



2015

Annual Program Review

Health Sciences

(Foods & Nutrition, Gerontology, Health,  
Kinesiology, Physical Education)

# Table of Contents

Section 1: Program Planning	2
Section 2: Human Capital Planning	22
Section 3: Facilities Planning	24
Section 4: Technology Planning	24
Section 5: New Initiatives	25
Section 6: Prioritization	27

# Section 1: Program Planning:

## Internal Analysis: Foods & Nutrition

### Enrollment and FTES:

We offer two nutrition courses: Nutrition and Nutrition and Aging. The F&N courses are part of the Health and Fitness Major, the Gerontology Major and Certificate, and also the Physical Education and Wellness Emphasis. Online enrollments have held steady and we were able to sustain additional sections between spring and fall. There was one online cancellation in Fall 15 because of a “glitch” the course was not added to the searchable schedule until a two weeks prior to its start- it was cancelled before it had a chance to generate enrollments. In the Fall 2015 semester the maximum enrollments in courses assigned to the new FT instructor were reduced, thus reducing the overall total potential enrollments/FTES for this session in comparison to prior years. A daytime classroom section was offered for the first time without success. The demographic shift to older students in this program suggests that classroom based daytime courses will not be successful. Classroom courses offered in a single time block in the evening or as a short-term hybrid may be more appealing to a working student population.

### Efficiency (FTEF/30 and fill rates):

In efforts to increase student success, instructors have hesitated to add late students who have consistently been shown to struggle getting materials and then fall behind. They have also dropped more students earlier and not let them back into the sections. This has led to smaller fill rates. In the Fall 2015 semester, all the nutrition courses filled later than usual, but all showed waitlisted students, as soon as they filled. All online sections filled at 110/80 maximums and the telecourse enrolled 200 students.

### Student Demographics:

More males than females are taking nutrition courses for the first time and there has been a shift back to older students. Population demographics shifted away from Asian/Pacific Islanders and toward increasing numbers of Blacks, Hispanics and Whites for the first time in several years.

### Success:

The average success rate for meeting outcomes across the nutrition courses was just slightly under that of the college for online and telecourse students. Overall success rates are pulled down by the telecourse students, who often turn in work after grades are assigned. Grade changes are re-entered in the gradebook, but often these are not reflected in the SLO statistics, which can be downloaded for reports before the work for “incomplete” grades is accounted for.

### Retention:

Retention decreased slightly as instructors sought to drop non-participating students early in the session, but some participate just enough not to be dropped until the time for receiving a W.

### Persistence in Subject:

More students took additional nutrition courses than ever before.

### Awards (Degrees and Certificates):

There is no degree or certificate in the field of nutrition. Courses are part of the Health and Fitness Major, the Gerontology Major and Certificate, and also the Physical Education and Wellness Emphasis.

Table 1.1 Program Review Data for Foods & Nutrition

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>1,036</b>	<b>740</b>	<b>1,230</b>
FTES:	101	72	117
FTEF30:	1.4	1.1	1.8
WSCH/FTEF:	1,184	1,120	1,092
Fill Rates:	93.1%	88.0%	78.4%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	5	4	8
F-to-S Persistence:	2%	3%	6%
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	n/a	n/a	n/a

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	53.5%	52.6%	43.5%
Male:	45.3%	46.5%	55.6%
Unknown:	1.2%	.9%	.9%
<b>AGE at TERM</b>			
Less than 19	7.9%	7.4%	6.2%
20 to 24	28.8%	24.3%	21.1%
25 to 29	20.2%	20.7%	18.6%
30 to 34	12.6%	11.1%	13.4%
35 to 39	10.1%	8.9%	11.5%
40 to 49	12.4%	15.8%	17.1%
50 and Older	8.0%	11.8%	12.1%
<b>RACE/ETHNICITY</b>			
African American:	13.8%	13.0%	19.3%
Asian/Pac Islander:	22.1%	22.3%	16.2%
Hispanic:	12.6%	12.6%	17.2%
Multiple Race:	10.8%	9.6%	5.7%
White:	35.5%	34.1%	37.0%
Unknown:	5.4%	8.5%	4.6%

Table 1.2 Program Review Data for Foods & Nutrition by Modality

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>1,036</b>	<b>740</b>	<b>1,230</b>
- Success Rate	60.7%	56.5%	59.5%
- Retention Rate	90.4%	84.7%	84.2%
<b>SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Online Enrollment</b>	<b>536</b>	<b>429</b>	<b>635</b>
- Success Rate	68.8%	68.1%	68.8%
- Retention Rate	94.2%	88.6%	85.5%
<b>Telecourse Enrollment</b>	<b>500</b>	<b>311</b>	<b>595</b>
- Success Rate	52.0%	40.5%	49.6%
- Retention Rate	86.4%	79.4%	82.9%
<b>Traditional Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

## Internal Analysis: Gerontology

### Enrollment and FTES:

Gerontology is an interdisciplinary field, so not all of the courses offered for the gerontology certificate and major are listed under the discipline of gerontology. We offer three courses in Gerontology, which are part of the certificate and major. These courses rotate between fall and spring to build enrollments. In the fall semester, the Field Practicum course is offered and in the spring semester Professional Issues, part of the core requirements, and Working with the Frail, part of the elective requirements, are offered. The program is coming back from the loss of sections due to budget restrictions. Enrollment and FTES have increased to near the levels they were before the reductions took place. The Field Practicum course, which is an indicator of students wanting to graduate with the certificate or major in gerontology, has shown consistent, slightly growing enrollments.

