description:</b> <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan   
  Student Equity Plan   
  Guided Pathways   
  AB 705  
 Technology Plan   
 Facilities Plan   
 Strong Workforce   
 Equal Employment Opp.  
 Title V

**Resource Requests:** Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ- 2	Equipment	~ /video cameras \$600 each

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan   
  Student Equity Plan   
  Guided Pathways   
  AB 705/1705  
 Technology Plan   
  Facilities Plan   
  Strong Workforce   
  Equal Employment Opp.  
 Title V

**New Program Planning Initiative (Objective) – Yearly Planning Only**

<b>Title (including number):</b>	
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<b>Planning years:</b>	<i>(The academic years this will take to complete)</i>
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**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan   
  Student Equity Plan   
  Guided Pathways   
  AB 705/1705  
 Technology Plan   
  Facilities Plan   
  Strong Workforce   
  Equal Employment Opp.  
 Title V

**New Program Planning Initiative (Objective) – Yearly Planning Only**

<b>Title (including number):</b>	
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<b>Planning years:</b>	<i>(The academic years this will take to complete)</i>
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**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan    Student Equity Plan    Guided Pathways    AB 705/1705
- Technology Plan    Facilities Plan    Strong Workforce    Equal Employment Opp.
- Title V

**New Program Planning Initiative (Objective) – Yearly Planning Only**

**Title (including number):**

**Planning years:** *(The academic years this will take to complete)*

**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan    Student Equity Plan    Guided Pathways    AB 705/1705
- Technology Plan    Facilities Plan    Strong Workforce    Equal Employment Opp.
- Title V

**New Program Planning Initiative (Objective) – Yearly Planning Only**

**Title (including number):**

**Planning years:** *(The academic years this will take to complete)*

**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan     Student Equity Plan     Guided Pathways     AB 705/1705
- Technology Plan     Facilities Plan     Strong Workforce     Equal Employment Opp.
- Title V

## **Area of Focus Discussion Template**

### **CURRICULUM AND TEACHING DESIGN**

**Curriculum and Teaching Design** analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

**Possible topics:**

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

1. What data were analyzed and what were the main conclusions?

Our areas of focus we analyzed success and retention rates, persistence, awards and trends, fill rates and efficiency.

### Success & Retention

Success % Retention %



		2019-20		2020-21		2021-22		2022-23		2023-24	
AHC	ALL	72%	82%	74%	88%	71%	86%	72%	87%	74%	89%
Grand Total		72%	84%	81%	93%	77%	90%	75%	92%	77%	93%
HED100	ALL	69%	83%	71%	90%	66%	86%	74%	93%	76%	93%
PE100	ALL	67%	88%	77%	95%	76%	93%	71%	95%	69%	92%
PE118	ALL							82%	86%	92%	92%
PE120	ALL	77%	77%			91%	91%	88%	91%	91%	94%
PE121	ALL	44%	80%	97%	97%	63%	86%	56%	89%	40%	86%
PE122	ALL	54%	80%			66%	89%	58%	90%	60%	88%
PE123	ALL	100%	100%	97%	97%						
PE128	ALL			92%	96%	75%	95%	97%	97%		
PE129	ALL	91%	91%	81%	81%	59%	59%	62%	62%	65%	65%
PE130	ALL	79%	79%	97%	99%	87%	87%	87%	90%	78%	85%
PE132	ALL	85%	88%	86%	90%	88%	93%	80%	88%	93%	96%
PE133	ALL	81%	84%	87%	93%	85%	89%	84%	88%	86%	91%
PE134	ALL	81%	81%								
PE135	ALL					92%	100%	80%	100%	86%	91%
PE140	ALL	55%	79%			66%	88%	49%	91%	55%	91%
PE141	ALL	61%	76%			67%	88%	52%	87%	64%	90%
PE142	ALL	63%	76%	82%	97%	65%	92%	61%	92%	70%	89%
PE146	ALL	67%	84%	90%	92%	90%	92%	83%	94%	97%	100%
TOTAL	ALL	72%	84%	81%	93%	77%	90%	75%	92%	77%	93%

Years or Terms  
Academic Year

Subject  
Multiple values

Course  
All

Data Group  
ALL

Group Detail  
All

Retention at or below 100%

Success at or below 100%

If DI detected:  
[Purple for Retention](#)  
[Red for Success](#)

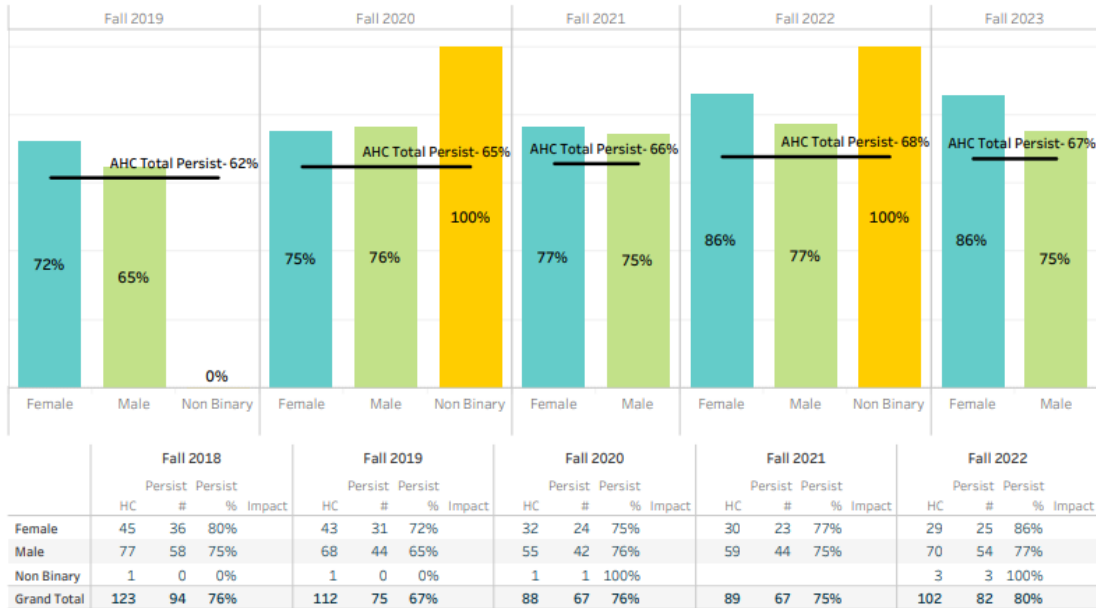
Persistence By Major

RETURN HOME

Over the past 5 consecutive academic years, Kinesiology, Recreation, Athletics and Sports Medicine (KRASM) has exceeded the college average in success percentage and retention percentage.

The college success average over the last 5 years has been 72.6% vs. KRASM at 76.4%  
The college retention average over the last 5 years has been 86.4% vs KRASM at 90.4%

### First time AHC students



Major  
Multiple values  
Student Group  
Gender

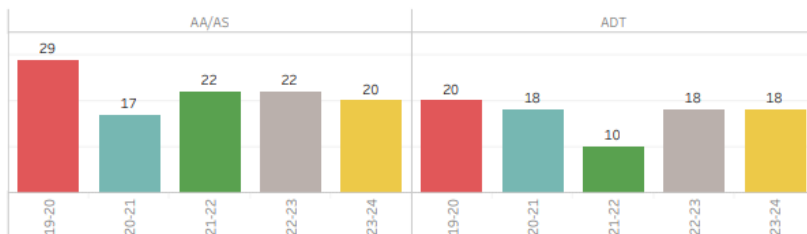
If DI detected:  
[Red text for Persistence..](#)

Success & Retention

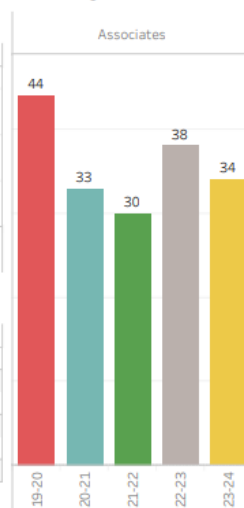
RETURN HOME

The data above analyzes Fall to Spring persistence in our 3 major degree programs: Kinesiology, Recreation Management and Sports Medicine. The data clearly shows for 4 consecutive years, male/female/nonbinary groups have all surpassed AHC persistence average, by fairly wide margins in most cases.

Program: Kinesiology, Recreation Management, Sports Medicine | Degree Summary - Unduplicated



Degrees Total



AA/ADT Degree Type  
 Summary  
 Type Detail

Award Count Type  
 Unduplicated  
 Duplicated

Program  
 Multiple values

To select multiple degree majors across program titles use 'Degree Major Desc' filter below. Will not change cert data!

Degree Major Desc  
 All

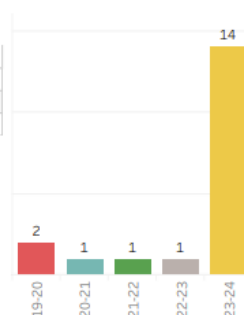
Degree Description Detail

		19-20	20-21	21-22	22-23	23-24
AA	Kinesiology	11	7	4	6	10
AA-T	Kinesiology for Transfer CSU	20	18	10	17	18
	Kinesiology for Transfer UC		5	1	1	3
AS	Recreation Management	18	10	18	16	10
	Sports Medicine	2		1	1	2
<b>Grand Total</b>		<b>44</b>	<b>33</b>	<b>31</b>	<b>38</b>	<b>34</b>

Program: Kinesiology, Recreation Management, Sports Medicine | Certificate Description Detail - Unduplicated

			19-20	20-21	21-22	22-23	23-24
C2	Certificate 18-30semester unit	Recreation Management	2	1	1		
C5	Cert 16 to <30 units	Recreation Management				1	14
<b>Grand Total</b>			<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>14</b>

Certificate Total



[Award Demographics](#)

[4 Year Transfer By System](#)

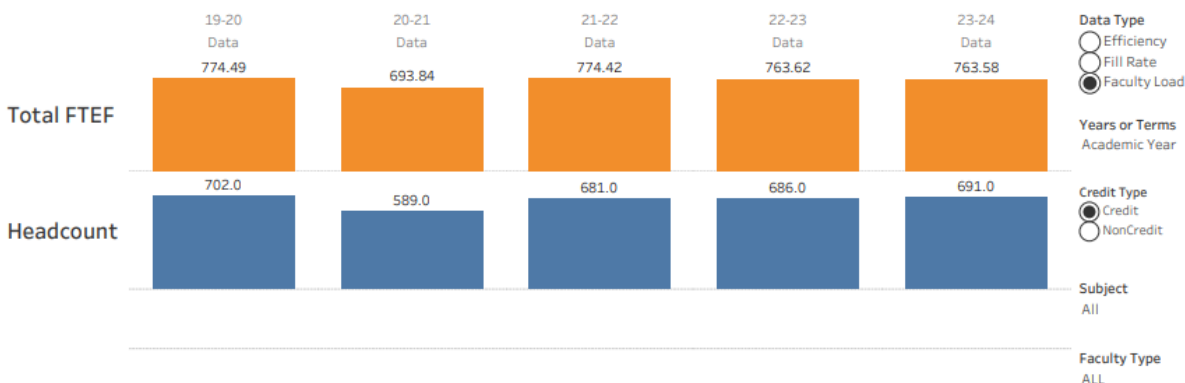
[4 Year Transfer Demographics](#)

[Time to Degree Median Units](#)

[RETURN HOME](#)

Awarded degrees in our 3 majors have remained consistent throughout the previous 5 years. Significant jump in the certificate total in Recreation Management in '23/'24. Two compelling reasons: #1, re-naming the degree program to "Recreation, Event and Sports Management" has popularized the program to a broader reaching community and several career path options. #2, the hiring of our first ever full-time faculty member in the program. The instructors outreach and dedication to the program has allowed the program to flourish and will only get better for future students.

