**Annual report submitted to the Program Review Committee on**

**Signature of Department Chair/Lead Faculty Member: Signature of Dean/Director/Administrator**

**Data and Analysis: Program Data for Gerontology**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Enrolled at Census | 107 | 107 | 141 | 120 |
| FTES | 12 | 10 | 13 | 12 |
| FTEF30 | 0.4 | 0.3 | 0.3 | 0.3 |
| WSCH/FTEF | 551.9 | 546.9 | 700.0 | 640.0 |
| # of Full-time Faculty | 1\*/6 | 1\*/6 | 1\*/6 | 1\*/6 |
| Fill Rates | 77.7% | 74.0% | 94.8% | 88.8% |
| Success Rate | 66.3% | 64.4% | 63.8% | 58.3% |
| Retention Rate | 84.1% | 90.6% | 85.8% | 66.6% |
| Fall-to-Spring in Subject | 3 | 4 | 8 | 6 |
| F-to-S Persistence | 30.0% | 33.3% | 30.7% | 50.0% |

***Data Term Definitions*** *available on last page of this report template.*

**Program Data Analysis**

\*The Department Chair teaches 1 course per year in the program or 1/10th of her load. Also note that because gerontology is multidisciplinary it is difficult to get consistent data for the program of the data cube when the individual pulling the data doesn’t know which classes to include. **The numbers above only reflect 3 gerontology courses and not the whole gerontology program.** For example, here for 2012-2013 enrollment at census is 120 and the FTES is 12, but when all the courses for the multidisciplinary gerontology program are included the enrollment totals 1116 and FTES are 113 (for the 2012-2013 school year including summer) .

*(Box will explain as needed)*

### Curriculum Data -- Use data from the previous academic year *(Provide Numbers below)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Additions | Revisions | Suspensions | Retirements | Current Total |
| Courses | 0 | 21 | 0 | 2 | 21 |
| Certificates 18 units or greater | 0 | 0 | 0 | 0 | 1 |
| Certificates less than 18 units | 0 | 0 | 0 | 0 | 0 |
| Degrees | 0 | 0 | 0 | 0 | 2 |

### Curriculum Data Analysis

Gerontology offers the AA Degree with a major or the certificate, as well as the stand alone certificate of achievement for those already holding degrees. All course outlines were updated in 2011 in preparation for the five-year review in 2012-2013.

*(Box will explain as needed)*

**Program Student Learning Outcomes Data from the Previous Semester *(Provide Number & Percentage below)***

|  |  |
| --- | --- |
| Total number of PSLOs/sections: There are 3 total PSLOs  Spring 2013 for Gero there were 2/2 sections reporting PSLOs | 100% reporting |
| Percentage of PSLOs that were fully achieved: Spring 2013 | 100% PSLOs at 80%> |

**Department Discussions Regarding SLOs (“Closing the Loop”)**

Ways to better our achievement of this goal have been discussed in meetings. Suggestions have included: engaging students in a first week assignment, dropping and not reinstating students who miss the assignment deadlines without an excuse, more writing and research tutorials. Redistributing assignments to better reflect the course outcomes has also been tried. The success range for individual course outcomes ranges from 52% to 89%. Instructors in the Nutrition and Aging course have a “capstone” project that is tied to most of the course outcome measurements and when students complete all the steps, minus the final project, it pulls down the overall success totals for the courses into the “below 60%” range. Two key issues are students who do not complete all the course assignments and students who complete assignments after the term ends. Telecourses are especially problematic because communication is minimal and a majority of students miss deadlines. The Soc 120 telecourse brings down the overall Soc 120 outcome achievement, lowering the program average.

