



2016-17

Annual Program Review

Health Sciences

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

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Enrollment and FTES:

The number of enrollments in Foods & Nutrition courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Foods & Nutrition credit courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Foods & Nutrition courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Foods & Nutrition courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Foods & Nutrition courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Foods & Nutrition courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Foods & Nutrition courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **minimal to no difference** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Foods & Nutrition courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Foods & Nutrition in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Foods & Nutrition in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

Modality:

The Nutrition courses enroll the most students and are the most successful in distance modalities. There have been various attempts to add classroom sections and these have not been successful. We are trying a bridge course for ESL students with supportive tutoring in 2017 to encourage a baseline enrollment of students to support a classroom modality of FN 170. .

Demographics:

There was another increase in the number of male students over 2013-14. For the first time males outnumber females by almost 20%. The population demographics continue to show increases in enrollments of black and Hispanic students while the numbers of Whites and Asians remain flat.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends: We offer two nutrition courses: FN C170 Nutrition and FN C175 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. There is no degree, major or certificate in Nutrition. We are updating the Health and Fitness Major to develop career tracks and these tracks will require we review the content offered in FN C170 to be sure it aligns with the requirements of the National Certification Agencies we are working with. Awareness of the demographic shifts in our student population to a more male and more ethnic population, can help guide any course exercises and assignments that come as a result of our updates. Outcome measures are holding steady compared to the overall college average. Instructors have been trying to balance the need to drop students early to improve outcomes with the need to help students finish the course and maintain good retention. The efficiency numbers were all influenced by the availability of funds to add back sections that were removed during the budget cuts in 2012-2013. Table 1.1 Program Productivity Data for Foods & Nutrition

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	718	1,163	1,158
FTES	65.6	106.3	105.9
FTEF30	0.9	1.6	1.6
WSCH/FTEF	1,217	1,102	1,063
Sections	7.0	11.0	12.0
Fill Rate	88.0%	78.3%	75.7%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0

STUDENT DEMOGRAPHICS			
GRADED Enrollment	689	1,124	1,168
GENDER			
Female	53.1%	45.2%	39.9%
Male	46.0%	53.8%	59.1%
Unknown	0.9%	1.0%	1.0%

AGE at TERM			
Less than 19	7.7%	6.5%	5.0%
20 to 24	25.5%	22.2%	22.3%
25 to 29	20.2%	18.8%	18.1%
30 to 34	11.3%	13.0%	15.2%
35 to 39	8.3%	10.9%	11.7%
40 to 49	15.2%	16.9%	14.9%
50 and Older	11.8%	11.8%	12.8%
RACE/ETHNICITY			
African American	12.9%	19.7%	21.1%
American Indian	2.2%	3.7%	3.8%
Asian	25.3%	18.1%	18.4%
Hispanic/Latino	12.9%	15.5%	18.8%
Pacific Islander	0.7%	0.9%	0.8%
White	39.0%	39.9%	35.5%
Unknown	7.0%	2.3%	1.7%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	59.2%	54.8%	54.8%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	40.8%	45.2%	45.2%
Traditional	0.0%	0.0%	0.0%

Table 1.2 Program Review Data for Foods & Nutrition by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	689	1,124	1,168
-Overall Success Rate	58.6%	62.5%	55.6%
-Overall Retention Rate	84.2%	82.9%	78.0%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	408	616	640
Self-Paced	0	0	0
Telecourse	281	508	528
Traditional	0	0	0

Success Rate

Cable			
Correspondence			
Hybrid			
Online	69.6%	70.1%	66.4%
Self-Paced			
Telecourse	42.7%	53.3%	42.4%
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	88.7%	85.2%	80.8%
Self-Paced			
Telecourse	77.6%	80.1%	74.6%
Traditional			

Table 1.3 Program Review Data for Foods & Nutrition by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	689	1,124	1,168
-Overall Success Rate	58.6%	62.5%	55.6%
-Overall Retention Rate	84.2%	82.9%	78.0%
STUDENT DEMOGRAPHICS			
GENDER			
Female	366	508	466
Male	317	605	690
Unknown	6	11	12
<u>Success Rate</u>			
- Female	66.4%	72.6%	66.7%
- Male	50.2%	54.2%	47.5%
- Unknown	33.3%	54.5%	83.3%
<u>Retention Rate</u>			
- Female	88.8%	88.2%	83.0%
- Male	79.2%	78.7%	74.3%
- Unknown	66.7%	72.7%	91.7%

Table 1.4 Program Review Data for Foods & Nutrition by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	689	1,124	1,168
-Overall Success Rate	58.6%	62.5%	55.6%
-Overall Retention Rate	84.2%	82.9%	78.0%

AGE at TERM			
Less than 19	53	73	58
20 to 24	176	249	261
25 to 29	139	211	211
30 to 34	78	146	178
35 to 39	57	122	137
40 to 49	105	190	174
50 and Older	81	133	149

Success Rate			
Less than 19	50.9%	75.3%	65.5%
20 to 24	65.3%	67.9%	62.1%
25 to 29	59.0%	67.3%	52.6%
30 to 34	59.0%	61.0%	54.5%
35 to 39	57.9%	61.5%	54.7%
40 to 49	59.0%	50.0%	49.4%
50 and Older	48.1%	58.6%	53.7%

Retention Rate			
Less than 19	88.7%	90.4%	84.5%
20 to 24	90.9%	88.0%	80.5%
25 to 29	82.7%	84.4%	81.0%
30 to 34	82.1%	78.1%	76.4%
35 to 39	80.7%	82.8%	70.1%
40 to 49	86.7%	76.8%	78.2%
50 and Older	70.4%	81.2%	75.8%