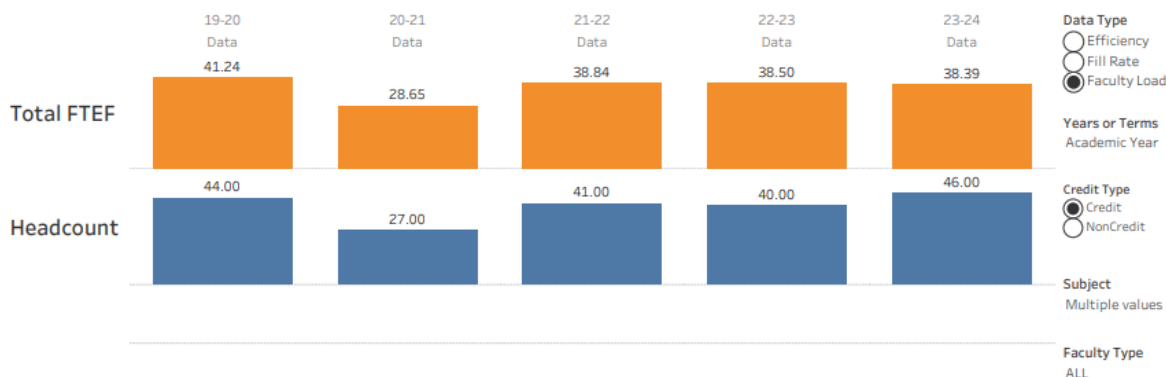
### Faculty Load by type | Subject - All



	19-20			20-21			21-22			22-23			23-24		
	FTEF	Overload	Total	FTEF	Overload	Total	FTEF	Overload	Total	FTEF	Overload	Total	FTEF	Overload	Total
<b>Null</b>															
_MISC	2.86	0.0	2.86	0.69	0.29	0.98	1.29	0.21	1.5	3.5	0.21	3.72	3.62	0.0	3.62
_NINST	137.89	34.79	172.68	120.35	13.33	133.69	132.56	46.11	178.67	122.31	40.35	162.67	120.78	36.32	157.09
<b>Total</b>	<b>140.75</b>	<b>34.79</b>	<b>175.54</b>	<b>121.04</b>	<b>13.63</b>	<b>134.67</b>	<b>133.85</b>	<b>46.32</b>	<b>180.17</b>	<b>125.82</b>	<b>40.56</b>	<b>166.38</b>	<b>124.4</b>	<b>36.32</b>	<b>160.72</b>
<b>Applied Behavioral Sciences</b>															
AJ	7.63	0.0	7.63	0.83	0.0	0.83							0.03	0.0	0.03
CA	3.53	0.02	3.56	2.44	0.02	2.46	3.43	0.18	3.62	4.33	0.02	4.35	5.07	0.0	5.07
ECS	9.35	1.77	11.12	9.46	1.82	11.28	11.1	2.6	13.7	10.62	2.24	12.86	10.71	1.99	12.7
EDUC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.06	0.0	0.06
FASH	1.34	0.0	1.34	1.54	0.0	1.54	1.54	0.0	1.54	1.74	0.0	1.74	0.94	0.17	1.11
FCS	0.96	0.1	1.06	1.06	0.0	1.06	0.61	0.0	0.61	1.2	0.17	1.37	0.82	0.22	1.04
FSN	5.41	0.0	5.41	5.4	0.13	5.53	5.64	0.13	5.77	5.59	0.08	5.67	5.74	0.23	5.97
HUSV	4.46	0.1	4.56	0.01	0.0	0.01				0.03	0.0	0.03			
INTD							0.46	0.0	0.46	0.46	0.0	0.46	0.47	0.0	0.47
<b>Total</b>	<b>32.68</b>	<b>1.99</b>	<b>34.67</b>	<b>20.74</b>	<b>1.98</b>	<b>22.71</b>	<b>22.78</b>	<b>2.92</b>	<b>25.69</b>	<b>23.96</b>	<b>2.5</b>	<b>26.47</b>	<b>23.85</b>	<b>2.61</b>	<b>26.45</b>
<b>Business</b>															
ACCT	4.84	0.64	5.47	5.66	1.06	6.72	5.62	1.21	6.83	5.86	1.06	6.92	6.27	1.06	7.33
BUS	5.97	1.27	7.24	7.5	1.98	9.47	8.14	2.47	10.61	9.47	2.12	11.59	9.2	2.12	11.32
CBIS	3.09	0.0	3.09	3.58	0.15	3.73	3.31	0.41	3.72	4.16	0.13	4.3	3.62	0.0	3.62

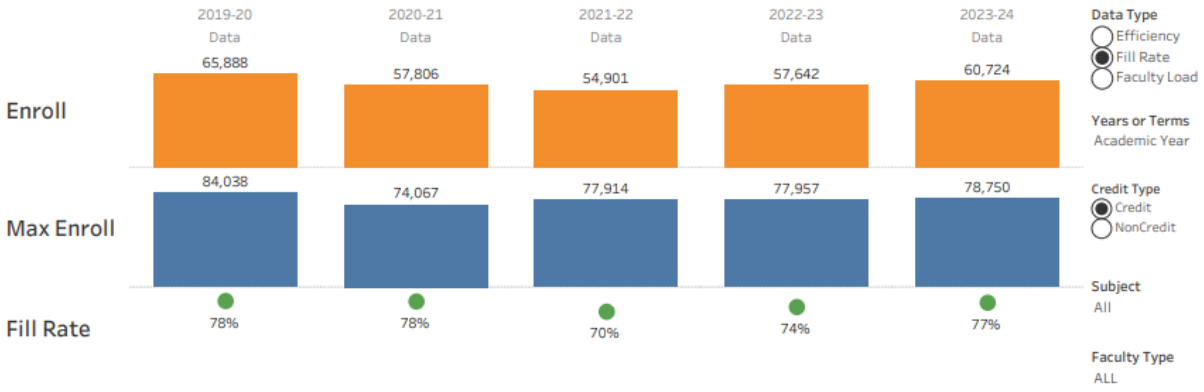
\*\_NINST is NonInstructional FTEF | \*\_MISC is miscoded FTEF

### Faculty Load by type | Subject - HED, PE, PEIA and 1 more



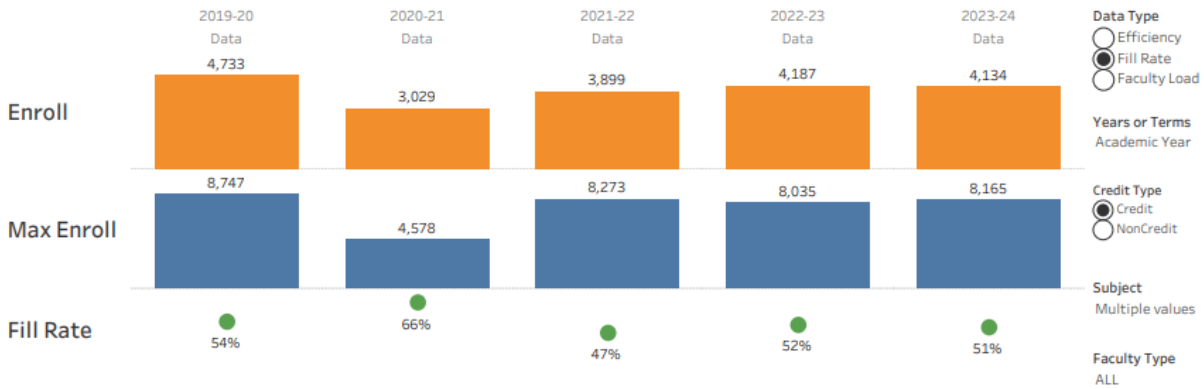
	19-20			20-21			21-22			22-23			23-24		
	FTEF	Overload	Total	FTEF	Overload	Total	FTEF	Overload	Total	FTEF	Overload	Total	FTEF	Overload	Total
<b>Kinesiology, Rec &amp; Athletics</b>															
HED	6.38	1.73	8.1	6.5	1.47	7.96	7.52	1.26	8.78	7.4	0.71	8.11	8.01	0.71	8.72
PE	16.41	4.71	21.12	6.67	1.33	8.01	12.78	2.32	15.1	13.55	2.44	16.0	14.68	2.5	17.17
PEIA	9.2	1.62	10.82	9.52	1.76	11.28	11.15	2.41	13.56	11.01	1.99	13.0	10.56	0.71	11.27
REC	1.2	0.0	1.2	1.4	0.0	1.4	1.4	0.0	1.4	1.4	0.0	1.4	1.15	0.08	1.22
<b>Total</b>	<b>33.19</b>	<b>8.05</b>	<b>41.24</b>	<b>24.09</b>	<b>4.56</b>	<b>28.65</b>	<b>32.85</b>	<b>5.99</b>	<b>38.84</b>	<b>33.36</b>	<b>5.15</b>	<b>38.5</b>	<b>34.39</b>	<b>4.0</b>	<b>38.39</b>
<b>Grand Total</b>	<b>33.19</b>	<b>8.05</b>	<b>41.24</b>	<b>24.09</b>	<b>4.56</b>	<b>28.65</b>	<b>32.85</b>	<b>5.99</b>	<b>38.84</b>	<b>33.36</b>	<b>5.15</b>	<b>38.5</b>	<b>34.39</b>	<b>4.0</b>	<b>38.39</b>