*(Box will explain as needed)*

**Progress on 5-year Goals from most recent Program Review.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal | 100% Complete | Partially Complete | Not Started | Abandoned Provide Reason | Comments |
| **Mark One for each 5 year Goal** | | | |
| Upgrade the Gerontology Program Website to incorporate the ability to gather data from the pages and include a secure job posting site | X❑ | ❑ | ❑ | ❑ | *The job posting site has been incorporated into the Gerontology Program website. We are able to securely register and approve local employers and share information with the CCGG Statewide job database. We are also able to collect data from registered employers giving us a resource for our advisory board, and Networking Event. A big thank you to Gary Young for completing the programming for the job board.* |
| Establish a system to exchange job information between our program, the One Stop Centers and the California Council of Gerontology and Geriatrics | ❑ | ❑ | ❑ | X❑ | *One Stop developed their own job site with an outside vendor. The system between our program and CCGG is established. The next push is to recruit affiliates from around the State to use the job board programming and contribute their local employment pool to the database. CCGG is “on-board” with Ellis Waller overseeing a sub-committee charged with increasing employer participation and Debbie Secord managing the employer site for Coastline’s affiliate.* |
| Introduce two additional program electives as online courses | X❑ | ❑ | ❑ | ❑ | *FN C 175 and Hlth C175 were added to our curriculum and have been very successful.* |
| Complete the transfer agreement with CSULB and seek further transfer agreements | ❑ | X❑ | ❑ | ❑ | *Met with colleagues at CSULB in February 2013 and they are working a 9 unit pathway for our students to transfer into their new program. We will meet again when the proposal has cleared all the committees at CSULB.* |
| Gain a fulltime faculty position | ❑ | X❑ | ❑ | ❑ | *No success on this goal, although our request has been ranked as high as 3rd and as low as 8th out of 10 requests.* |