Table 1.5 Program Review Data for Foods & Nutrition by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	689	1,124	1,168
-Overall Success Rate	58.6%	62.5%	55.6%
-Overall Retention Rate	84.2%	82.9%	78.0%
RACE/ETHNICITY			
African American	89	221	246
American Indian	15	42	44
Asian	174	203	215
Hispanic/Latino	89	174	219
Pacific Islander	5	10	9
White	269	448	415
Unknown	48	26	20
Success Rate	89	221	246
African American	34.8%	41.6%	35.0%
American Indian	40.0%	57.1%	56.8%
Asian	69.5%	78.3%	75.8%
Hispanic/Latino	47.2%	54.6%	49.3%
Pacific Islander	0.0%	40.0%	44.4%
White	67.3%	69.4%	60.7%
Unknown	47.9%	69.2%	55.0%
Retention Rate			
African American	82.0%	75.1%	68.7%
American Indian	93.3%	83.3%	79.5%
Asian	87.4%	90.6%	89.8%
Hispanic/Latino	75.3%	77.6%	76.7%
Pacific Islander	60.0%	80.0%	77.8%
White	85.9%	84.8%	77.8%
Unknown	83.3%	92.3%	80.0%

Internal Analysis: Gerontology

Enrollment and FTES:

The number of enrollments in Gerontology courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Gerontology credit courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Gerontology courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **minimal to no difference** in comparison with the number of sections in 2012-2013.

The fill rate in Gerontology courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Gerontology courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **minimal to no difference** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Gerontology courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Gerontology courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **substantially higher (> 10.0%)** than the college average (65.4%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Gerontology courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **substantially higher (> 10.0%)** than the college average (82.3%) and was **slightly higher (1.0% to 4.9%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Gerontology in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and showed **a substantial increase (> 10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Gerontology in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and showed **a substantial decrease (> -10.0%)** in comparison with the number of certificates awarded in 2012-2013.

Modality:

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. All the courses are offered online. There is no other modality that has been successful for this program. Enrollments are moderately decreasing, FTES and WSCH/FTFE are showing a moderate to substantial decreases. But retention and student success have both increased and are better than the college average. We have also seen a larger number of graduates in both the major and certificate program. The instructor has shifted her policy on dropping students and has dropped far more students very early in the semester. This may explain the shift in data measures.

Demographics:

The proportion of females in the program has continued to grow. There has also been a fairly large increase in the percentage of Asians in the program, while the number of Hispanics has declined by about 10% and White populations have also decreased, but to a lesser extent. Our student population is still older. But the numbers of student over 50 has declined slightly (about 8%), while we have seen about a 10% increase in the population aged 20-24. If this trend continues, we may expect more degrees and certificates to be granted, as our older students often already have degrees and use the courses for their own needs.

Market Assessment

Provide a summary of trends from the advisory board

The Advisory Board for the Gerontology Certificate Program meets twice a year. Advisory Board members advise on the direction of the program curriculum to make sure it prepares graduates to effectively work in the field of aging. Board members also organize and sponsor an Annual Networking Event where students, faculty, employers and community members working in aging come together each Fall semester. Demographic shifts mandate more training in the field of aging.

According to AARP, today the US is in the midst of one of the most dramatic demographic shifts in our history. Now we have 40 million Americans over the age of 65. By 2060, the U.S. Census Bureau projects the number of older Americans will top 90 million- and, for the first time, this group will outnumber children under 18. The U.S. Census Bureau shows the number of people 65 and older in Orange County has been undergoing steady growth, reaching 349,677 in 2010, that is 11.6% of the population and an increase of about 1% since the last census.

The “senior boom” that is coming will affect our demographics, our services and our national economy. An article from the Alliance for Aging Research states, “We cannot wait to develop faculty expertise in geriatrics and gerontology and provide students—at all levels—with the requisite skills, knowledge and abilities to serve older adults.”

From 2009 to 2014 the expected increase in industry jobs in home health care services and community care facilities for the elderly is 25% in the region and 17% in California. The projected increase for personal and home care aides is 29%. Industry data indicates that there is a projected increase of 10% in jobs opportunities assisting the elderly in private households, 31% in home health care services, and 24% in homes for the elderly (<http://www.coecc.net/> Centers for Excellence custom report).

Implications of Change

The instructor has shifted her policy on dropping students and has dropped far more students very early in the semester. This may explain the shift in data measures. Enrollments are moderately decreasing, FTES and WSCH/FTFE are showing a moderate to substantial decreases, while there are corresponding positive changes in retention and student success measures. Retention and success are better than the

college average. The students that remain after the initial drops are more motivated to be in the class and complete their assignments. We have also seen a larger number of graduates in both the major and certificate program.

Table 1.6 Program Review Data for Gerontology

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	120	97	88
FTEs	10.8	8.9	8.0
FTEF30	0.3	0.3	0.3
WSCH/FTEF	590	485	440
Sections	3.0	3.0	3.0
Fill Rate	88.9%	71.9%	65.2%
DEGREES AND CERTIFICATES			
Associate Degrees	2	3	5
Certificates	11	8	9
STUDENT DEMOGRAPHICS			
GRADED Enrollment	115	92	84
GENDER			
Female	71.3%	70.7%	77.4%
Male	28.7%	29.3%	22.6%
Unknown	0.0%	0.0%	0.0%
AGE at TERM			
Less than 19	1.7%	2.2%	2.4%
20 to 24	17.4%	10.9%	20.2%
25 to 29	15.7%	7.6%	13.1%
30 to 34	6.1%	5.4%	8.3%
35 to 39	11.3%	8.7%	8.3%
40 to 49	20.0%	20.7%	11.9%
50 and Older	27.8%	44.6%	35.7%
RACE/ETHNICITY			
African American	12.2%	15.2%	15.5%
American Indian	5.2%	1.1%	1.2%
Asian	26.1%	20.7%	39.3%
Hispanic/Latino	7.0%	14.1%	3.6%
Pacific Islander	0.0%	0.0%	0.0%
White	38.3%	42.4%	39.3%
Unknown	11.3%	6.5%	1.2%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%