### Fill Rate | Subject - All



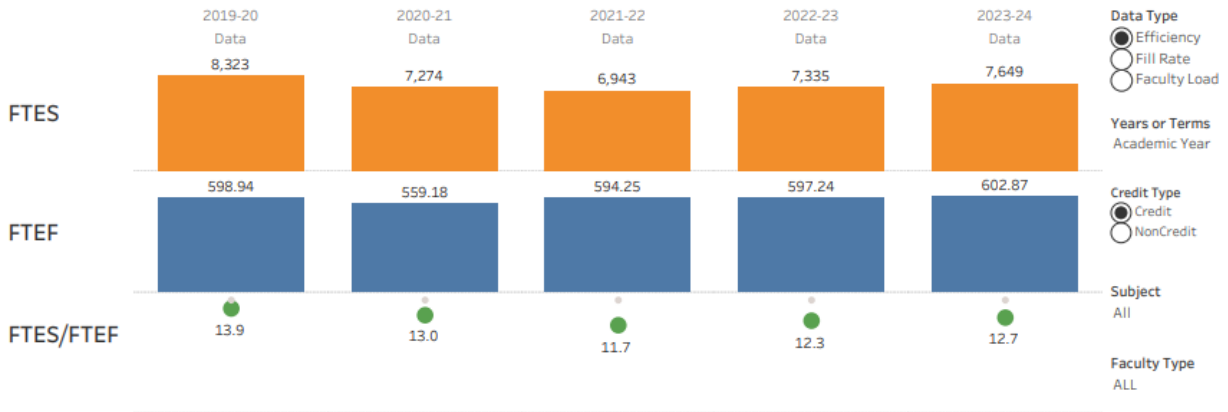
		2019-20			2020-21			2021-22			2022-23			2023-24			View Data Table by Summary or Detail
		Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%	
Applied Behavioral Sciences	AJ	1,152.0	1,110.0	103.78	109.0	115.0	94.78										<input checked="" type="radio"/> Summary <input type="radio"/> Detail <a href="#">Enrollment &amp; HC By Program</a> <a href="#">Enrollment &amp; HC By Course</a> <a href="#">Headcount Demographics</a> <a href="#">RETURN HOME</a>
	CA	370.0	444.0	83.33	225.0	314.0	71.66	301.0	446.0	67.49	584.0	868.0	67.28	771.0	868.0	88.82	
	ECS	1,441.0	1,614.0	89.28	1,291.0	1,657.0	77.91	1,404.0	2,054.0	68.35	1,439.0	2,056.0	69.99	1,398.0	1,779.0	78.58	
	EDUC	27.0	25.0	108.0	54.0	70.0	77.14	53.0	60.0	88.33	74.0	95.0	77.89	91.0	95.0	95.79	
	FASH	65.0	123.0	52.85	93.0	138.0	67.39	124.0	194.0	63.92	187.0	252.0	74.21	191.0	219.0	87.21	
	FCS	72.0	134.0	53.73	104.0	136.0	76.47	47.0	82.0	57.32	102.0	162.0	62.96	97.0	125.0	77.6	
	FSN	648.0	740.0	87.57	626.0	727.0	86.11	667.0	780.0	85.51	656.0	780.0	84.1	708.0	800.0	88.5	
	HUSV	560.0	738.0	75.88	1.0	1.0	100.0				2.0	2.0	100.0				
	INTD							22.0	40.0	55.0	27.0	40.0	67.5	25.0	43.0	58.14	
	Total	4,335.0	4,928.0	87.97	2,503.0	3,158.0	79.26	2,618.0	3,656.0	71.61	3,071.0	4,255.0	72.17	3,285.0	3,939.0	83.4	
Business	ACCT	887.0	1,052.0	84.32	908.0	1,104.0	82.25	834.0	1,135.0	73.48	948.0	1,175.0	80.68	1,010.0	1,278.0	79.03	
	BUS	1,893.0	2,132.0	88.79	1,839.0	2,239.0	82.13	1,807.0	2,209.0	81.8	1,862.0	2,406.0	77.39	2,027.0	2,395.0	84.63	
	CBIS	526.0	691.0	76.12	568.0	856.0	66.36	543.0	772.0	70.34	493.0	768.0	64.19	499.0	732.0	68.17	
	CBOT	744.0	909.0	81.85	775.0	1,124.0	68.95	722.0	1,008.0	71.63	524.0	797.0	65.75	589.0	770.0	76.49	
	ENTR	92.0	114.0	80.7	104.0	152.0	68.42	92.0	132.0	69.7	118.0	168.0	70.24	119.0	180.0	66.11	
	PLGL	183.0	217.0	84.33	194.0	262.0	74.05	181.0	262.0	69.08	117.0	210.0	55.71	115.0	190.0	60.53	

### Fill Rate | Subject - HED, PE, PEIA and 1 more



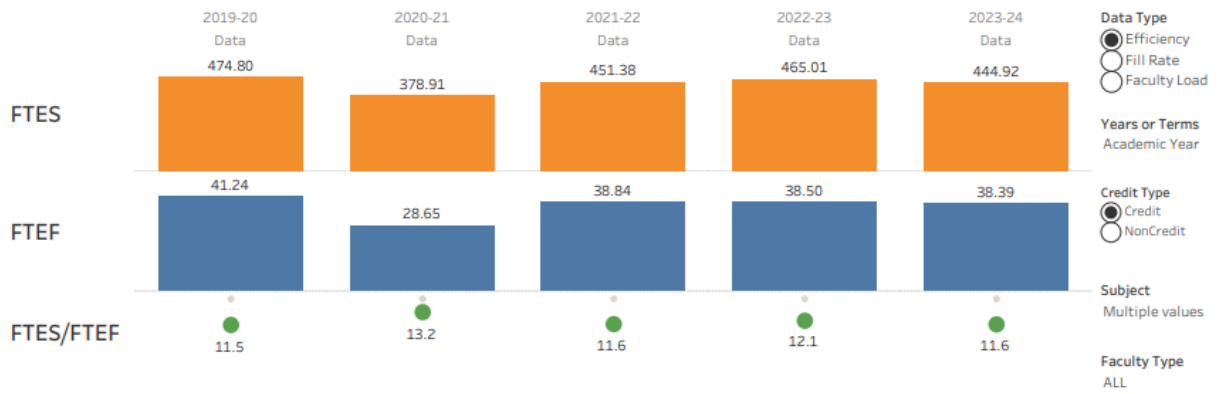
		2019-20			2020-21			2021-22			2022-23			2023-24			View Data Table by Summary or Detail
		Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%	
Kinesiology, Rec & Athletics	HED	1,532.0	1,962.0	78.08	1,215.0	1,681.0	72.28	1,322.0	1,645.0	80.36	1,231.0	1,467.0	83.91	1,251.0	1,462.0	85.57	
	PE	2,429.0	4,945.0	49.12	1,230.0	1,647.0	74.68	1,583.0	4,633.0	34.17	1,893.0	4,603.0	41.13	1,950.0	4,723.0	41.29	
	PEIA	611.0	1,610.0	37.95	450.0	990.0	45.45	816.0	1,735.0	47.03	902.0	1,735.0	51.99	769.0	1,685.0	45.64	
	REC	161.0	230.0	70.0	134.0	260.0	51.54	178.0	260.0	68.46	161.0	230.0	70.0	164.0	295.0	55.59	
Total	4,733.0	8,747.0	54.11	3,029.0	4,578.0	66.16	3,899.0	8,273.0	47.13	4,187.0	8,035.0	52.11	4,134.0	8,165.0	50.63		
Grand Total	4,733.0	8,747.0	54.11	3,029.0	4,578.0	66.16	3,899.0	8,273.0	47.13	4,187.0	8,035.0	52.11	4,134.0	8,165.0	50.63		

### Efficiency (only includes instructional FTEF) | Subject - All



		2019-20			2020-21			2021-22			2022-23			2023-24		
		FTEF	FTEF	Eff	FTEF	FTEF	Eff	FTEF	FTEF	Eff	FTEF	FTEF	Eff	FTEF	FTEF	Eff
Applied Behavioral Sciences	AJ	120.96	7.63	15.85	11.05	0.83	13.28							0.16	0.03	5.06
	CA	43.93	3.56	12.35	22.51	2.46	9.15	37.26	3.62	10.3	73.44	4.35	16.88	93.63	5.07	18.47
	ECS	142.31	11.12	12.8	129.27	11.28	11.46	134.47	13.7	9.82	138.22	12.86	10.75	141.44	12.7	11.14
	EDUC	4.63	0.0		7.89	0.0		8.85	0.0		11.84	0.0		10.66	0.06	166.55
	FASH	8.82	1.34	6.6	12.25	1.54	7.98	18.35	1.54	11.94	27.75	1.74	15.99	28.29	1.11	25.4
	FCS	7.76	1.06	7.33	11.43	1.06	10.79	4.91	0.61	8.04	10.01	1.37	7.32	9.73	1.04	9.36
	FSN	65.59	5.41	12.12	62.55	5.53	11.3	66.73	5.77	11.57	66.01	5.67	11.64	71.11	5.97	11.9
	HUSV	58.61	4.56	12.87	0.1	0.01	7.47				0.0	0.03	0.0			
	INTD							2.69	0.46	5.86	3.43	0.46	7.48	3.03	0.47	6.49
	Total	452.61	34.67	13.06	257.04	22.71	11.32	273.26	25.69	10.64	330.7	26.47	12.5	358.05	26.45	13.53
Business	ACCT	90.61	5.47	16.56	92.53	6.72	13.77	84.09	6.83	12.31	95.77	6.92	13.84	102.0	7.33	13.91
	BUS	133.77	7.24	18.47	139.94	9.47	14.78	138.02	10.61	13.01	152.23	11.59	13.14	155.5	11.32	13.74
	CBIS	47.54	3.09	15.4	44.73	3.73	11.99	45.77	3.72	12.29	42.61	4.3	9.92	43.25	3.62	11.96
	CBOT	46.21	3.12	14.83	46.83	3.92	11.96	43.85	3.32	13.2	32.9	3.25	10.13	37.95	3.03	12.53
	ENTR	9.32	0.4	23.3	10.21	0.4	25.52	9.41	0.4	23.53	12.17	0.4	30.42	11.96	0.4	29.9
	PLGL	19.21	1.61	11.92	18.68	1.88	9.96	17.71	1.88	9.43	11.07	1.48	7.49	10.45	1.27	8.24
	Total	452.61	34.67	13.06	257.04	22.71	11.32	273.26	25.69	10.64	330.7	26.47	12.5	358.05	26.45	13.53

### Efficiency (only includes instructional FTEF) | Subject - HED, PE, PEIA and 1 more



		2019-20			2020-21			2021-22			2022-23			2023-24		
		FTEF	FTEF	Eff	FTEF	FTEF	Eff	FTEF	FTEF	Eff	FTEF	FTEF	Eff	FTEF	FTEF	Eff
Kinesiology, Rec & Athletics	HED	153.4	8.1	18.93	122.15	7.96	15.34	132.07	8.78	15.05	123.25	8.11	15.19	125.4	8.72	14.38
	PE	169.91	21.12	8.05	120.29	8.01	15.02	117.7	15.1	7.79	119.6	16.0	7.48	136.11	17.17	7.93
	PEIA	134.8	10.82	12.46	122.53	11.28	10.86	183.11	13.56	13.5	205.45	13.0	15.81	166.39	11.27	14.76
	REC	16.68	1.2	13.9	13.94	1.4	9.95	18.49	1.4	13.21	16.72	1.4	11.94	17.02	1.22	13.92
Total	474.8	41.24	11.51	378.91	28.65	13.22	451.38	38.84	11.62	465.01	38.5	12.08	444.92	38.39	11.59	
Grand Total	474.8	41.24	11.51	378.91	28.65	13.22	451.38	38.84	11.62	465.01	38.5	12.08	444.92	38.39	11.59	

The above graphs compare faculty load by type, fill rate and FTES/FTEF efficiency. The comparison is made between all subjects at AHC and all subjects within the Kinesiology, Recreation, Athletics and Sports Medicine courses.