### Efficiency (FTEF/30 and fill rates):

The Gerontology courses are specialized and usually do not have large class numbers or a wait list, so fill rates usually fall between 75-85% and FTEF/30 is around 0.3. The efficiency has remained in that range. There has been a decrease to the lower end of the fill rate range because instructors are dropping students earlier and not allowing them to return to the courses to insure student success.

### Student Demographics:

Our student population is consistently getting older and more diverse. The number of females still outnumbers males in the program, but the percentage of males has increased by almost 11% in the past two years. About 47% of our students were over 40 two years ago. Now over 65% of our students are over the age of 40. In all probability this reflects the growing number of people who now need to care for their parents and want a convenient way to access information that will assist them. A almost 45% of our students are over 50 years old, so this trend may also reflect boomers who want to do something different in their retirement.

### Success:

The average success rate for meeting outcomes across the gerontology courses was slightly better than that of the college for online students. Students not completing their work by the end of the session or completing only part of the work for their assignments and being happy with a passing grade, is bringing down the overall success measures.

### Retention:

The retention rate is slightly lower than that of online students in online courses. These courses are rigorous with many written assignments and assessments to assure students leaving the courses are capable of working with an elderly population. Students starting the courses with weak language and writing skills often turn in the initial assignments and then stop participating. Instructors follow-up, but often these students are dropped and the W they receive brings down retention rates.

### Persistence in Subject:

There has been a steady increase in the number of students taking gerontology courses from fall to spring. Almost half of the students taking the Field Practicum course in the fall take an additional gerontology course in the spring.

Awards (Degrees and Certificates):

The number of degrees and certificates awarded in gerontology has shown steady progress. Overall the number of certificates awarded outnumbers the number of degrees each year. Many of our former graduates come back and serve on our Advisory Committee or attend our Annual Networking Event representing the employers they now work for.

Table 1.3 Program Review Data for Gerontology

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>141</b>	<b>126</b>	<b>92</b>
FTES:	13	12	10
FTEF30:	0.3	0.3	0.3
WSCH/FTEF:	700	640	530
Fill Rates:	94.8%	88.9%	71.9%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	8	6	10
F-to-S Persistence:	31%	50%	53%
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	17	11	8
Associate Degrees:	7	2	3

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	78.7%	73.8%	70.7%
Male:	19.9%	26.2%	29.3%
Unknown:	1.4%	.0%	.0%
<b>AGE at TERM</b>			
Less than 19	.7%	1.6%	2.2%
20 to 24	14.9%	16.7%	10.9%
25 to 29	14.2%	15.9%	7.6%
30 to 34	13.5%	6.3%	5.4%
35 to 39	9.9%	11.9%	8.7%
40 to 49	22.0%	18.3%	20.7%
50 and Older	24.8%	29.4%	44.6%
<b>RACE/ETHNICITY</b>			
African American:	8.5%	13.5%	14.1%
Asian/Pac Islander:	27.0%	24.6%	20.7%
Hispanic:	5.6%	5.6%	15.2%
Multiple Race:	9.9%	10.3%	5.4%
White:	38.3%	34.1%	38.0%
Unknown:	3.5%	11.9%	6.5%

Table 1.4 Program Review Data for Gerontology by Modality

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>141</b>	<b>126</b>	<b>92</b>
- Success Rate	63.8%	56.3%	65.2%
- Retention Rate	85.8%	68.3%	73.9%
<b>SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Online Enrollment</b>	<b>141</b>	<b>126</b>	<b>92</b>
- Success Rate	63.8%	56.3%	65.2%
- Retention Rate	85.8%	68.3%	73.9%
<b>Telecourse Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Traditional Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%



## Internal Analysis: **Health**

### Enrollment and FTES:

We offer two health courses: Health and Healthy Aging. The Health courses are part of the Health and Fitness Major, the Gerontology Major and Certificate, and also the Physical Education and Wellness Emphasis. Online enrollments have held steady. The four to five online health sections offered have served more than 600 students per semester for almost a decade. In the Fall 2015 semester the maximum enrollments in courses assigned to the new FT instructor were reduced, thus reducing the overall total potential enrollments/FTES for this session in comparison to prior years. For the second year, a daytime course in health was cancelled. The demographics show students in this program are primarily working adults, who prefer their courses online or, if in offered the classroom modality, to be on a single day preferably in the evening, or better yet a short-term hybrid course.

As mentioned above, there is a Health and Fitness major, as well as a Physical Education and Health area of emphasis. Graduates of the Health and Fitness AA are shown under Health and graduates selecting the PE and Health Emphasis for their AA are reflected under PE.

### Efficiency (FTEF/30 and fill rates):

In the Fall 2015 semester, all the health courses filled later in the registration period than usual. But once the first 8 week course filled, the mid-8 and late 8 also filled and had wait listed students. All online sections filled at 110 maximums (except for one held at 45 maximum enrollment for the new FT instructor) and the telecourse enrolled 200 students. Fill rates have consistently been well over 80% and the FTEF consistently falls close to 2.

### Student Demographics:

The students in the Health/Fitness area are primarily male and the ages are fairly well distributed. About a third are over 40 years old, a third are 20-40 and almost a third are under 20. About 31% are white and the remainder are students of various ethnicities.