Table 1.7 Program Review Data for Gerontology by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	115	92	84
-Overall Success Rate	60.9%	65.2%	64.3%
-Overall Retention Rate	68.7%	73.9%	75.0%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	115	92	84
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	0	0	0

Success Rate

Cable			
Correspondence			
Hybrid			
Online	60.9%	65.2%	64.3%
Self-Paced			
Telecourse			
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	68.7%	73.9%	75.0%
Self-Paced			
Telecourse			
Traditional			

Table 1.8 Program Review Data for Gerontology by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	115	92	84
-Overall Success Rate	60.9%	65.2%	64.3%
-Overall Retention Rate	68.7%	73.9%	75.0%
STUDENT DEMOGRAPHICS			
GENDER			
Female	82	65	65
Male	33	27	19
Unknown	0	0	0
<u>Success Rate</u>			
- Female	58.5%	61.5%	66.2%
- Male	66.7%	74.1%	57.9%
- Unknown	0.0%	0.0%	0.0%
<u>Retention Rate</u>			
- Female	69.5%	70.8%	76.9%
- Male	66.7%	81.5%	68.4%
- Unknown	0.0%	0.0%	0.0%

Table 1.9 Program Review Data for Gerontology by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	115	92	84
-Overall Success Rate	60.9%	65.2%	64.3%
-Overall Retention Rate	68.7%	73.9%	75.0%

AGE at TERM			
Less than 19	2	2	2
20 to 24	20	10	17
25 to 29	18	7	11
30 to 34	7	5	7
35 to 39	13	8	7
40 to 49	23	19	10
50 and Older	32	41	30

Success Rate			
Less than 19	50.0%	100.0%	0.0%
20 to 24	50.0%	60.0%	76.5%
25 to 29	66.7%	57.1%	45.5%
30 to 34	85.7%	40.0%	57.1%
35 to 39	46.2%	62.5%	57.1%
40 to 49	60.9%	63.2%	50.0%
50 and Older	65.6%	70.7%	76.7%

Retention Rate			
Less than 19	50.0%	100.0%	50.0%
20 to 24	55.0%	70.0%	76.5%
25 to 29	72.2%	71.4%	45.5%
30 to 34	100.0%	40.0%	57.1%
35 to 39	69.2%	62.5%	85.7%
40 to 49	65.2%	84.2%	70.0%
50 and Older	71.9%	75.6%	90.0%

Table 1.10 Program Review Data for Gerontology by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	115	92	84
-Overall Success Rate	60.9%	65.2%	64.3%
-Overall Retention Rate	68.7%	73.9%	75.0%
RACE/ETHNICITY			
African American	14	14	13
American Indian	6	1	1
Asian	30	19	33
Hispanic/Latino	8	13	3
Pacific Islander	0	0	0
White	44	39	33
Unknown	13	6	1
Success Rate			
African American	50.0%	35.7%	38.5%
American Indian	66.7%	100.0%	0.0%
Asian	70.0%	73.7%	63.6%
Hispanic/Latino	62.5%	76.9%	33.3%
Pacific Islander	0.0%	0.0%	0.0%
White	52.3%	69.2%	78.8%
Unknown	76.9%	50.0%	100.0%
Retention Rate			
African American	57.1%	42.9%	53.8%
American Indian	83.3%	100.0%	100.0%
Asian	80.0%	78.9%	69.7%
Hispanic/Latino	62.5%	84.6%	66.7%
Pacific Islander	0.0%	0.0%	0.0%
White	56.8%	74.4%	87.9%
Unknown	92.3%	100.0%	100.0%

Internal Analysis: Health

Enrollment and FTES:

The number of enrollments in Health courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Health credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Health courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Health courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Health courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Health courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Health courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **slightly higher (1.0% to 4.9%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Health courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Health in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Health in 2014-2015 showed **23 vs. 0 minimal to no difference ???** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

Modality:

We offer two health courses: HLTH C 100 Health and HLTH C175 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. Except for the Early College High School Program, classroom sections of the HLTH C100 have not been successful. The main modalities are the Telecourse and online sections. We are attempting a classroom bridge course in HLTH C100 for ESL students in Fall 16 to encourage them to complete the major.

Demographics:

Provide a summary of trends in the demographic data: The students in the Health and Fitness Program are primarily male (almost 62%), but student ages are spread across the age groups fairly evenly- 37% are 40 and over; 38% are 24 and under and the rest are in between. The three main ethnicities represented are Whites (almost 32%), Blacks (almost 26%) and Hispanics (about 20%).

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends: We are in the process of developing two career tracks for the Health and Fitness Major. There is currently a marketing campaign within the military/continuing education unit to publicize the new options. We are working with various National Certification Agencies to offer our students a program recognized by employers. The number of certificates granted in Health and Fitness has increased from 0 to 23 and we hope this is just the start.