### **FTEF/Headcount Comparison**

Over the past five academic years, the Kinesiology, Recreation & Athletics department has shown a consistent pattern relative to the college-wide trends in both FTEF (Full-Time Equivalent Faculty) and headcount:

- **FTEF:**  
Kinesiology makes up about 4–5% of the total college instructional FTEF each year. Despite overall fluctuations (notably the drop during 2020–21, likely due to the pandemic), Kinesiology’s FTEF has remained stable around ~38–41 in the last few years.
- **Headcount:**  
Kinesiology student headcount has hovered between 27–46 students, recovering after the 2020–21 dip and slightly increasing in 2023–24. The department’s headcount is a small but steady portion of the total college population (approximately 4–7%).

#### **Key Takeaway:**

The Kinesiology department maintains a stable proportion of the college’s overall instructional resources and student body. Its relative stability through enrollment challenges and post-pandemic recovery highlights its resilience and sustained student interest. Strategic planning to grow headcount further or optimize FTEF allocation could strengthen the department’s standing.

### **Fill Rate Comparison**

The Kinesiology, Recreation & Athletics (KRA) department’s fill rates have consistently been below the overall college average over the past five years, though they follow a similar directional trend:

- 2019–20: KRA filled 54% of available seats, compared to the college’s 78%.
- 2020–21: Both saw improvements; KRA reached 66%, narrowing the gap somewhat.
- 2021–22: Fill rates dipped across the board (likely due to lingering pandemic effects), with KRA at 47% vs. the college’s 70%.
- 2022–23: Recovery began, with KRA climbing to 52% while the college moved up to 74%.
- 2023–24: Current data shows KRA holding at 51%, compared to the college’s stronger 77%.

#### **Key Takeaway:**

While KRA’s fill rates trail the overall institution, the department demonstrates resilience and improvement patterns in line with college-wide trends. Focused efforts on course scheduling, marketing, and aligning offerings with student demand could help close this gap over time.

## FTES/FTEF Efficiency Comparison

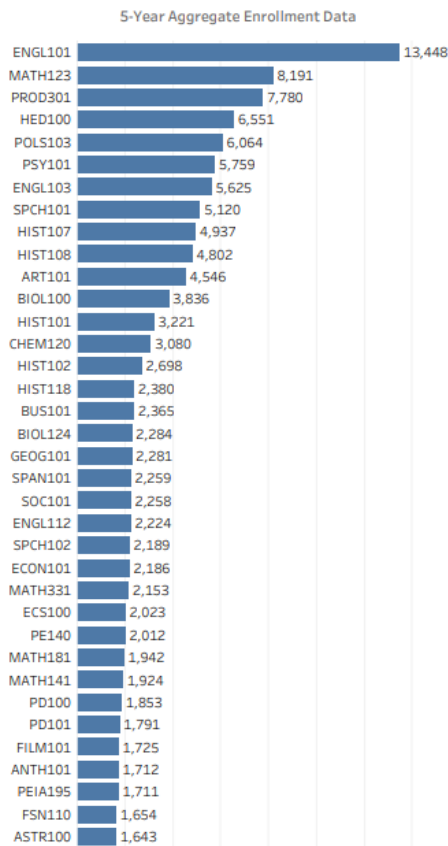
Over the past five academic years, the Kinesiology, Recreation & Athletics department has maintained a steady FTES/FTEF ratio, which serves as a key indicator of instructional efficiency. Compared to the college-wide averages, Kinesiology has shown the following trends:

- **2019–20:** Kinesiology's FTES/FTEF was **11.51**, slightly below the college average of **13.9**.
- **2020–21:** Notably, Kinesiology outperformed the college average with **13.22** versus the college's **13.0**, reflecting strong efficiency during a pandemic-impacted year.
- **2021–22:** Both Kinesiology (**11.62**) and the college (**11.7**) saw declines, likely due to ongoing COVID-19 disruptions, but Kinesiology stayed just under the college average.
- **2022–23:** The department began to recover, reaching **12.08**, while the college averaged **12.3**.
- **2023–24:** Current data shows Kinesiology at **11.59**, slightly trailing the college-wide **12.7**.

Overall, Kinesiology has maintained efficiency close to the institutional average, with occasional outperformance. This consistency is notable given the physical, in-person nature of many Kinesiology courses, which faced particular challenges during the pandemic years.

**Key Takeaway:** While slightly under the college-wide FTES/FTEF average in most years, Kinesiology demonstrates resilient instructional efficiency, suggesting stable enrollment-to-faculty balance and effective resource use. Continued monitoring and strategic scheduling may help improve these ratios further.

## 5-Year Enrollment by Course



	2019-20	2020-21	2021-22	2022-23	2023-24
ENGL101	3,063	2,689	2,663	2,498	2,535
MATH123	1,773	1,567	1,411	1,707	1,733
PROD301	1,327	1,487	1,541	1,610	1,815
HED100	1,532	1,215	1,322	1,231	1,251
POLS103	1,451	1,319	1,094	1,003	1,197
PSY101	1,406	1,278	1,060	996	1,019
ENGL103	1,361	1,233	1,057	962	1,012
SPCH101	1,066	1,075	1,039	926	1,014
HIST107	1,007	882	976	974	1,098
HIST108	1,040	897	950	901	1,014
ART101	862	953	922	902	907
BIOL100	826	826	697	728	759
HIST101	745	717	572	602	585
CHEM120	629	693	530	592	636
HIST102	605	605	505	533	450
HIST118	738	577	396	334	335
BUS101	397	452	461	528	527
BIOL124	508	557	388	418	413
GEOG101	498	508	401	430	444
SPAN101	440	475	410	444	490
SOC101	474	496	399	449	440
ENGL112	529	387	376	460	472
SPCH102	583	461	393	365	387
ECON101	447	490	406	412	431
MATH331	800	657	627	69	
ECS100	421	380	397	412	413
PE140	642		331	520	519
MATH181	462	427	346	355	352
MATH141	479	406	335	353	351
PD100	499	376	339	331	308
PD101	434	348	295	365	349
FILM101	356	368	370	303	328
ANTH101	402	282	361	324	343
PEIA195	279	251	359	449	373
FSN110	342	339	321	333	319
ASTR100	416	382	271	305	269

Enrollment OR Headcount Enrollment

Years or Terms Academic Year

Credit CR/NC

Subject

Course

Campus

[Enrollment & HC By Program](#)

[Headcount Demographics](#)

[Fill Rate & Efficiency](#)

[RETURN HOME](#)

The above graph indicates Health Education (HED 100) courses are well attended and sought out, ranking 4<sup>th</sup> in the aggregate enrollment data. We have fallen off our high of 1532 in 2019/20 to a range of 1215 – 1322 over the last 4 school years. Some of the factors for a decrease are overall college enrollment and in person instruction in smaller classroom spaces that limit us to class sizes of 30. Prior to 2000/21 we were offering our in-person health classes in N-10 and H-104. Both classrooms allowed us to have enrollment caps of 45. Currently, most in person HED 100 classes are taught in K-11A with class sizes capped at 30 due to room space.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Challenges start with Building N. Our indoor facilities, except for the gymnasium, are dilapidated. We have classroom space issues, which leads to a shortened supply of equipment, that's leads to smaller enrollments due equipment and room size. HVAC system throughout the building doesn't provide enough relief on warmer days or enough heat on the colder ones. Classrooms, (N-10, N-11), for academic courses, ie, Health Education, Introduction to Kinesiology, Sport Psychology, Sports Medicine, Recreation Management, etc., aren't conducive for quality learning. They are often too loud being next to the parking lot and the hallway has an "echo" effect. Both issues have led us away from our building to alternative classrooms throughout the campus.

Additional challenges is the need for more full-time faculty and director of sport positions. A little over 20 years ago the Kinesiology department had 9 full-time faculty. Today we have 5, with greater enrollments than 20+ years ago. Currently, we have two event managers/director of sport positions. In total, we offer a comprehensive, 16 collegiate athletic programs with only 5 head coaches that are "full-time".

Gender, uniquely enough, tends to be about 50/50. There is a greater than 50% edge to male when comparing the overall department, likely do to large male sports, football and baseball. When PEIA courses (athletics) is taken out of the equation, then the edge through the department leans more female. This is likely due to more females taking PE activity courses, such as, Yoga, Cardio-Kickboxing, Self-Defense, etc. Academic offerings still hover around the 50/50 mark between female and male.

Ethnicity is predominately Hispanic, followed by white, then "other". This is consistent with the overall college ethnicity data. Our department has the most population and Pacific Islander and African-American students. This is a result of the athletics programs and their ability to outreach students outside of the central coast and state lines.

3. What are your plans for change or *innovation*?

Most recent change was to implement intermediate/advance level courses to all activity classes in the department. These courses will be cross-listed with the entry level classes which will accomplish two things: #1 increase enrollment, #2 increase retention. Students can now take a course over two terms, as opposed to the one term limit just a year ago. This strategy was implemented for the 2024/25 school year and in the short sample size we already have seen increases in enrollment and retention.

We need to be more innovative with distance education (DE). Starting with our students, who need to be more well-versed in canvas and other online forms of learning. Also making sure access to computers, online learning platforms is an easy task and not a challenge

All new hires should be required to take DE Pedagogy course as part of their onboarding/orientation. Veteran instructional faculty should be strongly encouraged to complete the course as well. The better trained faculty is in DE, canvas, etc, the more the students can learn and grow from their expertise.

Since COVID, online learning (DE) has become more and more popular every year with our students. DE classes fill in days, if not a matter of hours, when the class schedule goes live. Our department has not kept up with the demand to the level of student interest. Currently, we offer only one DE course in Health Education. We need to expand to other academic courses that are feasible to teach in an online setting, ie. Introduction to Kinesiology, Introduction to Recreation Management, Sport Psychology, just to name a few. We also need to expand online learning to activity classes. Currently we are putting together a DE Yoga Fitness class, but we could expand to walking/jogging and other activity courses.

4. How will you *measure* the results of your plans to determine if they are successful?

As far as the intermediate/advanced cross-listed courses with entry level, we should see positive data in the areas of enrollment and retention. As stated, just one year of data we already saw significant improvement.

Distance Education, more and more faculty are voluntarily attending DE pedagogy courses and implementing canvas into their instruction with in-person classes. Therefore, students are getting more exposure that enhances the overall learning experience. All faculty should continue to be encouraged to know the basics of canvas. This is an excellent opportunity to fulfill professional development hours. All DE courses can be measured by enrollment, retention and success data.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

- Weekly updates in announcements tab
- Weekly feedback on every paper and discussion board
- Weekly recorded lecture videos
- Weekly emails for check in, understanding, questions and comments.
- Meetings with students in person, zoom or by phone.