### Success:

The average success rate for meeting outcomes across the health courses was slightly better than that of the college for online students. Overall success rates are pulled down by the telecourse students, who often turn in work after grades are assigned. Grade changes are re-entered in the gradebook, but often these are not reflected in the SLO statistics, which can be downloaded for reports before the work for "incomplete" grades is accounted for. Success rates would be near or above 80% if the telecourse statistics were not factored in.

### Retention:

The average success rate for meeting outcomes across the health courses was slightly better than that of the college for online students.

### Persistence in Subject:

Persistence within the subject has steadily increased from fall to spring.

Awards (Degrees and Certificates):

The numbers of awards in Health and Fitness have been steady, but small in numbers. The Health and Fitness major was updated this year to add a course for those interested in taking the Personal Trainer National certification. A marketing plan was established for the contract education students, who have shown a particular interest in this area. The new course was offered for both contract education and distance learning students during the second 8 weeks of the Fall 2015 semester and it readily filled. The addition of this option for students and additional promotion should increase the numbers of graduates in Health and Fitness.

Table 1.5 Program Review Data for Health

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>1,532</b>	<b>1,142</b>	<b>1,352</b>
FTES:	142	109	128
FTEF30:	2.5	1.8	1.8
WSCH/FTEF:	935	1,019	1,169
Fill Rates:	94.3%	90.4%	83.9%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	3	5	9
F-to-S Persistence:	1%	1%	4%
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	2	0
Associate Degrees:	1	1	1

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	39.2%	36.4%	40.4%
Male:	59.6%	62.7%	58.6%
Unknown:	1.2%	1.0%	1.0%
<b>AGE at TERM</b>			
Less than 19	24.8%	17.9%	6.1%
20 to 24	18.7%	16.7%	20.1%
25 to 29	12.5%	14.7%	14.3%
30 to 34	12.9%	12.7%	10.8%
35 to 39	8.3%	8.6%	10.0%
40 to 49	14.4%	17.7%	19.9%
50 and Older	8.4%	11.7%	18.6%
<b>RACE/ETHNICITY</b>			
African American:	14.5%	15.6%	16.3%
Asian/Pac Islander:	18.1%	18.4%	24.1%
Hispanic:	19.3%	19.3%	18.9%
Multiple Race:	6.9%	6.5%	5.8%
White:	30.6%	29.3%	30.8%
Unknown:	8.6%	11.0%	4.1%

Table 1.6 Program Review Data for Health by Modality

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>1,532</b>	<b>1,142</b>	<b>1,352</b>
- Success Rate	69.7%	64.9%	63.5%
- Retention Rate	94.6%	90.5%	86.9%
<b>SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Online Enrollment</b>	<b>440</b>	<b>492</b>	<b>807</b>
- Success Rate	80.5%	73.4%	66.4%
- Retention Rate	93.9%	91.9%	85.1%
<b>Telecourse Enrollment</b>	<b>778</b>	<b>502</b>	<b>545</b>
- Success Rate	56.4%	54.4%	59.3%
- Retention Rate	93.3%	88.4%	89.5%
<b>Traditional Enrollment</b>	<b>314</b>	<b>148</b>	---
- Success Rate	87.6%	72.3%	0.0%
- Retention Rate	98.7%	93.2%	0.0%
<b>COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

## Internal Analysis: **Kinesiology**

### Enrollment and FTES:

We offer one kinesiology course, Introduction to Kinesiology and it is part of the Associate Degree for Transfer in that field. The kinesiology course has been popular since it was first offered in the Spring 2014 semester and the online section has filled each semester it has been offered.

### Efficiency (FTEF/30 and fill rates):

Fill rates are consistently over 85%. Course maximum enrollments are set at 45 to accommodate instructor loading. This is a new course and program for Coastline and there is room for growth.

### Student Demographics:

Most of the students are female and over 70% are under 30. The population is diverse, with only 30% of the students being white.

### Success:

The average success rate for meeting outcomes across the kinesiology courses was just slightly under that of the college for online courses. Many students stop submitting work once they have achieved a passing grade.

### Retention:

The average retention rate was better across the kinesiology courses than for the college overall. This explains in part, why the outcome measures were lower. A larger number of students completing a course means there will be more students achieving a C or below on assignments and this brings down the overall outcomes scores.

### Persistence in Subject:

There is only one course in Kinesiology, the remainder of the courses for the degree are in other disciplines, so persistence in the subject is not a factor for this program.

### Awards (Degrees and Certificates):

One AA degree was granted the first year the program was offered and we expect this number to steadily grow.

Table 1.7 Program Review Data for Kinesiology

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>0</b>	<b>0</b>	<b>40</b>
FTES:	0	0	4
FTEF30:	0.0	0.0	0.1
WSCH/FTEF:	n/a	n/a	640
Fill Rates:	n/a	n/a	86.7%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	n/a	n/a	n/a
F-to-S Persistence:		n/a	n/a
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	n/a	n/a	1

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	.0%	.0%	60.0%
Male:	.0%	.0%	40.0%
Unknown:	.0%	.0%	.0%
<b>AGE at TERM</b>			
Less than 19	.0%	.0%	2.5%
20 to 24	.0%	.0%	45.0%
25 to 29	.0%	.0%	22.5%
30 to 34	.0%	.0%	.0%
35 to 39	.0%	.0%	5.0%
40 to 49	.0%	.0%	15.0%
50 and Older	.0%	.0%	10.0%
<b>RACE/ETHNICITY</b>			
African American:	.0%	.0%	12.5%
Asian/Pac Islander:	.0%	.0%	37.5%
Hispanic:	.0%	.0%	5.0%
Multiple Race:	.0%	.0%	12.5%
White:	.0%	.0%	30.0%
Unknown:	.0%	.0%	2.5%