Table 1.11 Program Productivity Data for Health

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	1,043	1,280	1,649
FTES	96.6	116.9	151.8
FTEF30	1.4	1.6	2.1
WSCH/FTEF	1,132	1,238	1,195
Sections	11.0	11.0	16.0
Fill Rate	93.3%	83.7%	87.8%
DEGREES AND CERTIFICATES			
Associate Degrees	1	1	1
Certificates	0	0	23
STUDENT DEMOGRAPHICS			
GRADED Enrollment	1,067	1,249	1,653
GENDER			
Female	37.6%	41.8%	37.3%
Male	61.7%	57.2%	61.8%
Unknown	0.7%	1.0%	0.9%
AGE at TERM			
Less than 19	19.1%	6.2%	10.8%
20 to 24	17.2%	21.2%	20.0%
25 to 29	14.6%	14.5%	16.3%
30 to 34	12.1%	10.7%	12.3%
35 to 39	8.0%	9.6%	10.0%
40 to 49	17.5%	19.3%	17.5%
50 and Older	11.5%	18.4%	13.2%
RACE/ETHNICITY			
African American	16.1%	16.3%	25.5%
American Indian	2.1%	2.0%	3.9%
Asian	21.2%	27.1%	15.1%
Hispanic/Latino	19.8%	17.1%	20.3%
Pacific Islander	0.7%	0.4%	0.8%
White	31.6%	34.1%	31.9%
Unknown	8.6%	3.1%	2.5%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	44.9%	63.0%	51.8%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	41.3%	37.0%	41.9%
Traditional	13.8%	0.0%	6.3%

Table 1.12 Program Review Data for Health by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,067	1,249	1,653
-Overall Success Rate	69.2%	68.3%	60.1%
-Overall Retention Rate	90.1%	85.9%	82.2%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	479	787	857
Self-Paced	0	0	0
Telecourse	441	462	692
Traditional	147	0	104

Success Rate

Cable			
Correspondence			
Hybrid			
Online	74.9%	67.6%	51.7%
Self-Paced			
Telecourse	61.7%	69.5%	65.8%
Traditional	72.8%	0.0%	91.3%

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	91.9%	84.9%	76.2%
Self-Paced			
Telecourse	87.1%	87.7%	87.6%
Traditional	93.2%	0.0%	95.2%

Table 1.13 Program Review Data for Health by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,067	1,249	1,653
-Overall Success Rate	69.2%	68.3%	60.1%
-Overall Retention Rate	90.1%	85.9%	82.2%
STUDENT DEMOGRAPHICS			
GENDER			
Female	401	522	617
Male	658	714	1,021
Unknown	8	13	15
<u>Success Rate</u>			
- Female	75.1%	69.2%	60.0%
- Male	65.7%	67.9%	60.0%
- Unknown	62.5%	53.8%	66.7%
<u>Retention Rate</u>			
- Female	93.5%	86.4%	81.2%
- Male	87.8%	85.9%	82.8%
- Unknown	100.0%	69.2%	80.0%

Table 1.14 Program Review Data for Health by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,067	1,249	1,653
-Overall Success Rate	69.2%	68.3%	60.1%
-Overall Retention Rate	90.1%	85.9%	82.2%

AGE at TERM			
Less than 19	204	78	178
20 to 24	183	265	330
25 to 29	156	181	269
30 to 34	129	134	203
35 to 39	85	120	165
40 to 49	187	241	289
50 and Older	123	230	219

Success Rate			
Less than 19	71.1%	67.9%	79.8%
20 to 24	68.9%	69.8%	56.1%
25 to 29	67.9%	58.6%	52.0%
30 to 34	69.8%	66.4%	60.1%
35 to 39	67.1%	68.3%	61.2%
40 to 49	69.5%	74.7%	61.6%
50 and Older	68.3%	68.7%	57.1%

Retention Rate			
Less than 19	94.6%	82.1%	90.4%
20 to 24	88.0%	84.5%	80.6%
25 to 29	90.4%	80.7%	75.5%
30 to 34	89.1%	80.6%	81.8%
35 to 39	90.6%	90.8%	84.2%
40 to 49	90.4%	88.8%	82.4%
50 and Older	85.4%	90.4%	84.5%

Table 1.15 Program Review Data for Health by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,067	1,249	1,653
-Overall Success Rate	69.2%	68.3%	60.1%
-Overall Retention Rate	90.1%	85.9%	82.2%

RACE/ETHNICITY			
African American	172	203	421
American Indian	22	25	64
Asian	226	338	250
Hispanic/Latino	211	213	336
Pacific Islander	7	5	13
White	337	426	528
Unknown	92	39	41

Success Rate			
African American	58.1%	49.3%	43.0%
American Indian	50.0%	68.0%	65.6%
Asian	75.2%	74.3%	56.8%
Hispanic/Latino	65.4%	63.8%	70.2%
Pacific Islander	57.1%	80.0%	61.5%
White	78.0%	75.4%	67.2%
Unknown	56.5%	61.5%	70.7%

Retention Rate			
African American	87.8%	78.8%	77.2%
American Indian	72.7%	80.0%	78.1%
Asian	88.9%	87.9%	79.2%
Hispanic/Latino	93.4%	86.4%	85.4%
Pacific Islander	85.7%	100.0%	92.3%
White	93.2%	87.8%	84.7%
Unknown	82.6%	84.6%	95.1%

Internal Analysis: Kinesiology

Enrollment and FTES:

The number of enrollments in Kinesiology courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Kinesiology credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Kinesiology courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Kinesiology courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Kinesiology courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Kinesiology courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Kinesiology courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **substantially lower (>-10.0%)** than the college average (65.4%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Kinesiology courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Kinesiology in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Kinesiology in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

Modality:

Provide a summary of trends in the data by modality: 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. KIN C100 Kinesiology has only been offered online in a 16 week section.