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

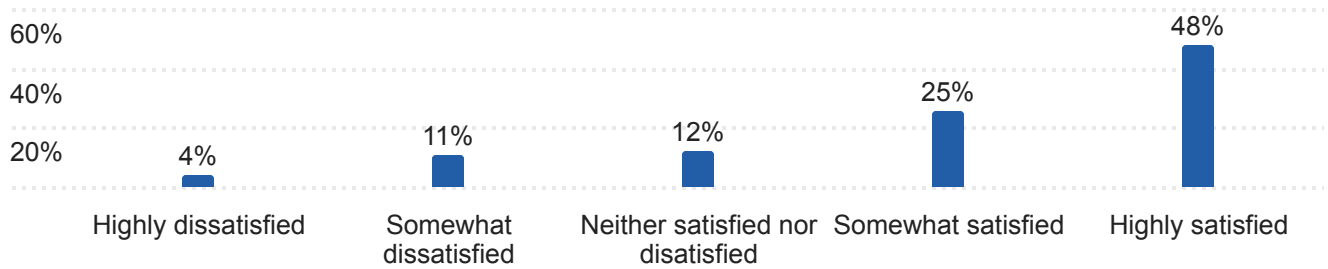
# Program Review

## Health, Kinesiology, Recreation, Sports Medicine, and Intercollegiate Athletics Program

### Spring 2025

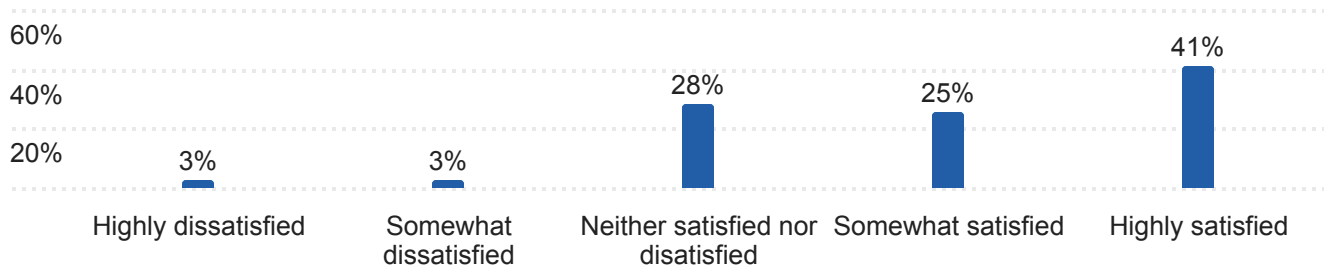
#### Recreation Program

75 Responses



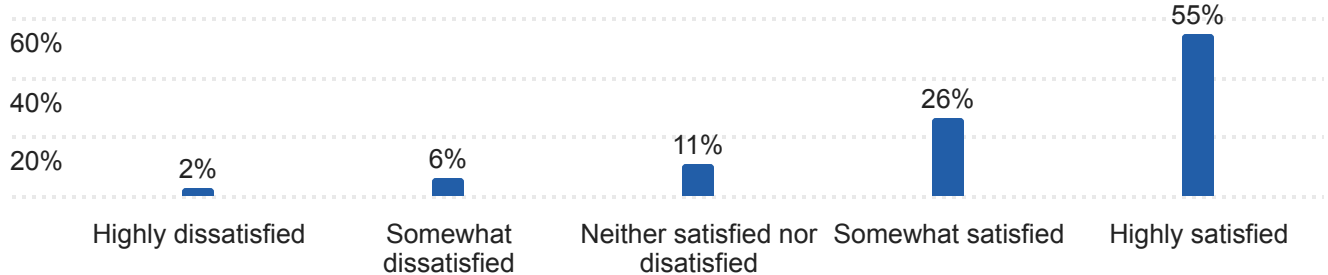
#### Intercollegiate Athletics

71 Responses



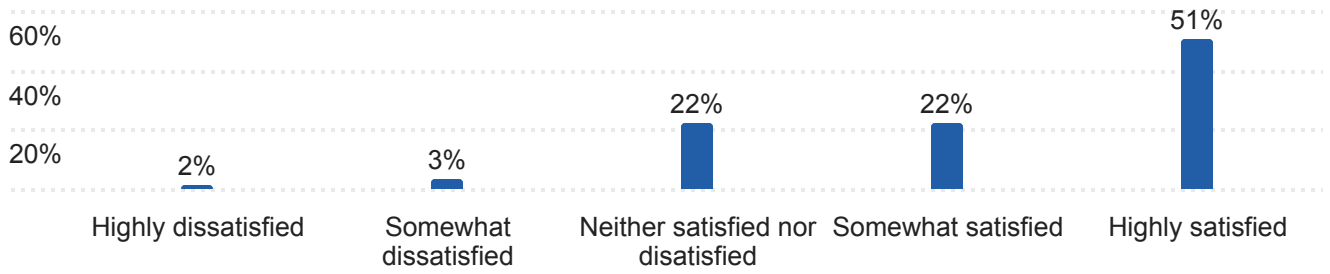
#### Physical Education Program

84 Responses



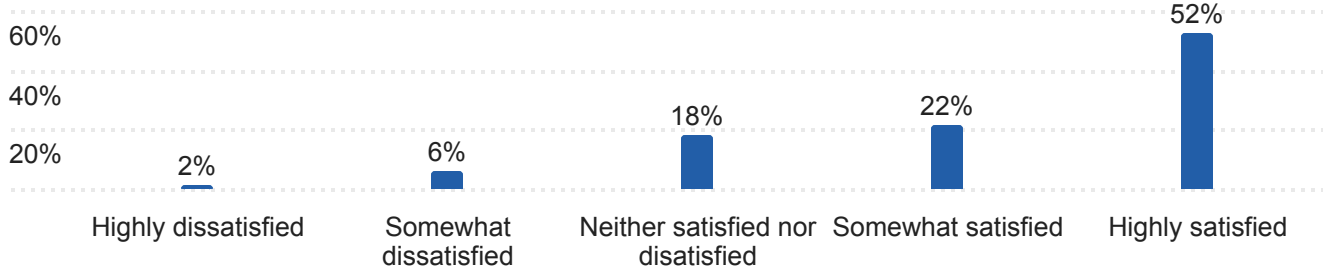
## Kinesiology Program

63 Responses



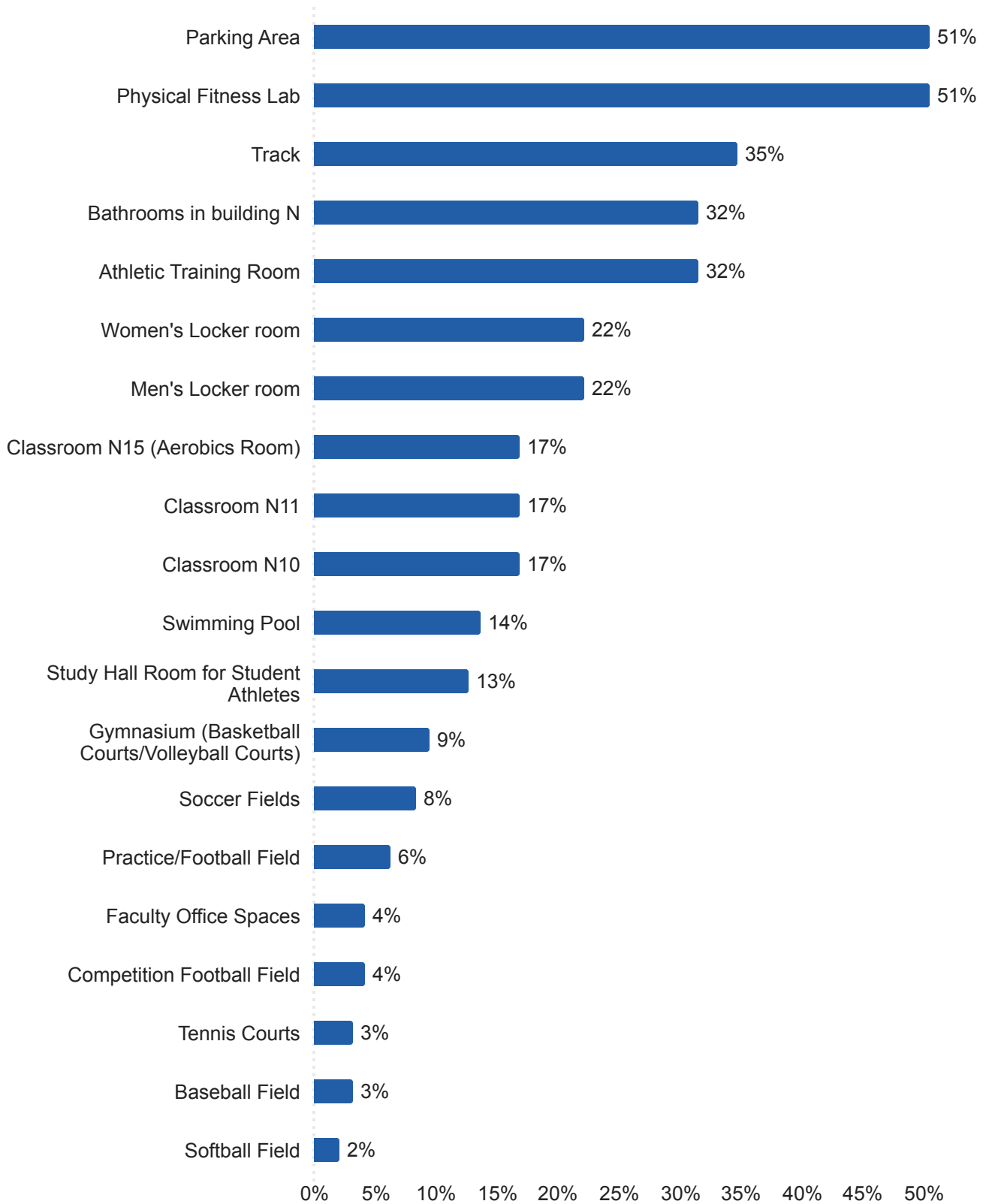
## Sports Medicine

65 Responses



# What specific facilities or spaces do you use when taking a course? (Check all that apply)

95 Responses

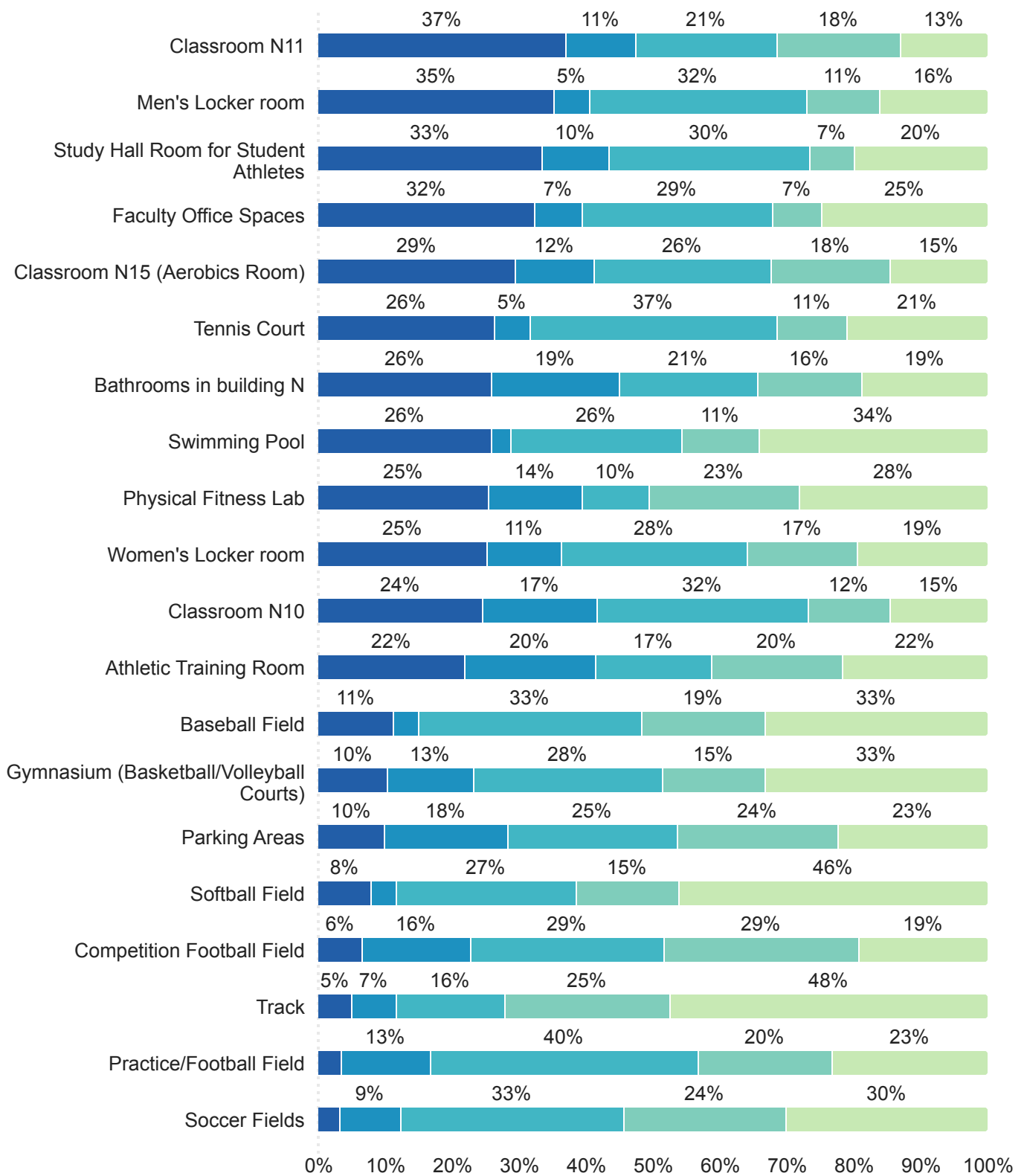


## Please rate your satisfaction with facility or space.

Field	Highly dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Highly satisfied
Men's Locker room	35%	5%	32%	11%	16%
Women's Locker room	25%	11%	28%	17%	19%
Classroom N10	24%	17%	32%	12%	15%
Classroom N11	37%	11%	21%	18%	13%
Classroom N15 (Aerobics Room)	29%	12%	26%	18%	15%
Physical Fitness Lab	25%	14%	10%	23%	28%
Athletic Training Room	22%	20%	17%	20%	22%
Track	5%	7%	16%	25%	48%
Soccer Fields	3%	9%	33%	24%	30%
Practice/Football Field	3%	13%	40%	20%	23%
Competition Football Field	6%	16%	29%	29%	19%
Baseball Field	11%	4%	33%	19%	33%
Softball Field	8%	4%	27%	15%	46%
Gymnasium (Basketball/Volleyball Courts)	10%	13%	28%	15%	33%
Swimming Pool	26%	3%	26%	11%	34%
Faculty Office Spaces	32%	7%	29%	7%	25%
Bathrooms in building N	26%	19%	21%	16%	19%
Study Hall Room for Student Athletes	33%	10%	30%	7%	20%
Tennis Court	26%	5%	37%	11%	21%
Parking Areas	10%	18%	25%	24%	23%

# Please rate your satisfaction with facility or space.

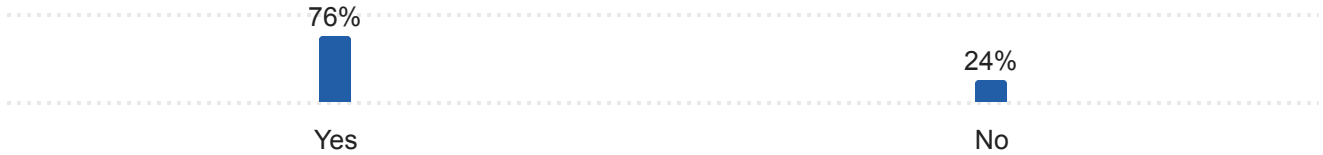
94 Responses



■ Highly dissatisfied  
 ■ Somewhat dissatisfied  
 ■ Neither satisfied nor dissatisfied  
 ■ Somewhat satisfied  
 ■ Highly satisfied

If you have not taken a course in the Health, Kinesiology, Recreation, Sports Medicine, and Intercollegiate Athletics Program, have you at least seen any of the listed facilities?

92 Responses



Q6 - Please provide additional comments which would articulate your specific thoughts on if facilities are adequate for use in the Health, Kinesiology, Recreation, Sports Medicine, and Intercollegiate Athletics Program.

Please provide additional comments which would articulate your specific thoughts on if facilities are adequate for use in the Health, Kinesiology, Recreation, Sports Medicine, and Intercollegiate Athletics Program.

More equipment needed.

na

The spaces need to be updated. Floors & walls need to be deep cleaned and renovated. Woman's bathrooms need to be restocked with hygiene. Most are out of order. Lockers need to be renovated, rust and corrosion are found in lockers. Would be smart to make them water friendly due to the pool and showers. The locker room floors r extremely slippery when wet (for example: when getting out of the pool to use the restroom). The athletic training room is compact and claustrophobic. Not adequate to do the length stretches necessary for PT. Our Sports med program utilizes the athletic training room for lab and will be interrupted by athletes coming in for care. (For example: during our taping exam). There isn't enough space to cater to both goals. The athletic lockers have holes in them - items get stolen by other athletes.

On a positive note: the programs themselves are educational. The updated aspects are beneficial. The upkeep and maintenance is good for general cleaning. The athletic trainers know how to take advantage of the space they do have.

Dedicate classroom to sports class

The aerobics room (N15), although fairly large, it would be beneficial to have an even larger room for these classes. With all the bikes in there, it leaves not much room for the other classes that don't use them.

The fitness lab is very old. The equipment is lacking and in need of an upgrade. There is no ventilation or windows in the room. The space is also very small and could be better so that more students would be inclined to use it. Needs better/ newer equipment, more space, more ventilation.

The pool, although decent, should be bigger so that there is room for swim practice and swim lab to use throughout the day. A full size lap pool would be beneficial to all. The fact that it's outside takes away the days for use when there is inclement weather.