Table 1.8 Program Review Data for Kinesiology by Modality

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	---	---	<b>40</b>
- Success Rate	0.0%	0.0%	57.5%
- Retention Rate	0.0%	0.0%	85.0%
<b>SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Online Enrollment</b>	---	---	<b>40</b>
- Success Rate	0.0%	0.0%	57.5%
- Retention Rate	0.0%	0.0%	85.0%
<b>Telecourse Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Traditional Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

## Internal Analysis: Physical Education

### Enrollment and FTES:

There are two theory courses, Personal Fitness and Wellness and Exercise Physiology; an Exercise Physiology Lab; and five activity based courses, Yoga, Hatha Yoga, Power Yoga, Relaxation Movements and Self-Defense Arts, offered in PE. A new theory course, Exercise Assessment and Program Implementation was added for Fall 2015 and immediately filled. The PE courses are part of the Health and Fitness Major, the Kinesiology ADT, and also the Physical Education and Wellness Emphasis. Our online offerings of the theory courses have had maximum enrollments of 110 and 45 over the past several semesters. Classroom offerings of the Yoga courses and Relaxation Movements have also proven successful. Self-defense Arts has struggled and we are trying a different schedule for it next session. Overall enrollments and FTES have held steady or increased over the past several semesters, depending upon how many sections we were able to offer. The addition of the Exercise Assessment course, which prepares students to take the certification exam for Personal Trainers, should bring more students to the Health and Fitness major.

### Efficiency (FTEF/30 and fill rates):

Fill rates are consistently at or over 85% and FTEF/30 remains strong.

### Student Demographics:

The students in the Health/Fitness area were primarily female, but the numbers of males have steadily increased and the males almost equal the number of females in the discipline. The ages are fairly well distributed. About a third are over 40 years old, a third are 20-40 and almost a third are under 20. About 32% are white and the remainder are students of various ethnicities.

### Success:

The success rate for the online courses was better than the college overall and for classroom courses success levels fell behind slightly.

### Retention:

Whether in an online or classroom modality, the PE courses show better retention rates than the college overall.

### Persistence in Subject:

Persistence has varied with the number of courses offered, particularly the number and variety of activity based courses. Students wanting the Kinesiology ADT need 3 units across several categories of activity based courses. We finally have a pattern of offerings in place so kinesiology students can meet this requirement, so measures of persistence should increase in the future.

### Awards (Degrees and Certificates):

As mentioned above, there is a Health and Fitness major, as well as a Physical Education and Health area of emphasis. Graduates of the Health and Fitness AA are shown under Health and graduates selecting the PE and Health Emphasis for their AA are reflected under PE. Few students are choosing the PE and Health Emphasis for their AA degree. We need to evaluate the marketing for the Emphasis and find ways to distinguish it from the Health and Fitness major or consider eliminating the emphasis all together.

Table 1.9 Program Review Data for Physical Education

Academic Year	2011-12	2012-13	2013-14
<b>ENROLLMENT</b>	<b>431</b>	<b>265</b>	<b>354</b>
FTES:	28	15	20
FTEF30:	0.7	0.3	0.5
WSCH/FTEF:	657	700	658
Fill Rates:	84.9%	107.8%	92.0%
<b>FALL TO SPRING PERSISTENCE WITHIN SUBJECT</b>			
Fall-to-Spring:	25	2	6
F-to-S Persistence:	17%	4%	7%
<b>DEGREES AND CERTIFICATES</b>			
Certificates:	0	0	0
Associate Degrees:	0	0	1

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female:	72.6%	60.0%	58.5%
Male:	26.9%	38.9%	40.4%
Unknown:	.5%	1.1%	1.1%
<b>AGE at TERM</b>			
Less than 19	10.0%	6.4%	4.8%
20 to 24	24.8%	30.6%	30.2%
25 to 29	18.1%	23.4%	14.1%
30 to 34	9.3%	10.2%	11.6%
35 to 39	6.0%	7.2%	9.6%
40 to 49	11.1%	12.8%	16.7%
50 and Older	20.6%	9.4%	13.0%
<b>RACE/ETHNICITY</b>			
African American:	6.3%	9.8%	11.6%
Asian/Pac Islander:	26.2%	26.4%	29.7%
Hispanic:	10.9%	10.9%	11.9%
Multiple Race:	12.3%	11.7%	10.5%
White:	41.1%	34.0%	31.6%
Unknown:	6.0%	7.2%	4.8%



Table 1.10 Program Review Data for Physical Education by Modality

Academic Year	2011-12	2012-13	2013-14
<b>Total SUBJECT Enrollment</b>	<b>431</b>	<b>265</b>	<b>354</b>
- Success Rate	77.7%	63.0%	65.8%
- Retention Rate	91.6%	88.7%	91.8%
<b>SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Correspondence Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Hybrid Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Online Enrollment</b>	<b>233</b>	<b>265</b>	<b>343</b>
- Success Rate	67.8%	63.0%	65.9%
- Retention Rate	92.3%	88.7%	91.8%
<b>Telecourse Enrollment</b>	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
<b>Traditional Enrollment</b>	<b>198</b>	---	<b>11</b>
- Success Rate	89.4%	0.0%	63.6%
- Retention Rate	90.9%	0.0%	90.9%
<b>COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY</b>			
<b>Cable Enrollment</b>	<b>875</b>	<b>558</b>	<b>766</b>
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
<b>Correspondence Enrollment</b>	<b>453</b>	<b>524</b>	<b>813</b>
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
<b>Hybrid Enrollment</b>	<b>1,245</b>	<b>689</b>	<b>627</b>
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
<b>Online Enrollment</b>	<b>23,260</b>	<b>22,827</b>	<b>25,551</b>
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<b>Telecourse Enrollment</b>	<b>10,657</b>	<b>9,664</b>	<b>15,993</b>
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- Retention Rate	87.8%	80.5%	82.8%
<b>Traditional Enrollment</b>	<b>14,712</b>	<b>12,345</b>	<b>10,517</b>
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

## Program Student Learning Outcome(s)

Summarize PSLO findings and dialog from the spring All College Meeting event.

