2017-2018
Annual Program Review

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

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Section 1: Program Planning: Foods and Nutrition

Internal Analysis

ENROLLMENT AND FTES:
The number of enrollments in **Foods & Nutrition** courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the number of enrollments in 2013-2014.

The FTES in **Foods & Nutrition** credit courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):
The number of sections in **Foods & Nutrition** courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the number of sections in 2013-2014.

The fill rate in **Foods & Nutrition** courses in 2015-2016 showed **a moderate decrease (-5.0% to -9.9%)** from 2014-2015 and **a substantial decrease (>= -10.0%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in **Foods & Nutrition** courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in **Foods & Nutrition** courses in 2015-2016 showed **a moderate decrease (-5.0% to -9.9%)** from 2014-2015 and **a substantial decrease (>= -10.0%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:
The course success rate in **Foods & Nutrition** courses in 2015-2016 showed **a moderate increase (5.0% to 9.9%)** from 2014-2015 and **a moderate decrease (-5.0% to -9.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed **a moderately lower rate (-5.0% to -9.9%)** than the college success average* (*66.6%*) and showed **a slightly higher rate (1.0% to 4.9%)** than the institutional-set standard* (*56.6%*) for credit course success.

TERM RETENTION RATE:
The term retention rate in **Foods & Nutrition** courses in 2015-2016 showed **a slight increase (1.0% to 4.9%)** from 2014-2015 and **a slight decrease (-1.0% to -4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **a slightly lower rate (-1.0% to -4.9%)** than the college retention average* (*83.3%*) and showed **a substantially higher rate (>= 10.0%)** than the institutional-set standard* term retention (*70.8%*) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):
The number of degrees in **Foods & Nutrition** in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in **Foods & Nutrition** in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the **Foods & Nutrition** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **more than half (50% to 74%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **close to half (25% to 50%)** of the courses offered were **telecourse**, and **none (0%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for *female students*; and there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in <u>Foods & Nutrition</u> course success rates for *African American* students; there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for *American Indian* students; there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for *Multi-race* students; there **was NOT a disproportional impact** in <u>Foods & Nutrition</u> course success rates for students who have *declined to state their race/ethnic identity*.

> *Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*

Implications of Change

Coming up on our 5-year program review, faculty members met to discuss any curriculum changes both in course offerings as well as course numbering that could improve the program. Based upon data gathered from local 4-year institutions that many of our students look to transfer to, our curriculum was consistent with the other schools but the numbering was not. We re-evaluated our course numbering system to better reflect the work requirements for the respective course and the level of knowledge expected of the students enrolling. We have also begun to utilize a third-party LMS integrated into Canvas for the delivery of the FN170 course in effort to improve student success. We are currently working with distance learning to participate in the OEI exchange for FN170. This OEI course should be ready by Fall 2018 at the latest.

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	1,163	1,159	1,289
FTES	106.0	106.0	117.8
FTEF30	1.6	1.6	2.0
WSCH/FTEF	1,102	1,063	975
Sections	11.0	12.0	15.0
Fill Rate	78.3%	75.8%	70.4%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	1,123	1,162	1,240
GENDER			
Female	45.1%	40.0%	41.9%
Male	53.9%	59.0%	56.7%
Unknown	1.0%	1.0%	1.4%
AGE at TERM			
Less than 19	6.5%	5.0%	5.7%
20 to 24	22.2%	22.4%	23.2%
25 to 29	18.8%	18.2%	18.2%
30 to 34	13.0%	15.2%	13.1%
35 to 39	10.9%	11.7%	10.5%
40 to 49	16.8%	14.9%	16.5%
50 and Older	11.8%	12.7%	12.7%
RACE/ETHNICITY			
African American	18.2%	19.2%	21.5%
American Indian	1.1%	0.7%	1.0%
Asian/Pacific Islander	16.6%	16.4%	16.9%
Hispanic/Latino	22.9%	26.4%	25.2%
2 or More Race	4.5%	4.1%	6.0%
White	34.7%	31.6%	27.9%
Unknown	2.1%	1.5%	1.5%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	54.9%	55.0%	59.6%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	45.1%	45.0%	40.4%
Traditional	0.0%	0.0%	0.0%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	62.5%	55.6%	58.6%
Course Retention (A-F, P, NP)	82.9%	78.0%	81.5%

Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,122	1,161	1,238
-Overall Success Rate	62.7%	56.1%	58.6%
-Overall Retention Rate	83.0%	78.2%	81.5%

STUDENT DEMOGRAPHICS			
GENDER			
Female	507	465	519
Male	604	684	702
Unknown	11	12	17

Success Rate

- Female	72.8%	66.9%	69.2%
- Male	54.3%	48.2%	50.1%
- Unknown	54.5%	83.3%	88.2%

Retention Rate

- Female	88.2%	83.0%	83.6%
- Male	78.8%	74.7%	79.6%
- Unknown	72.7%	91.7%	94.1%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,122	1,161	1,238
-Overall Success Rate	62.7%	56.1%	58.6%
-Overall Retention Rate	83.0%	78.2%	81.5%

AGE at TERM			
Less than 19	73	58	71
20 to 24	249	260	287
25 to 29	211	211	225
30 to 34	146	177	163
35 to 39	121	136	130
40 to 49	189	173	204
50 and Older	133	146	158