The athletic training room is in need of change. Although the staff are highly trained, well educated and knowledgeable, their resources are lacking. They provide a great service to AHC athletic teams but their facilities need an upgrade. It is small and damaged. If a proper facility was created for them, with improved equipment, more athletes could be aided throughout the day. This would also increase opportunities for students looking to get into the field of sport medicine. There is not enough room or equipment to both teach sports medicine students and also provide care to athletes at the same time.

For ATH 104 and 106 it was an inconvenience to me and the instructor to have to share space with athletics while being in class. We had to cram our lab setting in the athletic training room while athletes were using it which made us not be able to use the adequate space for our learning.

For the work out center in the N building, I was somewhat dissatisfied because of how small and cramped it is in there. We have pretty decent equipment and but if they had a bigger fitness center would improve the quality and efficiency for those who use the fitness center.

For the athletic training room in the portables, I said the same thing on the aspect of they need more space for treatment and the constant traffic. In my ATH class it's only 10 of us and it's sort of crowded. The layout is nice and they optimized as much space but a bigger room/facility would be nice especially because the athletics is such a huge part and population of Allan Hancock College, that we need a better clinic.

The athletic training room and physical fitness lab can get a lot better equipment. Especially the training room with as many athletes as there are, a lot of people end up crowding the small athletic training room.

The Athletic Training Clinic/Room is located in a trailer. My lab is located in that building and the instructor has to move our ATH 104/106 LAB time to later or early because the athletics use the same space.

Its very nice and clean

The N building has not changed since I played here back in 2004. Other Junior Colleges that I have visited have had an upgrade to their athletic building to entice future Allan Hancock College student/athletes. When out of the area student/athletes come to visit the college, when I take them through the N building, I do not take them to the men's locker room due to the current condition. It really does need to be upgraded to further assist these current and future Bulldogs. Thank you.

Men's locker room is terrible, football field/track has no stands

Notice some modifications...new machines

It would be nice to walk to the fitness gym without guys harassing you and making out of pocket comments.

NA

The physical fitness lab definitely needs an update. It's exactly the same since I went there over 11 years ago. Maybe some new machines. Definitely some mirrors!!!

They are adequate to use and learn from.

I like the fitness room. There is not a lot of equipment, but there is enough to do what is needed for a workout.

Everything is good

The gym building is quite old and (hopefully) due for renovations. More machines/equipment in the weight room would be nice.

Our building and facilities are old and outdated. They need more space and update as needed to succeed in our courses. Our weight room is small and barely holding up. The buildings are not spacious and there is not enough classes to be in our health building.

The building are old and not very clean they have an unpleasant smell I don't go in there due to that reason

Our Buildings and Facilities are ridiculously old and make it difficult to stay modern ad cutting edge for our student population. Kinesiology and Health are and should be important aspects of student life, future majors and should be modernized from their 'current - 1955 era.

Our athletic coaches are hamstrung by largely poor facilities - which while excellently maintained are still DECADES behind everyone we compete against.

Could use improvement on buildings, bathrooms, locker rooms, and parking area.

Build is old, and needs maintenance.

Our building and facilities are old and need to be redone so they can be modern. Some building are new while they have not improved the old ones at all.

Need of better equipment to get students more involved

Needs renovation

None

No real opinion

I think we need an Upgrade on the facility the bathrooms and lockers

Great comfort, comfortable rooms

I am currently taking my second class for the fitness lab. It would be nice for it to be bigger as when there is a more then 10 people in there it starts to get crowded.

In the gym a swimsuit spinner would be great, so people wouldn't have to take home dripping wet swim suits. Maybe paint the lockers. It's just very outdated and cold in the woman's locker rooms.

The weight room needs to be expanded and modernized.

No comments

I feel good in this class

Please indicate how satisfied you are, in general, with the following aspects of the program.