**Common themes across the disciplines were:** students consistently missing assignment due dates; papers being turned in that did not reflect college level work; students enrolling late and never getting the textbook for the course; a correlation between online students who do not log-on and get started the first week and failing grades in the courses; students content with a passing grade who stop work when the point total for a C is reached; students only completing assignments with large point totals and skipping groups of assignments with smaller totals that still add up to percentage of their final grade; students not responding to communications from the instructor. Students need to be able to get their textbooks- financial aid payments slow a student's ability to get their texts by several weeks and this puts them at a disadvantage. Can financial aid students be encouraged to sign up for 16 week, mid-8 week and late 8-week courses to give more time to get their texts?

Incarcerated students and off site students that need to use the regular mail system often do not get all their assignments submitted by the end of the semester. Communication is more difficult and education officers on- site can be a big help. Incompletes from late assignments in the telecourses are factored into the outcomes as "Failed to Achieve" and bring down the scores of the whole discipline. Telecourse instructors need to keep their gradebooks updated as work comes in and they need to put heavily weighted assignments earlier in the course to assure the assignments reach them before outcome measures are completed. Or outcomes measures need to be based solely on work received/completed.

**Strategies implemented were:** students are contacted before the course starts with a welcome including course materials and what to expect in the course; auto- reminders are used before assignments are due; individual e-mails are sent when students miss an assignment or class to re-engage the students in the course; tutorials have been created to assist students in improving research and writing skills; students have been informed of the availability of tutoring and have been referred to tutors; quizzes and dropboxes are closed on the assignment due date; and students who do not follow directions and show little sign of participation are contacted and if they do not respond they are dropped as early in the course as possible; dropped students are not allowed back into the course; the outcome measures have been reweighted to emphasize- written assignments, assignments due earlier in the semester, (which have higher submission rates) and to decrease emphasis on exams; points on first week assignments have been increased; students are required to complete assignment steps for written projects and do them earlier in the session they have increased time to implement feedback .

**How Well Are Strategies Working?** Even after drops early in the semester, a steady 10-15% of students enrolled do not complete all the assignments required for the courses- this happens no matter what other intervention strategies we have used. About 5% of students never purchase the textbook. Most students seem to skip past the tutorials and do not seek the assistance of tutors. So the tutorials are a wasted resource for many of the students who need the most help. For students who turn in their work, the reminders and allowing them to turn in assignments after the due date assures they pass the course. We know the individual e-mails and closed quizzes/forums work because students respond to them.

## Progress on Forward Strategy Initiative(s)

Fill in Table with the following elements.

Initiative: Short description

Status: Specify whether the initiative was Completed, In-Progress, Terminated or Not Started

Progress Status Description: Describe the progress made on the forward strategies.

Outcome(s): Provide a summary of the initiative from inception to completion, indicating associated outcomes.

Table 1.11 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Explore developing an online certificate in the field of Personal Training	Completed  In Progress	New Course: PE C 189 Exercise Assessment and Program Implementation  Adding PEC189 to the DL list of CSU approved courses. Target completion early Spring 2016.	-PE C189 course outline approved by Curriculum Council (February 2015) -Robert Flores and Laurie Runk agreed to develop course website collaboratively (Summer 2015) -PEC189 scheduled late 8 week Fall 2015 session w/ Laurie teaching the DL version and Robert teaching the Contract Ed Version (Fall 2015) -A marketing piece was sent to related online courses to generate enrollments. (Early Fall 2015) - As of 9-22-15 course was full at 45 and with 12 on wait list
Update the Health Fitness major to add two career paths- personal trainer and wellness coach, in addition to the existing major.	Just Started	Discussions came out of meeting with Contract Ed Division. Laurie Runk is investigating partnerships with certifying agencies. The curriculum for the two pathways were discussed at the Fall Faculty Discipline Meeting.	-Partner with Science Dept to update Bio C221 Anatomy & Physiology (to Curriculum in time for Fall 2016 start) -PE 102 Lifetime Fitness rewritten to emphasize behavior change requirement for the tracks (spring 2016) -Major updated (spring 2016)
Continue marketing of Kinesiology ADT; Health and Fitness Major and Physical Fitness and Health Emphasis for the A.A. Degree.	In Progress	-Developing marketing plan for Department Programs -Suggesting that the CCC website allow for downloadable program brochures on the Academic Programs pages.	-Meeting date set w/ BADTS to develop a marketing plan for the Contract Ed side, which includes the new PE C189 course September 2015