Demographics:

Students are fairly evenly split between females and males, with females edging out the males about 57% to 43%. The domination of the under 30 age group is changing as the number of students 50 and over doubled this past year. The population is diverse, with only about 30% of the students being white. The biggest increase in an ethnic population were Blacks >7%.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends: Better coordination with the Science Department to schedule the courses needed for the AA Degree for Transfer in Kinesiology is needed. This is potentially a great program for our Military/CE students, but all the courses need to be available online and a substitute for the activity courses needs to be found for that to happen. The KIN C100 course has been popular. Adding an 8 week version of the course is advisable, but we would need to coordinate with the current instructor because the course was designed to transfer to the CSUF Kinesiology Program.

Table 1.16 Program Productivity Data for Kinesiology

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	0	39	80
FTES	0.0	3.6	7.3
FTEF30	0.0	0.1	0.2
WSCH/FTEF		585	600
Sections	0.0	1.0	2.0
Fill Rate	0.0%	86.7%	88.9%
DEGREES AND CERTIFICATES			
Associate Degrees	0	1	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	0	39	80
GENDER			
Female	0.0%	59.0%	57.5%
Male	0.0%	41.0%	42.5%
Unknown	0.0%	0.0%	0.0%
AGE at TERM			
Less than 19	0.0%	2.6%	6.3%
20 to 24	0.0%	46.2%	28.8%
25 to 29	0.0%	23.1%	12.5%
30 to 34	0.0%	0.0%	13.8%
35 to 39	0.0%	5.1%	5.0%
40 to 49	0.0%	15.4%	15.0%
50 and Older	0.0%	7.7%	18.8%
RACE/ETHNICITY			
African American	0.0%	17.9%	25.0%
American Indian	0.0%	5.1%	1.3%
Asian	0.0%	41.0%	31.3%
Hispanic/Latino	0.0%	5.1%	8.8%
Pacific Islander	0.0%	0.0%	0.0%
White	0.0%	28.2%	31.3%
Unknown	0.0%	2.6%	2.5%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	0.0%	100.0%	100.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%

Table 1.17 Program Review Data for Kinesiology by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	39	80
-Overall Success Rate	0.0%	59.0%	65.0%
-Overall Retention Rate	0.0%	84.6%	80.0%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	0	39	80
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	0	0	0

Success Rate

Cable		
Correspondence		
Hybrid		
Online	59.0%	65.0%
Self-Paced		
Telecourse		
Traditional		

Retention Rate

Cable		
Correspondence		
Hybrid		
Online	84.6%	80.0%
Self-Paced		
Telecourse		
Traditional		

Table 1.18 Program Review Data for Kinesiology by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	39	80
-Overall Success Rate	0.0%	59.0%	65.0%
-Overall Retention Rate	0.0%	84.6%	80.0%
STUDENT DEMOGRAPHICS			
GENDER			
Female	0	23	46
Male	0	16	34
Unknown	0	0	0
<u>Success Rate</u>			
- Female	0.0%	52.2%	65.2%
- Male	0.0%	68.8%	64.7%
- Unknown	0.0%	0.0%	0.0%
<u>Retention Rate</u>			
- Female	0.0%	82.6%	80.4%
- Male	0.0%	87.5%	79.4%
- Unknown	0.0%	0.0%	0.0%

Table 1.19 Program Review Data for Kinesiology by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	39	80
-Overall Success Rate	0.0%	59.0%	65.0%
-Overall Retention Rate	0.0%	84.6%	80.0%

AGE at TERM			
Less than 19	0	1	5
20 to 24	0	18	23
25 to 29	0	9	10
30 to 34	0	0	11
35 to 39	0	2	4
40 to 49	0	6	12
50 and Older	0	3	15

Success Rate			
Less than 19	0.0%	100.0%	60.0%
20 to 24	0.0%	66.7%	73.9%
25 to 29	0.0%	44.4%	70.0%
30 to 34	0.0%	0.0%	63.6%
35 to 39	0.0%	50.0%	25.0%
40 to 49	0.0%	50.0%	58.3%
50 and Older	0.0%	66.7%	66.7%

Retention Rate			
Less than 19	0.0%	100.0%	60.0%
20 to 24	0.0%	100.0%	73.9%
25 to 29	0.0%	66.7%	70.0%
30 to 34	0.0%	0.0%	100.0%
35 to 39	0.0%	50.0%	75.0%
40 to 49	0.0%	66.7%	83.3%
50 and Older	0.0%	100.0%	86.7%

Table 1.20 Program Review Data for Kinesiology by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	39	80
-Overall Success Rate	0.0%	59.0%	65.0%
-Overall Retention Rate	0.0%	84.6%	80.0%

RACE/ETHNICITY			
African American	0	7	20
American Indian	0	2	1
Asian	0	16	25
Hispanic/Latino	0	2	7
Pacific Islander	0	0	0
White	0	11	25
Unknown	0	1	2

Success Rate			
African American	0.0%	42.9%	20.0%
American Indian	0.0%	50.0%	100.0%
Asian	0.0%	62.5%	92.0%
Hispanic/Latino	0.0%	50.0%	57.1%
Pacific Islander	0.0%	0.0%	0.0%
White	0.0%	72.7%	72.0%
Unknown	0.0%	0.0%	100.0%

Retention Rate			
African American	0.0%	100.0%	70.0%
American Indian	0.0%	50.0%	100.0%
Asian	0.0%	75.0%	92.0%
Hispanic/Latino	0.0%	50.0%	85.7%
Pacific Islander	0.0%	0.0%	0.0%
White	0.0%	100.0%	72.0%
Unknown	0.0%	100.0%	100.0%

Internal Analysis: Physical Education

Enrollment and FTES:

The number of enrollments in Physical Education courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Physical Education credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Physical Education courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Physical Education courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Physical Education courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Physical Education courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Physical Education courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **substantially higher (> 10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Physical Education courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Physical Education in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Physical Education in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

Modality:

Provide a summary of trends in the data by modality: There are two theory courses offered online, PE C101 Personal Fitness and Wellness and PE C190 Exercise Physiology; PE C190L Exercise Physiology Lab; and five activity based courses offered in the classroom, PE C118 A/B Yoga, PE C119 A/B Hatha Yoga, PE C121 A/B Power Yoga, PE C126 A/B Relaxation Movements and PE C169 A/B Self-Defense Arts. A new online theory course, PE C189 Exercise Assessment and Program Implementation was added for Fall 2015 and immediately filled.

