**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 Health**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Enrolled at Census | 1,186 | 1,060 | 1,529 | 1,133 |
| FTES | 107 | 100 | 142 | 109 |
| FTEF30 | 2.4 | 2.3 | 2.5 | 1.8 |
| WSCH/FTEF | 750.1 | 727.0 | 934.7 | 1,019.0 |
| # of Full-time Faculty | \*1/10 | \*1/10 | \*1/7 | \*1/7 |
| Fill Rates | 87.7% | 80.5% | 94.2% | 90.4% |
| Success Rate | 62.6% | 73.0% | 69.6% | 64.7% |
| Retention Rate | 93.7% | 94.1% | 94.5% | 90.5% |
| Fall-to-Spring in Subject | 0 | 2 | 3 | 5 |
| F-to-S Persistence | 0.0% | 0.6% | 0.6% | 0.6% |

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

**Program Data Analysis**

- The full time instructor currently teaches 2/5 to 1/2 of her load in health, so the actual FT ratio is 0.4 to 0.5/7. An additional FT faculty member for the program is warranted. Minimum qualifications for instructors in Health, Nutrition and PE would allow for an individual with a masters in Kinesiology to teach all three subjects in the department. Discussions of improving the success rate have focused on engaging students in a first week assignment, dropping and not reinstating students who miss the assignment deadlines without an excuse, writing and research tutorials. In spite of multiple reminders, students expect that they can miss deadlines without any penalties and many do an introduction exercise to show participation and then turn in graded assignments, late or not at all. Health had no follow-up courses in 2009-2010 and only 1 course available for follow-up after that, explaining the low persistence rate.

*(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 | 3 | 0 | 1 | 3 |
| Certificates 18 units or greater | 0 | 0 | 0 | 0 | 0 |
| Certificates less than 18 units | 0 | 0 | 0 | 0 | 0 |
| Degrees | 1 | 0 | 0 | 0 | 1 |

### Curriculum Data Analysis

- Course outlines were updated as part of the Health/Nutrition/PE five-year Program Review process. Foods and Nutrition, Health and PE courses are part of the Health and Fitness Major for the A.A. Degree so the Five-Year Goals and Action Plan will be discussed below as a program.

*(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 Health and there were 4/4 sections reporting PSLOs | 100% reporting |
| Percentage of PSLOs that were fully achieved: Spring 2013  0/6 PSLOs at 80%> | 0% PSLOs at 80%> |

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

- SLOs are brought down in the Health discipline by students not completing all their assignments. Students do the tests and not the written assignments or vice versa. We are revising the Hlth 100 course to create earlier due dates of some assignments. After notifying students who do not complete work by the deadline, we will drop those who do not respond. We have discussed prescriptive assistance on distributing assignments to better represent each outcome, adding writing and research tutorials and recommending students who fail, withdraw or are dropped be required to take a “online success course” before being able to re-register. A shift in demographics has brought our discipline more students with limited abilities in writing and communicating in English. Offering more than one written assignment with feedback and weighing the SLO distributions more heavily on assignments that come after feedback, rather than on the first assignment, has also been suggested as a way to improve success on outcomes.

*(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** | | | |
| Explore developing an online certificate in Personal Training | ❑ | ❑ | ❑ | X❑ | *Instructors Robert Flores and Judy Aprile expressed an interest in this area and several meetings were held to discuss the idea. Research discovered several agencies that “certify” personal training programs for a fee (Examples: National Academy of Sports Medicine and the American Council on Exercise) . Most gyms and other facilities hire individuals with this type of certification or do their own training. Colleges in our local area already offer this type of program* and enrollments are average (*Irvine Valley, Fullerton College*), *so as funding for physical education courses dried up the idea was abandoned.* |
| Develop additional online versions of courses in Nutrition and Health. | X❑ | ❑ | ❑ | ❑ | *FN 175 Nutrition and Aging, Hlth 175 Healthy Aging and PE 101 Personal Fitness and Wellness were developed online and have been successful. All have also been offered as part of the contract education/military offerings.* |
| Work to offer a broader range of existing physical education curricula. | ❑ | ❑ | ❑ | X❑ | *We began to offer more sections in martial arts, yoga and general fitness as part of the Early College High School program, which were open to the general public. We also added some Relaxation Movement courses to appeal to the “Boomer” demographic. These met with mixed success and the shift in State priorities and funding made this goal unfeasible to continue .* |
| Gain a full-time faculty position for the department. | ❑ | X❑ | ❑ | ❑ | *No success on this goal, although our request has been ranked as high as 3rd and as low as 9th out of 10 requested FT faculty members.* |
| Continue marketing efforts.  Develop a webpage for the Health, Nutrition and PE disciplines that highlights the new major. | ❑ | X❑ | ❑ | ❑ | *Presentations about the Health Fitness Major were made to the Academic Senate. Meetings have been held with CSUF’s Kinesiology Department to make them aware of our major. The new Kinesiology TMC that we are developing will also help bring students to the department. Marketing has shifted to a primarily digital format, although occasional flyers are useful to hand out at community meetings. Enhancing the ability of internet searches to find our program on the Coastline website and allowing a spot for downloading PDF versions of brochures and career pathways would be a great improvement.*  *The reorganization and upgrade of the Coastline College website allowed us to highlight the major along with the other disciplines that lead to an A.A. degree so a program webpage was no longer a priority. Some updates and adjustments to the College website to better highlight the major, emphasis and TMC are still in order.* |

**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 |
| Develop marketing plan and brochure for kinesiology TMC and Health Fitness Major | **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** | Learning Centers, the FV Center and counselors will have marketing materials giving the program visibility. Students will know their options in our program + have a printed plan to follow | **Personnel**  **Other** | Select Coastline “branded” template best for print and downloadable brochures and flyers  Coordinate w/ PIO’s Office on copy and images  Distribute print brochures/flyers and get a downloadable form onto the CCC website  Notify local CSU Depts that we have the KIN program  Materials | 4 | Printed Brochure $395/1000  Printed Flyers $250/1000 |  |
| Add Kinesiology to the Academic Programs on the Coastline College website and allow an area for download of program brochures | **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** | Updating the College website to provide information on new programs and offering students downloadable program brochures allows students greater access to the data they need to plan their education. | **Personnel** | Coordinate w/ OLIT and PIO to make updates to CCC website | 3 | OLIT/PIO staff time to make updates |  |
| Develop online version of Hlth 120 Personal Wellness Lifestyle | **Supports College Mission:** -Learner-centered strategies supported by a full range of technology-mediated instruction for site-based and distance learning classes;  -General education and transfer courses for a comprehensive Associate in Arts degree plus career and technical courses for occupational certificates **Contributes to Program Review 5-Year Goals** | Students will have additional options to meet their GE requirements and complete the Health and Fitness Major. | **Personnel** | Rachel Anderson has expressed an interest in developing the curricula | 1 | 2.0 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 and creation of media for new course lessons | **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 | 5 | 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 |
| 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 | 2 |  | FT faculty salary  Instructional Funds |
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|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

\*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.