			<p>-All online PE and KIN instructors have been given a promotional piece on PE C 189 to send to their students (Fall 2015)</p> <p>-All Hlth and FN instructors have been given a promotional piece on related mid and late start courses to be e-mailed to their Summer &amp; Fall 2015 students (Fall 2015)</p> <p>-No word on whether the CCC website will start accommodating online brochures (Spring 2015)</p>
Gain a fulltime faculty position in Hlth/FN/KIN	Completed	Completed	-After nearly 14 years of requests, the new faculty member, Laurie Runk started Fall 2015- Yippee!
Work to offer a broader range of existing Physical Education curricula in support of the KIN AS-T requirements	In Progress	<p>Retiring 22 PE courses in 2013, (caused by changes in the State's funding of PE courses) we have since focused on consistently offering the activity courses required for the Kinesiology AS-T. The KIN As-T requirement includes 1 unit from at least 3 different areas: Combatives (added PE 169 A and B Self-Defense Arts in 2013); Individual Sports (added PE 118 A and B Intro to Yoga 2014); and Fitness Activities (Added PE 119 A and B; PE 121 A and B and PE 126 A and B- Hatha and Power Yoga and Relaxation Movements)</p> <p>Challenging meeting the KIN ADT requirement for combative arts- the PE C169 AB Self-Defense Arts courses have either been cancelled or low enrolled.</p>	<p>-Two of the three activity categories required for the AS-T in kinesiology have been offered successfully since Fall 2013</p> <p>-Rotating between the Yoga courses that count toward individual sport and fitness activity requirements for the KIN AS-T has successfully drawn and retained students. (Spring &amp; Fall 2015)</p> <p>-The time/units/format of the Self-Defense Arts course has been adjusted to attract sufficient students for a successful section to support the KIN AS-T requirements (Spring 2016)</p>

<p>Get Kinesiology approved as an AS-T Degree Program and Kinesiology added to the Academic Programs on the Coastline College website and allow an area for download of program brochures</p>	<p>Partially Completed</p>	<p>New Program: Kinesiology ADT has been approved</p> <p>Adding KIN C 100 to the DL list of CSU approved courses and to next year's CCC Catalog.</p> <p>Adding KIN AS-T to the CCC website under Academic Programs</p> <p>Suggesting that the CCC website allow for downloadable program brochures on the Academic Programs pages.</p>	<p>-KIN C100 was offered for the first time in Spring 2014 and has steadily enrolled 40+ students in each successive semester.</p> <p>-Internal course and program promotion has been established via e-mails to students taking related courses (Summer and Fall 2015)</p> <p>-No word on whether the CCC website will start accommodating online brochures (Spring 2015)</p>
<p>Complete the transfer agreement in Gerontology with CSULB and seek further transfer agreements</p>	<p>Terminated</p>	<p>Planning a transfer agreement with CSULB for gerontology. CSULB has had plans for a BS in Gerontology for a number of years. Budget restrictions put the plans on hold .</p>	<p>- Meetings with colleagues at CSULB in 2013 and 2014</p> <p>-A connection was established between the Gerontology Honors Society Sigma Phi Omega (SPO) at CSULB for CCC students.</p> <p>-SPO members attend the CCC networking Event each Fall.</p> <p>-Our gerontology certificate is already recognized at the graduate level at both CSUF and CSULB, so we are brainstorming ways to get our students into their graduate programs. For our certificate graduates that already hold undergraduate degrees, this will be a neat motivation to go on and do graduate work in the field.</p>
<p>Maintain vendor approvals for continuing education units from various state agencies and professional organizations Maintain guest access for State CEU auditors on Seaport</p>	<p>In Progress</p>	<p>Maintaining CEU credits for the Gerontology courses with 4 different State Agencies is a continual job.</p> <p>Depending upon the agency, reapplication takes place every two years.</p>	<p>-Staff support for this was requested in 2013 and granted in 2014- The Division/Area Coordinator NB Ctr was assigned to assist in tracking and managing the paperwork.</p>

		<p>State auditors need 24/7 access to course websites.</p> <p>Students completing CEU approved courses are sent a certificate for the granting agency and records are kept at the NB Ctr for a period of 3-4 years depending upon the agency granting the credits.</p>	<ul style="list-style-type: none"> <li>-The Gerontology Chair conducted training for the Division/Area Coordinator NB Ctr (Fall 2014)</li> <li>-The Division/Area Coordinator NB Ctr retired (Spring 2014)</li> <li>- The Gerontology Chair trained the new Division/Area Coordinator NB Ctr (Spring 2015)</li> <li>-Reapplications have been approved for: RCFE (7/2014-7/2016); CNA (5/2015-5/2017); BNHA (9/2014-9/2016); LVN/RN (transcript review upon request)</li> </ul>
<p>Make Pre-Post Survey Data downloadable by upgrading our Survey Monkey account</p>	<p>Completed</p>	<p>Continual tracking of student progress toward program outcomes is done via a pre and post course survey. The survey is given to all students in all courses that apply toward the gerontology degree or certificate.</p>	<ul style="list-style-type: none"> <li>-We now have access to the date of over 1,200 student surveys that have been completed since the inception of the survey in 2010.</li> <li>-Self-reporting indicates that students progress significantly in their knowledge and skill levels with each gerontology course they complete.</li> <li>-Demographics, comments and contact information are also gathered.</li> </ul>