Demographics:

Provide a summary of trends in the demographic data: 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 43% are white, the next highest percentage is held by Asians 24% and the remainder are students of various ethnicities.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends: 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 decided to stop offering it at this time. The addition of the PE C189 course has strengthened enrollments. We are adding an additional section of that course for next year. The health and Fitness Major and the Kinesiology Associate Degree for Transfer both have PE courses as a part of their requirements. As these programs grow, we may be able to add back classroom based activity courses in PE and have them be successful.

Table 1.21 Program Productivity Data for Physical Education

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	264	345	337
FTES	13.4	18.1	19.9
FTEF30	0.2	0.4	0.7
WSCH/FTEF	976	723	479
Sections	4.0	5.5	9.0
Fill Rate	107.8%	97.9%	71.7%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	256	346	340
GENDER			
Female	60.2%	59.0%	58.8%
Male	38.7%	39.9%	40.0%
Unknown	1.2%	1.2%	1.2%
AGE at TERM			
Less than 19	6.6%	4.6%	10.0%
20 to 24	30.9%	30.6%	26.8%
25 to 29	22.7%	13.6%	15.9%
30 to 34	10.5%	11.6%	11.5%
35 to 39	7.0%	9.5%	5.9%
40 to 49	12.9%	16.8%	12.6%
50 and Older	9.4%	13.3%	17.4%
RACE/ETHNICITY			
African American	11.3%	12.7%	17.4%
American Indian	2.0%	3.5%	5.9%
Asian	30.9%	34.1%	23.5%
Hispanic/Latino	9.4%	9.5%	9.7%
Pacific Islander	0.4%	0.0%	0.0%
White	41.0%	36.7%	42.6%
Unknown	5.1%	3.5%	0.9%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	100.0%	96.8%	84.7%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	3.2%	15.3%

Table 1.22 Program Review Data for Physical Education by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	256	346	340
-Overall Success Rate	64.5%	65.9%	65.9%
-Overall Retention Rate	88.3%	91.6%	86.2%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	256	335	288
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	0	11	52

Success Rate

Cable			
Correspondence			
Hybrid			
Online	64.5%	66.0%	61.8%
Self-Paced			
Telecourse			
Traditional		63.6%	88.5%

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	88.3%	91.6%	85.8%
Self-Paced			
Telecourse			
Traditional		90.9%	88.5%

Table 1.23 Program Review Data for Physical Education by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	256	346	340
-Overall Success Rate	64.5%	65.9%	65.9%
-Overall Retention Rate	88.3%	91.6%	86.2%
STUDENT DEMOGRAPHICS			
GENDER			
Female	154	204	200
Male	99	138	136
Unknown	3	4	4
<u>Success Rate</u>			
- Female	65.6%	68.6%	70.0%
- Male	63.6%	63.0%	61.0%
- Unknown	33.3%	25.0%	25.0%
<u>Retention Rate</u>			
- Female	87.7%	90.7%	88.0%
- Male	90.9%	92.8%	84.6%
- Unknown	33.3%	100.0%	50.0%

Table 1.24 Program Review Data for Physical Education by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	256	346	340
-Overall Success Rate	64.5%	65.9%	65.9%
-Overall Retention Rate	88.3%	91.6%	86.2%

AGE at TERM			
Less than 19	17	16	34
20 to 24	79	106	91
25 to 29	58	47	54
30 to 34	27	40	39
35 to 39	18	33	20
40 to 49	33	58	43
50 and Older	24	46	59

Success Rate			
Less than 19	52.9%	68.8%	73.5%
20 to 24	69.6%	73.6%	70.3%
25 to 29	62.1%	66.0%	64.8%
30 to 34	74.1%	65.0%	56.4%
35 to 39	55.6%	69.7%	60.0%
40 to 49	57.6%	53.4%	67.4%
50 and Older	66.7%	60.9%	62.7%

Retention Rate			
Less than 19	88.2%	93.8%	85.3%
20 to 24	89.9%	91.5%	84.6%
25 to 29	86.2%	93.6%	88.9%
30 to 34	85.2%	90.0%	84.6%
35 to 39	94.4%	90.9%	90.0%
40 to 49	87.9%	89.7%	93.0%
50 and Older	87.5%	93.5%	81.4%

Table 1.25 Program Review Data for Physical Education by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	256	346	340
-Overall Success Rate	64.5%	65.9%	65.9%
-Overall Retention Rate	88.3%	91.6%	86.2%
RACE/ETHNICITY			
African American	29	44	59
American Indian	5	12	20
Asian	79	118	80
Hispanic/Latino	24	33	33
Pacific Islander	1	0	0
White	105	127	145
Unknown	13	12	3
Success Rate			
African American	37.9%	52.3%	28.8%
American Indian	60.0%	58.3%	75.0%
Asian	59.5%	66.1%	67.5%
Hispanic/Latino	75.0%	78.8%	72.7%
Pacific Islander	100.0%	0.0%	0.0%
White	68.6%	66.9%	76.6%
Unknown	100.0%	75.0%	100.0%
Retention Rate			
African American	82.8%	90.9%	64.4%
American Indian	80.0%	91.7%	95.0%
Asian	86.1%	94.1%	86.3%
Hispanic/Latino	91.7%	93.9%	97.0%
Pacific Islander	100.0%	0.0%	0.0%
White	89.5%	89.0%	91.0%
Unknown	100.0%	91.7%	100.0%

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.