Field	Highly dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Highly satisfied
Quality of instruction within the program	3%	3%	4%	30%	61%
The way textbooks and other materials used in courses within the program help me learn	2%	4%	23%	32%	39%
Advice about the program from counselors	2%	2%	21%	34%	41%
The way this program meets your educational goals	0%	1%	10%	39%	49%
Contribution towards your intellectual growth	0%	4%	8%	31%	56%
Clarity of course goals and learning objectives	1%	3%	9%	23%	64%
Feedback and assessment of progress towards learning objectives	0%	5%	8%	37%	51%
The availability of courses offered in the Health Program	3%	9%	16%	26%	47%
The availability of courses offered in the Recreation Management Program	2%	7%	20%	27%	43%
The availability of courses offered in the Sports Medicine Program	4%	6%	15%	19%	56%

The content of courses offered in the Health Program	2%	5%	14%	26%	53%
The content of courses offered in the Recreation Management Program	0%	5%	15%	23%	56%
The content of courses offered in the Sports Medicine Program	2%	5%	14%	25%	55%
The coordination of courses offered in the Health Program and courses offered in other departments that may be required for your major	0%	6%	23%	23%	47%
The coordination of courses offered in the Recreation Management Program and courses offered in other departments that may be required for your major	0%	9%	17%	29%	46%
The coordination of courses offered in the Sports Medicine Program and courses offered in other departments that may be required for your major	3%	8%	15%	20%	55%
The physical facilities and space (e.g., classrooms, labs)	11%	27%	14%	20%	27%
Instructional equipment (e.g., computers, lab equipment) for the Health Program	15%	17%	21%	21%	27%
Instructional equipment (e.g., computers, lab equipment) for the Recreation Management Program	13%	24%	16%	21%	26%
Instructional equipment (e.g., computers, lab equipment) for the Sports Medicine Program	17%	15%	17%	24%	26%
Presentation of classes via the college's Canvas course management system	2%	5%	16%	25%	52%
Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	4%	4%	14%	33%	45%

Availability of appropriate resources in  
the libraries

4%

8%

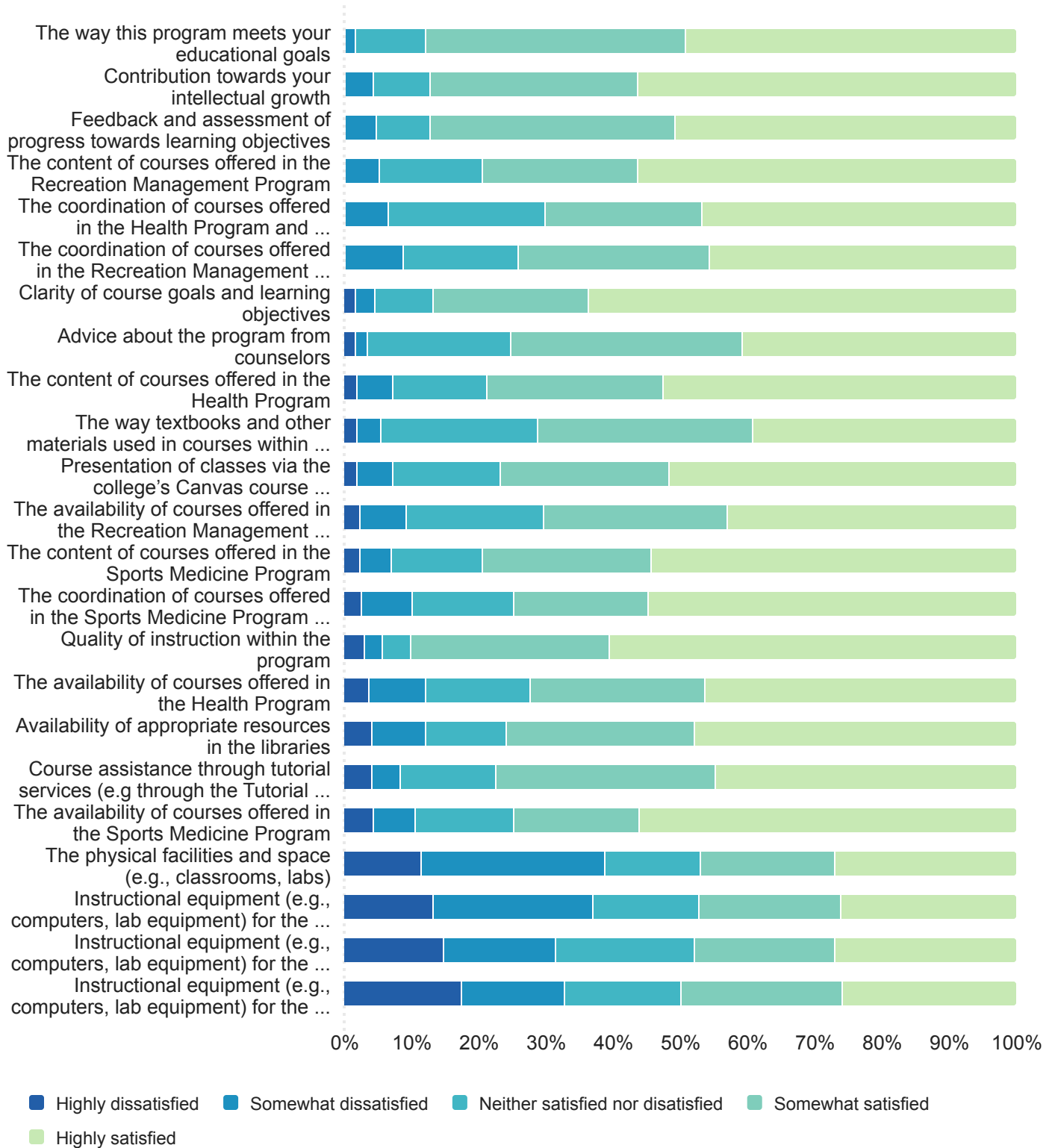
12%

28%

48%

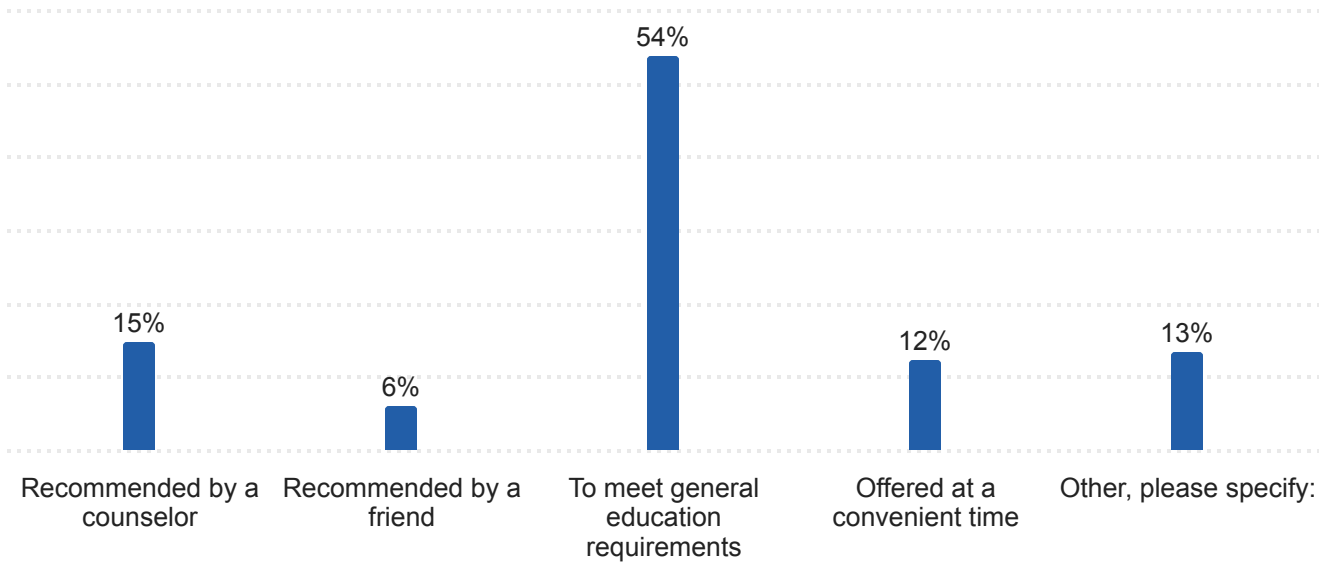
Please indicate how satisfied you are, in general, with the following aspects of the program.

80 Responses



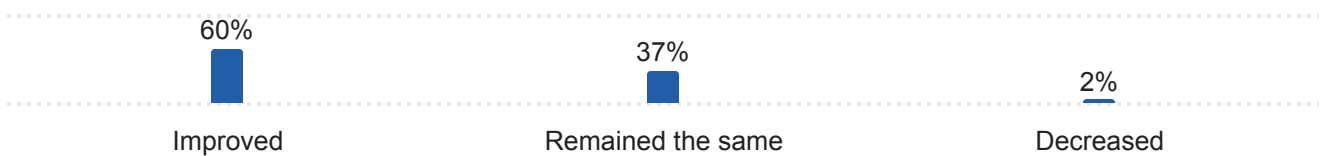
Which of the following best describes your reason for taking this and other courses in the Health, Kinesiology, Recreation, Sports Medicine, and Intercollegiate Athletics Program? - Selected Choice

82 Responses



Compared to the beginning of the semester, your attitude about the Health, Kinesiology, Recreation, Sports Medicine, and Intercollegiate Athletics Program has

83 Responses



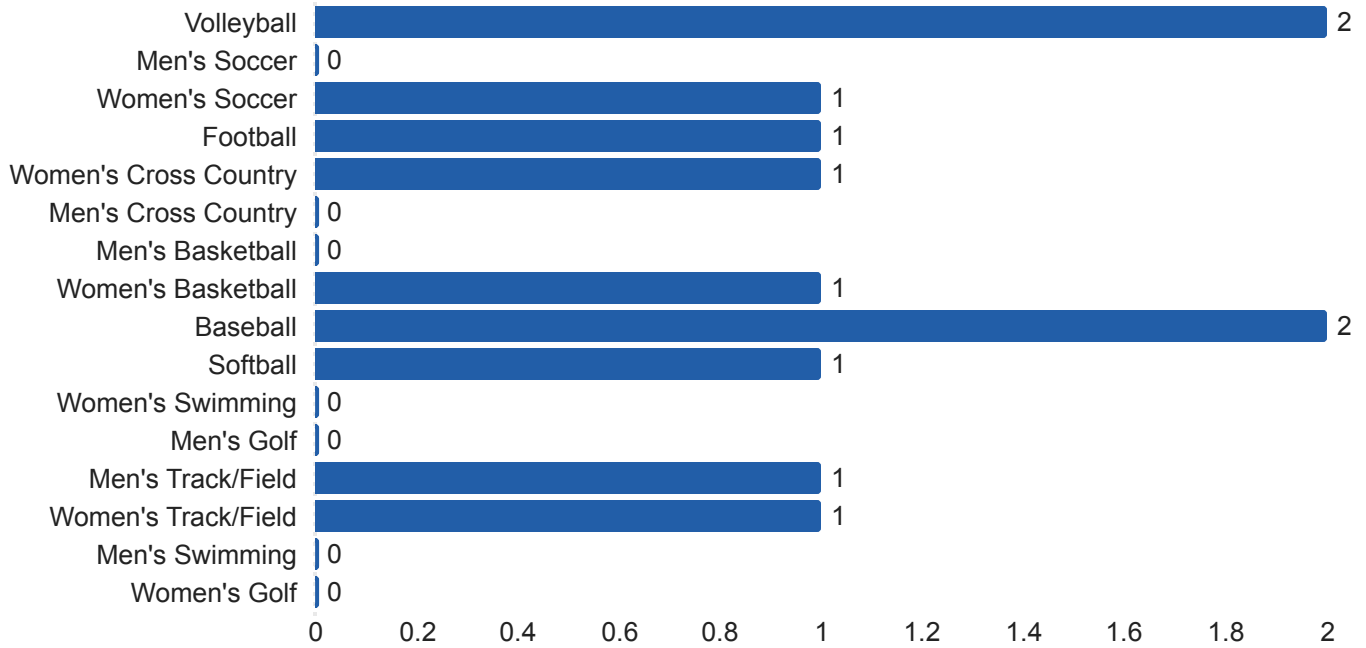
Are you a current AHC intercollegiate athlete?