# Section 2: Human Capital Planning

## Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year	Position Title (# of positions) VP Instruction (1)	Position Title (# of positions) Instructional Dean N B Ctr (1) Instructional Dean DL (1) Dept Chair (1)	Position Title (# of positions) FT Faculty Hlth/Gerontology (1)	Position Title (# of positions) Bio/Gero (1) Psych/Gero (1) Soc/Gero (1) FN (4) Hlth (3) KIN (1) PE (3)	Position Title (# of positions) Area Facilitator, NB Ctr (1) Division/Area Coordinator NB Ctr* (1) DL Media Coordinator and Staff Aide (1)	Position Title (# of positions) N/A
Current year	Position Title (# of positions) VP Instruction (1)	Position Title (# of positions) Instructional Dean N B Ctr (1) Instructional Dean DL (1) Dept Chair (1)	Position Title (# of positions) FT Faculty Hlth/ Gerontology (1) FT Faculty FN/Hlth/KIN (1)	Position Title (# of positions) Bio/Gero (1) Psych/Gero (1) Soc/Gero (1) FN (3) Hlth (2) KIN (1) PE (3)	Position Title (# of positions) Area Facilitator, NB Ctr (1) Division/Area Coordinator NB Ctr* (1) DL Media Coordinator and Staff Aide (1)	Position Title (# of positions) N/A
1 year	Position Title (# of positions) VP Instruction (1)	Position Title (# of positions) Instructional Dean N B Ctr (1) Instructional Dean DL (1) Dept Chair (1)	Position Title (# of positions) FT Faculty Hlth/ Gerontology (1) FT Faculty FN/Hlth/KIN (1)	Position Title (# of positions) Bio/Gero (1) Psych/Gero (1) Soc/Gero (1) FN (3) Hlth (4) KIN (1) PE (3)	Position Title (# of positions) Area Facilitator, NB Ctr (1) Division/Area Coordinator NB Ctr* (1) DL Media Coordinator and Staff Aide (1)	Position Title (# of positions) N/A

Provide a description of the staffing for the program. Include a description of the previous, current, and year of staffing estimates. Support the projection with evidence and specify how position growth or reduction relates to College plans. Additionally, for full-time positions, include a Coast District approved job description.

The Department of Health Sciences is staffed by 14 to 15 adjunct faculty members who teach across a number of the courses offered in the department. The addition of a new FT faculty member in Fall 2015 reduced the number of adjuncts this semester by 2, as cancelled courses forced the new FT instructor to bump two adjuncts. Better planning in the spring 2016 semester should allow for the re-hiring of at least one of these instructors.

The Department of Health Sciences has maintained a consistent offering of between 31 and 33 course sections each semester and 14 sections during the summer for the past several years. We expect that with the exception of adding courses to meet new demand, such as we did with PE C189 and KIN C 100, the number of sections we offer each semester will not change dramatically.

Assigning the Division/Area Coordinator NB Ctr to assist in tracking paperwork and maintaining the CEU granting status of the Gerontology Program Courses has been very beneficial. The Department Chair will continue training so more than one individual knows how the process works. This will insure that students will continue to have the added benefit of completing CEU requirements while they complete their courses toward the gerontology major or certificate.

## Professional Development

Provide a description of the program's staff professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

The Department Chair and faculty members have attended a variety of workshops on the use of technology as well as the development of SLOs. Our faculty members represent us on a variety of Coastline, State and National Committees: Curriculum Committee, EQ Committee, Coastline Foundation, Gerontology Advisory Board, Orange District Home and Community Advisory Group, OC Older Adult Services, Mental Health Division, Members and Board Members of the California Council of Gerontology and Geriatrics (CCGG), CCGG Marketing and Membership Committee, Evidence-Based Health Promotion for Older Adults, the National Association of Professional Gerontologists (NAPG), American Society on Aging (ASA), OC Falls Prevention Consortium, OC Ombudsman Program, the Association for Gerontology in Higher Education (AGHE), Family and Consumer Sciences Collaborative, CSUF Center for Successful Aging and CSUF Ruby Gerontology Center Advisory Boards, Speaker's Bureau Alzheimer's Association, Support Group Leader- Care Connections, Senior Center Advisory Board and Foundation, Board Member and VP of Corporate Relations for the OC Chapter of the National Association of Women Business Owners.

Our faculty members attend conferences and advisory board meetings on a regular basis. Faculty members engage in a variety of staff development activities within their specializations. They also have worked particularly hard to acquire the skills necessary to design and teach effective online courses and utilize a variety of LMS including Seaport, Moodle, Canvas, as well as MyCCC. All discipline faculty members have been encouraged to attend Gerontology Advisory Board Meetings and Networking Events; Collaborative meetings with sister college faculty members, as well as a variety of discipline brainstorming sessions to improve curriculum and student outcomes. Faculty members have also taken it upon themselves, at their own expense, to attend meetings and present papers to publicize the program.

Annual Program Review Template: Revised 4/13/15 and Approved



Where possible the Department tries to financially support its faculty members in attending professional development activities. This is a dedicated group of faculty members that are striving to create nationally-recognized programs for our students.

## Section 3: Facilities Planning

### Facility Assessment

Provide a description of the program facilities and specify any changes over the past year. Provide evidence of emerging needs for modifications or additions to the program facilities.

Other than an established population of Health 100 students taking ECHS courses and our PE activity courses, we have had mixed success offering classroom based sections in the Health Sciences. For example, the classroom offering of Hlth 100, has had sufficient enrollments over the 3 semesters (2012-2013) we offered it to be successful once. Daytime sections on multiple days fair far worse- not a single offering (Spr 2014/Fall 2015/Spring 2015) has had sufficient enrollments to succeed . Our online courses on the other hand have been very successful across the health Sciences disciplines.