It has been discussed every session since the beginning of SLO measurement that it makes no sense to weight assignments that are not submitted. Only assignments turned in may be evaluated to see if the student meets an outcome. Until this is changed the issues in SLO achievement will be the same.

Strategies Used: The availability of course materials was a huge issue. Waitlisted students cannot be allowed into classes because they will need an average of two to three weeks to receive their books. Strategies for advising waitlisted students about the text; only allowing enrollments day one and two of the session; strictly dropping any student who doesn't complete the first week tasks; these were all strategies that were mentioned. But instructors also mentioned that 50 % of their students did not complete the first week task on time- if they drop 50% of their students there will be repercussions. So a discussion of practices, reminders and when to impose deadlines ensued.

Progress on Forward Strategy Initiative(s)

Table 1.26 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Update the Health Fitness major to add two career paths- personal trainer and wellness coach, in addition to the existing major.	In Progress	Laurie Runk is working with our partners to align the curriculum	Partner with Science Dept to update Bio C221 Anatomy & Physiology (done and ready for Fall 2016 schedule) Hlth C100 assignments rewritten to emphasize behavior change requirement for the tracks (Done in lieu of re-writing PE C102) Major Updated (postponed pending partner curriculum alignment until Spring 2017)
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.	Publicity piece for Military CE Health Fitness Major completed No word on whether the CCC website will start accommodating online brochures (Spring 2015)

<p>Maintain vendor approvals for continuing education units from various state agencies and professional organizations Maintain guest access for State CEU auditors on Canvas</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. State auditors need 24/7 access to course websites.</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> <ul style="list-style-type: none"> -The Gerontology Chair conducted training for the Division/Area Coordinator NB Ctr -Division/Area Coordinator is overloaded so the Dean has requested 1 non-instructional LHE be granted to assign a faculty member to assist the Dept Chair. -Reapplication are due this year for: RCFE (7/2014-7/2016); BNHA (9/2014-9/2016); LVN/RN (transcript review upon request) next year approval is needed for CNA (5/2015-5/2017);
<p>Establish collaborative model courses to be used by online faculty members teaching the same course in Canvas.</p>	<p>In Progress</p>	<p>On-going collaboration on Canvas courses between faculty members teaching the same course.</p>	<ul style="list-style-type: none"> -All department Faculty Members complete Canvas Training FCS C100 (Spring-Summer 2016) -Faculty members collaborate on model courses (Fall 2015-Summer 2016) -Faculty members meet to discuss/update the model courses after they have been offered for one semester. (Fall 2016)

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2014-2015	VP Instruction (1)	Dean N B Ctr (1) Instructional Dean DL (1) Dept Chair (1)	Hlth/Gerontology (1)	Bio/Gero (1) Psych/Gero (2) Soc/Gero (1) FN (3) Hlth (3) KIN (1) PE (3)	Area Facilitator, NB Ctr (1) Division/Area Coordinator NB Ctr* (1) DL Media Coordinator and Staff Aide (1)	Position Title (# of positions)
Current year 2015-2016	Position Title (# of positions)	Dean N B Ctr (1) Instructional Dean DL (1) Dept Chair (1)	FT Faculty Hlth/ Gerontology (1) FT Faculty FN/Hlth/KIN (1)	Bio/Gero (1) Psych/Gero (2) Soc/Gero (1) FN (2) Hlth (3) KIN (1) PE (3)	Area Facilitator, NB Ctr (1) Division/Area Coordinator NB Ctr* (1) DL Media Coordinator and Staff Aide (1)	CEU Help 1 LHE Non- Instructional for the Year
1 year 2016-2017	Position Title (# of positions)	Dean N B Ctr (1) Instructional Dean DL (1) Dept Chair (1)	FT Faculty Hlth/ Gerontology (1) FT Faculty FN/Hlth/KIN (1)	Bio/Gero (1) Psych/Gero (2) Soc/Gero (1) FN (3) Hlth (4) KIN (1) PE (4)	Area Facilitator, NB Ctr (1) Division/Area Coordinator NB Ctr* (1) DL Media Coordinator and Staff Aide (1)	CEU Help 1 LHE Non- Instructional for the Year
2 years 2017-2018	Position Title (# of positions)	Dean N B Ctr (1) Instructional Dean DL (1) Dept Chair (1)	FT Faculty Hlth/ Gerontology (1) FT Faculty FN/Hlth/KIN (1)	Bio/Gero (1) Psych/Gero (2) Soc/Gero (1) FN (3) Hlth (4) KIN (1) PE (4)	Area Facilitator, NB Ctr (1) Division/Area Coordinator NB Ctr* (1) DL Media Coordinator and Staff Aide (1)	CEU Help 1 LHE Non- Instructional for the Year
3 years 2018-2019	Position Title (# of positions)	Dean N B Ctr (1)	FT Faculty Hlth/ Gerontology (1)	Bio/Gero (1) Psych/Gero (2) Soc/Gero (1)	Area Facilitator, NB Ctr (1)	CEU Help

		Instructional Dean DL (1) Dept Chair (1)	FT Faculty FN/Hlth/KIN (1)	FN (3) Hlth (4) KIN (1) PE (4)	Division/Area Coordinator NB Ctr* (1) DL Media Coordinator and Staff Aide (1)	1 LHE Non- Instructional for the Year
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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 16 adjunct faculty members who teach across a number of the courses offered in the department. Mishandling of the schedule for the new FT Faculty member in Fall 2015 caused a bumping situation and adjunct faculty members were laid off for a semester. They have since been hired back. The addition of the PE C189 course and shifts in the staffing of the Early College High School Program have added sections and increased the staffing needs.