83 Responses



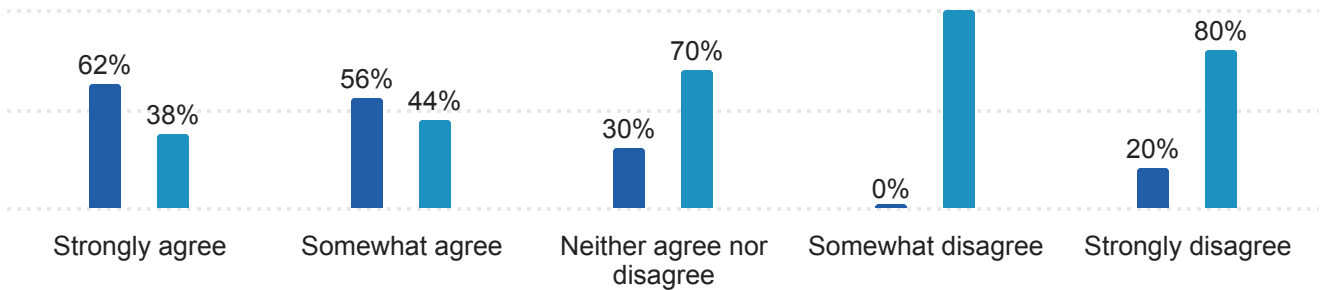
### What sport do you play (check all that apply)?

9 Responses



### Please answer the following questions.

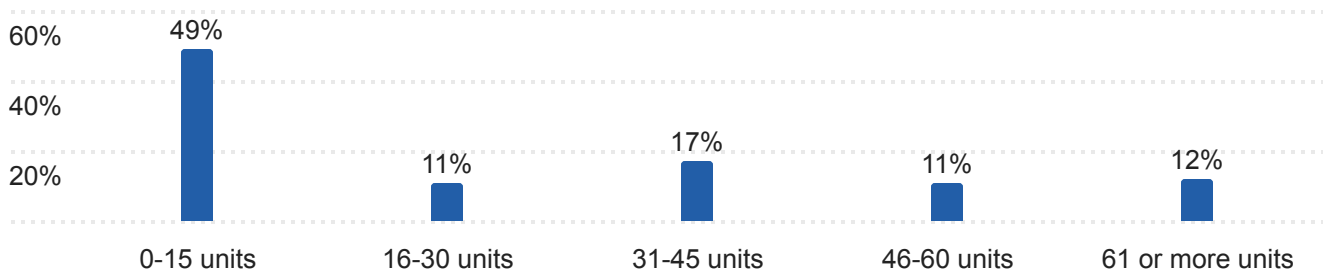
84 Responses



- I would recommend taking courses in the Health, Kinesiology, Recreation, Sports ...
- I plan on taking additional courses in the Health, Kinesiology, Recreation, Spor...

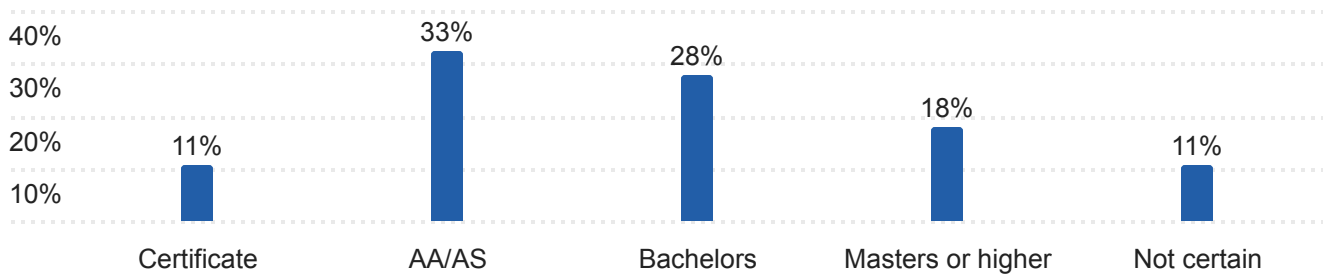
### How many units have you completed prior to this semester?

83 Responses



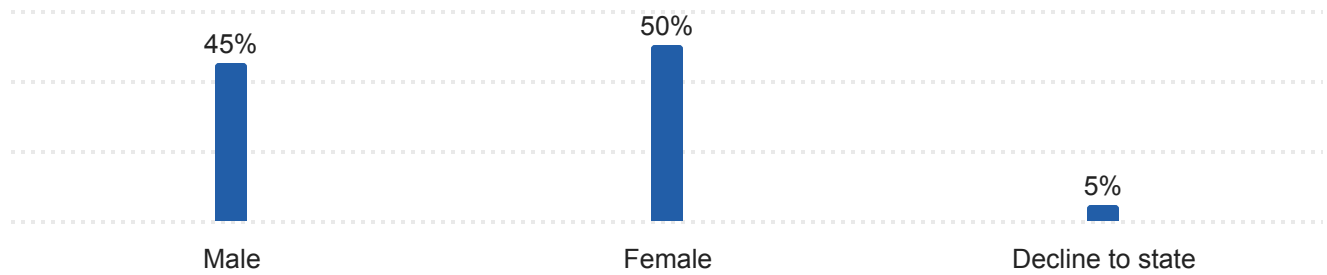
### What is your final academic goal?

83 Responses



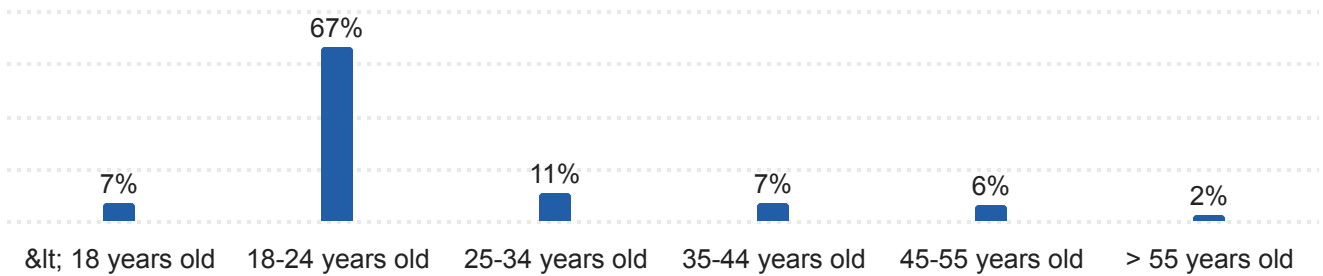
### What is your gender?

84 Responses



# What is your age range?

84 Responses



**Q20 - Optional: Please use this space to provide any additional comments or feedback. Click "NEXT" to submit your responses. Thank you!**

Optional: Please use this space to provide any additional comments or feedback. Click "NEXT" to submit your responses.  
Thank you!

For an idea to upgrade the N building, my high school upgraded the gym to being able to be used by the public through memberships. With this, they are able to give over \$80k back to the school each year. For more information, it's Spring Lake Aquatic Center in Spring Lake, Michigan for an example of what I think AHC. It will also increase community engagement with the school. <https://www.slfac.com/> Here's a link to what all they offer now at the high school... just as an idea

The weight room/physical lab center needs more attention!

General renovations to the gym building such as more classrooms, better equipment, and others.

we need a new weight room and new swimming pool.

Get rid of the bad smell in the gym

Allan Hancock College has always done more with less. Its time to modernize our facilities for the next generation of students and athletes.

Building needs to be updated.

None

The physical lab needs more weight equipment, and a boxing bag

More physical classes such as Pilates Zumba boxing or biking classes

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

**EQUIPMENT NEEDS**

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning Only	2022-2023	ER OBJ.- 2	Equipment	5 Video cameras \$600 each	One-time	1 = High	\$ 3,000.00
Kinesiology, Rec. & Ath.						Modality Calabration			\$1,000.00
Kinesiology, Rec. & Ath.						Bariatric Heavy-Duty Wheelchair 500lb Weight Capacity			
Kinesiology, Rec. & Ath.						Non-slip carpet and runner			\$2,500.00
Kinesiology, Rec. & Ath.						Knee braces			\$10,000.00
Kinesiology, Rec. & Ath.						Anatomical Models (Skeleton, Spine, Elbow)			\$11,500.00
Kinesiology, Rec. & Ath.						Dynatronics Solaris Plus Cart			\$1,000.00
Kinesiology, Rec. & Ath.						Reupulstry of tables and taping counters			\$3,500.00
Kinesiology, Rec. & Ath.						Sideliner Pro			\$7,000.00
Kinesiology, Rec. & Ath.						WASHER MACHINE			\$25,000
Kinesiology, Rec. & Ath.						cart equipment for track			\$3,000
Kinesiology, Rec. & Ath.						Soccer Bench Encolusre			\$ 10,000.00
Kinesiology, Rec. & Ath.						Softball field drag			\$ 500.00
Kinesiology, Rec. & Ath.						E Pack Coach/Player Comm System			\$ 1,400.00
Kinesiology, Rec. & Ath.						Bullpen Surface Covers			\$ 1,000.00

					Equipment				
						<b>TOTAL</b>			<b>TOTAL \$ 80,400.00</b>

- Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
<b>Planning years:</b>	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

**Resource Requests:** Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

**New Program Planning Initiative (Objective) – Core Topic Only**

<b>Title (including number):</b>	
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705	
<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705	
<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

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Program Review Signature Page:

*Chris Stevens*  
Chris Stevens (Jun 16, 2025 20:55 PDT)  


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Program Review Lead

06/16/2025  


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Date

*Kim Chung*  



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Program Dean

06/25/2025  


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Date


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Vice President, Academic Affairs

06/27/2025  


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Date

# Program Review\_Health, Kinesiology, Recreation, Sports Medicine, and Intercollegiate Athletics Program 2024-25

Final Audit Report

2025-06-27

Created:	2025-06-16
By:	Aaron Robles (aaron.robles1@hancockcollege.edu)
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