**Action Plan and Resource Request Based on Annual Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Action | Institutional planning goals\* | How action will improve student learning | Type of Resource | Resource needs, if any | Department priority\*\* | Approximate cost | Potential Funding Source |
| Complete the articulation process with CSULB | **Supports College Mission:** -General education and transfer courses for a comprehensive Associate in Arts degree plus career and technical courses for occupational certificates;  **College Master Plan**  ***Partnerships:*** - Coastline will strengthen and expand its entrepreneurial and grant development, and collaborative activities through partnerships with business and industry, government agencies, and educational institutions, and the public to enhance the College’s capabilities and opportunities for students  **Contributes to Program Review 5-Year Goals** | Students will have additional options for using the gerontology courses to further their education. Students will be able to use their Gerontology courses to meet more GE requirements for transfer to a broader variety of 4-year schools | Personnel | Present our program to CSULB Committees;  Draft agreements;  Work with CCC articulation and CSULB to get the correct information on assist.org; create marketing materials. | 6 | Time for Dept. Chair to meet w/ colleagues and complete tasks listed about 60 hours. | Part of DC load. |
| Maintain vendor approvals for continuing education units from various State agencies and Professional Organizations | **College Master Plan *Innovation & Improvement:*** -Coastline will continue to create and nurture innovative programs, services, and  technology solutions that respond to the needs and expectations of its learning community.  ***Growth and Efficiency:***-Coastline will purposefully advance and sustain the College’s capacity for student success through the efficient use of resources as well as expanded, diverse, and responsive programs and services.  **Contributes to Program Review 5-Year Goals** | Allows students to complete their professional educational requirements while completing our courses.  Attracts students to our program and validates the quality of our courses across State agencies and Professional Organizations | Other  Personnel | Vendor fees  Obtain updates applications;  Fill-out & send to appropriate agency/  Organization; Maintain contact with agency liaisons;  Keep copies of student information | 5 | $550  If we develop more CEU programs and State certifications (like activity director, fiduciary, etc. ) it would help to have a P-T assistant to oversee applications and paperwork required for these programs. | Gerontology Foundation Funds or Special Grants are currently used  Currently part of DC load.  P-T Assistant  ($9.00/hour minimum wage for about 10 hours a month needed- total $1,080 per year). |
| Maintain guest access for State CEU auditors on Seaport | Part of Goal Above |  | Technology | Maintain access for Statewide auditors on current Seaport course websites;  Maintain CEU information on Program Website | 5 | Two-three hours of time from OLIT staff to update access to guest sites on Seaport when necessary |  |
| Upkeep of program website + publicity/upkeep for job board | **College Master Plan *Innovation & Improvement:*** -Coastline will continue to create and nurture innovative programs, services, and  technology solutions that respond to the needs and expectations of its learning community.  ***Growth and Efficiency:***-Coastline will purposefully advance and sustain the College’s capacity for student success through the efficient use of resources as well as expanded, diverse, and responsive programs and services.  **Contributes to Program Review 5-Year Goals** | A single source for all the information about our program. Including transfer agreements, continuing education units and employment opportunities in the field. | Technology | Programming shared with affiliates  Employers recruited, approved and registered  Oversight of LinkedIn Group  Updates on program website and publicity of Job Board | 1 | DC participation in CCGG sub-committee on employment  Attendance at CCGG Annual Meeting $250 | Staff Development Funds |
| Develop Gero 140 Aging in a Multicultural Society as an online offering | **Supports College Mission**:  -Learner-centered strategies supported by a full range of technology-mediated instruction for site-based and distance learning classes; - Courses and activities relevant to global responsibilities  **College Master Plan *Innovation & Improvement:*** -Coastline will continue to create and nurture innovative programs, services, and technology solutions that respond to the needs and expectations of its learning community.  **Contributes to Program Review 5-Year Goals** | Meets the multicultural requirement of the AA Degree. Students will be able to use their Gerontology courses to meet more GE requirements for transfer to a broader variety of 4-year schools | Personnel | Ellis Waller has volunteered to create the course  Coordinate w/ OLIT & DL to create media and assure media is edited, in the proper streaming format & is close captioned | 2 | 3.0 LHE in P-T Salaries for new course section  Faculty time for course creation, coordination with DC of scheduling | Instructional Funds |
| Upkeep of course media w/ close captioning in DL courses | **Supports College Mission:** -Learner-centered strategies supported by a full range of technology-mediated instruction for site-based and distance learning classes; -A systematic assessment of student outcomes at the course, program, and institutional levels; -Courses and activities relevant to global responsibilities; **College Master Plan *Student Success: -*** Coastline will make learner success its core focus. **Contributes to Program Review 5-Year Goals** | Functioning, accessible, course media enhances the student learning process. | Personnel  Technology  Training | Coordinate w/ OLIT & DL to assure media is edited, in the proper streaming format & is close captioned  Faculty members checking media in courses regularly  Edit media & monitor functionality  Faculty need to be updated on new media formats & policies | 4 | Close captioning of existing media may need updating @ about $200/hour of media (Automatic Sync Technologies Hayward CA) Additional editing of media | We used a CC Chancellor’s Office Grant for these funds in the past |
| Make Pre-Post Survey Data downloadable | **Supports College Mission:** -General education and transfer courses for a comprehensive Associate in Arts degree plus career and technical courses for occupational certificates; -High-quality instructional programs, services, and entrepreneurial activities that meet the education, economic, and social needs of diverse students from local and global populations;  **College Master Plan *Student Success: -*** Coastline will make learner success its core focus.  **Contributes to Program Review 5-Year Goals** | Allow us to track student progress across the courses in the program and gather assessments of outcomes. | **Other** | Upgrade Survey Monkey Account Spring 2014 | 3 | $204/year |  |
| Gain a fulltime faculty position | **College Master Plan**  ***Growth and Efficiency:***-Coastline will purposefully advance and sustain the College’s capacity for student success through the efficient use of resources as well as expanded, diverse, and responsive programs and services.  **Contributes to Program Review 5-Year Goals** | FT faculty member anchor programs and have a vested interest in developing and updating curricula to meet student needs. | **Personnel** | DC time to make presentations and justifications for hiring  Selection and hiring process | 7 |  | FT faculty salary  Instructional Funds |

\*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations,   
 SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents.

\*\*Prioritize the program’s resource needs with 1 being the most important and subsequent numbers being less urgent.

**GLOSSARY OF DATA TERMS**

**Enrolled (Census):** The official enrollment count based on attendance at the 20% point in the course.

**FTES:** Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of AAM assigned to a section.

**FTEF30:** A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents. This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

**WSCH/FTEF (595):** A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

**Fill Rate:** A measure of productivity that measures the enrollment capacity of students at census to the MAX enrollment cap established for the section.

**Success Rate:** The number of passing grades (A, B, C, P) compared to all valid grades awarded.

**Retention Rate:** The number of retention grades (A, B, C, P, D, F, NP, I\*) compared to all valid grades awarded.

**Fall-to-Spring in Subject Persistence:** The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

**F-to-S Persistence Rate as Percent:** The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.