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, but the Area Coordinator is now overloaded and unavailable to take over this task. It has been proposed that 1 LHE of non-instructional hourly pay be offered to a faculty member to oversee this process. The Area Coordinator will still be needed to keep the student records on file in the office, forward any correspondence from the state to the faculty member and to send out the CEU certificates. The Department Chair will continue training the new faculty member 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

The entire department has moved forward in their training for the Canvas LMS. This has involved countless hours of collaboration and support, for which we were not reimbursed. So the faculty need to be commended for their support of Coastline in this process. The Department Chair and faculty members have attended a variety of other workshops on the use of technology as well as the development of SLOs. The Department Chair is one of the pilot faculty members for the OEI and receives best practices and course design training there as well. Our faculty members represent us on a variety of Coastline, State and National Committees: Curriculum Committee, EQ Committee, Coastline Foundation, Scholarship Committee, District Health and Wellness, 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 Annual Program Review Template: Revised 4/13/15 and Approved

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.

Faculty members have also taken it upon themselves, at their own expense, to attend meetings and present papers to publicize the program. 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

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. Evening courses in HLTH C100 have consistently cancelled. Daytime sections on multiple days fair far worse- not a single offering (Spr 2014/Fall 2015/Spring 2015/Fall 2015/Spr 2016) 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 the Faculty Success Center to support us in our transition to the Canvas LMS. We depend on BDATS to keep the streamed media in our courses current and ADA compliant. The Department Chair is part of the OEI Pilot and faculty members have all attended the FCS C100 Canvas Training and the Summer Institute.

Section 5: New Initiatives

Initiative 1: Continued alignment of course materials and outcomes between the FN C170 Nutrition course and equivalent courses at OCC and CSULB. This initiative was put on hold while the FN instructors got their courses transferred to Canvas. There should be time for this initiative next year.

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

Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

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

Educational Master Plan

Facilities

Staffing

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.

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 2016 meetings established to discuss course materials and expected student outcomes for nutrition course.

Spring 2017 any changes incorporated into an updated course outline and presented to the Curriculum Council for approval.

Summer 2017 new course materials are incorporated into an updated course

Fall 2017 the updated course is offered

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

Initiative 2: Complete the update for the Health Fitness Major to include a Personal Training and Wellness Coach Tracks.

Describe how the initiative supports the college mission: Career tracks that align with the standards of National Certifying Agencies will allow students to get better entry level jobs upon graduation with the A.A.

What college goal does the initiative align with? Select one

Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

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

Educational Master Plan

Facilities

Staffing

Technology

Describe how the evidence supports this initiative

We have offered PE C189 the course for Personal Trainers and it immediately filled and has been successful each semester we have offered it. Military and CE students have expressed a particular interest, so we have marketed the program within that part of the college.

Recommended resource(s) needed for initiative achievement:

Collaboration between instructors to update their course curriculum to match the National Certification requirements; potential use of a CCC site as a testing center for students to pass their certification exams; development of a brochure to support the updated major.

What is the anticipated outcome of completing the initiative?

More students completing the major and receiving entry level jobs in the field of Health and Fitness.

Provide a timeline and timeframe from initiative inception to completion.

Fall 2016 meetings among faculty to discuss course updates.

Spring 2017 any changes incorporated into an updated course outline and presented to the Curriculum Council for approval.

Summer 2017 Once approved, a brochure is created to market the new tracks.

Fall 2017 the approved course content is offered

Initiative 3: Create ESL Bridge classes in Health and Nutrition with tutor support.

Describe how the initiative supports the college mission:

ESL students will be supported by tutoring and adapted instruction to successfully complete college level work.

What college goal does the initiative align with? Select one

X Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

X Access and Student Support

X Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

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

X Educational Master Plan

Facilities

Staffing

Technology

Describe how the evidence supports this initiative

ESL students want entry level positions they can work in while they complete their education. They often have a difficult time making the transition from ESL courses to college level work. By targeting the higher level ESL students and providing tutoring and subject specific support, we feel these student will make a good start toward a college major.

Recommended resource(s) needed for initiative achievement:

Collaboration between the Health instructor, tutor and the ESL instructors to encourage students to enroll in the Health C100 classroom course at the Le Jao Center. Marketing of the course through the Student Success Center, ESL Instructors and Counselors.

What is the anticipated outcome of completing the initiative?

More students completing the major and receiving entry level jobs in the field of Health and Fitness.

Provide a timeline and timeframe from initiative inception to completion.

Spring 2016 Develop list of entry level positions that apply the major.

Spring 2016 Create a pathway for the ESL students in cooperation with ESL and the Student Success Center

Fall 2017 Health C 100 offered

Spring 2017 FN C 170 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
Continued alignment of course materials and outcomes between the FN C170 Nutrition course and equivalent courses at OCC and CSULB. This initiative was put on hold while the FN instructors got their courses transferred to Canvas. There should be time for this initiative next year.				No	Internal Research	Student Success, Completion, and Achievement	
Complete the update for the Health Fitness Major to include a Personal Training and Wellness Coach Tracks.				No	Internal Research	Student Success, Completion, and Achievement; Access and Student Support; Student Retention and Persistence	
ESL students will be supported by tutoring and adapted instruction to successfully complete college level work.				No	Internal Research	Student Success, Completion, and Achievement; Access and Student Support; Student Retention and Persistence	