## Section 4: Technology Planning

### Technology Assessment

Provide a description of the program's utilization of technology and specify any changes over the past year. Provide evidence of emerging needs for modifications or additions to the program technology.

The Health Sciences are technologically based courses. Our faculty depend on support from BDATS to keep the streamed media in our courses current and ADA compliant. We are looking forward to the conversion to the Canvas LMS. The Department Chair is part of the OEI Pilot and faculty members have all attended the Summer Institute.

## Section 5: New Initiatives

**Initiative 1:** Provide a short description of the initiative.

Develop online version of HLth 120 Personal Wellness Lifestyle. We requested funds in 2013 to have a faculty member develop this course and requested the funds again last year, but have received no response.

**Describe how the initiative supports the college mission:**

Provide an explanation of how the initiative supports the College mission.

HLth C 120 is an elective in both the Health and Fitness Major and the Physical Fitness and Health Emphasis for the A.A. Degree. It also meets the Category E GE requirement for transfer to CSU.

**What college goal does the initiative align with?** Select one

- |  |  |
|--|--|
| <input type="checkbox"/> Student Success                   | <input type="checkbox"/> Partnerships                              |
| <input type="checkbox"/> Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation                        | <input checked="" type="checkbox"/> Growth and efficiency          |

**What College planning document(s) does the initiative align with?** Select all that apply

- |   |                                     |
|---|-------------------------------------|
| <input checked="" type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities |
| <input type="checkbox"/> Staffing                           | <input type="checkbox"/> Technology |

**What evidence supports this initiative?** Select all that apply

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

**Describe how the evidence supports this initiative.**

Health courses have had fill-rate and retention rates in the 80 percentile range for the past decade. Persistence from semester to semester within the field of health has continually improved. New offerings, especially when offered in an online modality attract and retain students. HLTH C120 is an entry level course in the field, which may act as a gateway to other courses and the major or emphasis in the Health Sciences field.

**Recommended resource(s) needed for initiative achievement:**

As stated in prior requests, the instructor creating a completely new online course needs compensation for doing so. We have recommended an amount commensurate with the workload of the task of \$2100 (Non-instructional rate of \$29.99/hour for 30 hours). There was disagreement as to whether a \$500 stipend should be offered instead. Nothing has moved forward, so we are re-introducing the initiative.

**What is the anticipated outcome of completing the initiative?**

Specify the anticipated result(s) of completing the initiative.

Additional students enrolling and completing courses in the Health Sciences.

**Provide a timeline and timeframe from initiative inception to completion.**

Create a timeline and provide a timeframe that can be used to complete the initiative

Fall 2015 decision made about funding a faculty member to develop the online course.

Spring 2016 determine which instructor (s) are interested in collaborating to develop the course.

Spring 2016 update the course outline and get it approved by the Curriculum Council

Fall 2016 or Spring 2017 (depending upon timing of curriculum approval) Offer the new course.

**Initiative 2:**

Continued alignment of course materials and outcomes between the FN C170 Nutrition course and equivalent courses at OCC and CSULB.

**Describe how the initiative supports the college mission:**

The textbooks and outcomes for the entry level nutrition course have changed at OCC and CSULB. In order for our students to be successful when transferring into Nutrition and Dietetics programs we need to continually update and align our FN C170 Nutrition course content.

**What college goal does the initiative align with? Select one**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Student Success        | <input type="checkbox"/> Partnerships                              |
| <input type="checkbox"/> Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation                        | <input checked="" type="checkbox"/> Growth and efficiency          |

**What College planning document(s) does the initiative align with? Select all that apply**

- |   |                                     |
|---|-------------------------------------|
| <input checked="" type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities |
| <input type="checkbox"/> Staffing                           | <input type="checkbox"/> Technology |

**What evidence supports this initiative? Select all that apply**

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

**Describe how the evidence supports this initiative.**

Provide a summary of how the evidence supports the initiative.

In developing the FNC 170 Nutrition course we worked closely with the Culinary Arts and Nutrition Department at OCC to insure students completing the Coastline FN C170 course would succeed in the OCC program. The department at OCC has changed its textbook, although the program outcomes remain the same. Our faculty members want to research the course materials used in neighboring programs and collaborate with colleagues at OCC and CSULB to insure the proper course materials are used in preparation of our nutrition students.

**Recommended resource(s) needed for initiative achievement:**

Faculty members in nutrition will reach out to and meet with their colleagues at OCC and CSULB to discuss course materials.

**What is the anticipated outcome of completing the initiative?**

Selection of course materials that support student learning of concepts required for success in vocational and transfer nutrition programs.

**Provide a timeline and timeframe from initiative inception to completion.**

Fall 2015 meetings established to discuss course materials and expected student outcomes for nutrition course.

Spring 2016 any changes incorporated into an updated course outline and presented to the Curriculum Council for approval.

Summer 2016 new course materials are incorporated into an updated course

Fall 2016 the updated course is offered

## Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost		Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Develop online Health C 120 course	Reimbursement for faculty time to develop new course website	2100		Instruction		Internal research	Growth & Efficiency	Spring 2017	1
Collaborate to align Nutrition Course Materials	Faculty meeting with colleagues at OCC and CSULB	0		N/A		External Research	Student Success	Fall 2016	2

List and prioritize staffing requests. For full-time positions, include a Coast District approved job description.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Already approved in 2013 and 2014- But we need to continue Support of Gerontology Program as a CEU Provider	Included in classified position duties for Division/Area Coordinator NB Center	30 hours/year	Existing Classified Salary		External Research	Student Success	On-going task	1