Success Rate

Less than 19	75.3%	65.5%	67.6%
20 to 24	67.9%	62.3%	70.7%
25 to 29	67.3%	52.6%	62.7%
30 to 34	61.0%	54.8%	53.4%
35 to 39	62.8%	55.9%	48.5%
40 to 49	49.7%	49.7%	51.5%
50 and Older	58.6%	55.5%	50.0%

Retention Rate

Less than 19	90.4%	84.5%	76.1%
20 to 24	88.0%	80.4%	84.0%
25 to 29	84.4%	81.0%	83.6%
30 to 34	78.1%	76.8%	77.3%
35 to 39	83.5%	70.6%	79.2%
40 to 49	76.7%	78.6%	83.3%
50 and Older	81.2%	76.0%	80.4%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,122	1,161	1,238
-Overall Success Rate	62.7%	56.1%	58.6%
-Overall Retention Rate	83.0%	78.2%	81.5%

RACE/ETHNICITY			
African American	258	306	310
American Indian	187	192	210
Asian	205	222	266
Hispanic/Latino	50	48	76
Pacific Islander	22	18	17
White	388	367	346
Unknown	12	8	13

Success Rate

African American	59.3%	52.0%	55.5%
American Indian	80.7%	77.1%	80.0%
Asian	41.0%	36.0%	33.8%
Hispanic/Latino	48.0%	56.3%	63.2%
Pacific Islander	72.7%	55.6%	76.5%
White	68.6%	61.0%	65.9%
Unknown	75.0%	37.5%	53.8%

Retention Rate

African American	81.4%	76.1%	75.5%
American Indian	90.9%	90.1%	91.4%
Asian	74.1%	69.4%	77.1%
Hispanic/Latino	86.0%	81.3%	81.6%
Pacific Islander	90.9%	77.8%	82.4%
White	84.0%	79.0%	84.1%
Unknown	83.3%	62.5%	84.6%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,122	1,161	1,238
-Overall Success Rate	62.7%	56.1%	58.6%
-Overall Retention Rate	83.0%	78.2%	81.5%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	616	639	738
Self-Paced	0	0	0
Telecourse	506	522	500
Traditional	0	0	0

Success Rate

Cable			
Correspondence			
Hybrid			
Online	70.1%	66.5%	66.4%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	53.6%	43.3%	47.2%
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	85.2%	80.8%	82.7%
Self-Paced			
Telecourse	80.2%	75.1%	79.8%
Traditional			

Program Planning: Gerontology

Internal Analysis

<u>ENROLLMENT AND FTES:</u>
The number of enrollments in <u>Gerontology</u> courses in 2015-2016 showed **a substantial decrease (>= -10.0%)** from 2014-2015 and **a substantial decrease (>= -10.0%)** in comparison with the number of enrollments in 2013-2014.

The FTES in <u>Gerontology</u> credit courses in 2015-2016 showed **a substantial decrease (>= -10.0%)** from 2014-2015 and **a substantial decrease (>= -10.0%)** in with in comparison with FTES in 2013-2014.

<u>EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):</u>
The number of sections in <u>Gerontology</u> courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and **minimal to no difference** in comparison with the number of sections in 2013-2014.

The fill rate in <u>Gerontology</u> courses in 2015-2016 showed **a substantial decrease (>= -10.0%)** from 2014-2015 and **a substantial decrease (>= -10.0%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in <u>Gerontology</u> courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and **minimal to no difference** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in <u>Gerontology</u> courses in 2015-2016 showed **a substantial decrease (>= -10.0%)** from 2014-2015 and **a substantial decrease (>= -10.0%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

<u>COURSE SUCCESS RATE:</u>
The course success rate in <u>Gerontology</u> courses in 2015-2016 showed **a slight increase (1.0% to 4.9%)** from 2014-2015 and **minimal to no difference** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed **minimal to no rate difference** than the college success average* (*66.6%*) and showed **a moderately higher rate (5.0% to 9.9%)** than the institutional-set standard* (*56.6%*) for credit course success.

<u>TERM RETENTION RATE:</u>
The term retention rate in <u>Gerontology</u> courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **a moderately higher rate (5.0% to 9.9%)** than the college retention average* (*83.3%*) and showed **a substantially higher rate (>= 10.0%)** than the institutional-set standard* term retention (*70.8%*) for credit courses.

<u>AWARDS (DEGREES AND CERTIFICATES):</u>
The number of degrees in <u>Gerontology</u> in 2015-2016 showed **a substantial decrease (>= -10.0%)** from 2014-2015 and showed **a substantial increase (>= 10.0%)** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in <u>Gerontology</u> in 2015-2016 showed **a substantial decrease (>= -10.0%)** from 2014-2015 and showed **a substantial decrease (>= -10.0%)** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the **Gerontology** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **All (100%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **none (0%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in <u>Gerontology</u> course success rates for *female students*; and there **was NOT a disproportional impact** in <u>Gerontology</u> course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in <u>Gerontology</u> course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in <u>Gerontology</u> course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in <u>Gerontology</u> course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in <u>Gerontology</u> course success rates for students *30 to 34 years old*; there **was a disproportional impact** in <u>Gerontology</u> course success rates for students *35 to 39 years old*; there **was a disproportional impact** in <u>Gerontology</u> course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in <u>Gerontology</u> course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in <u>Gerontology</u> course success rates for *African American* students; there **there was no or incomplete data** in <u>Gerontology</u> course success rates for *American Indian* students; there **was NOT a disproportional impact** in <u>Gerontology</u> course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in <u>Gerontology</u> course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in <u>Gerontology</u> course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in <u>Gerontology</u> course success rates for *Multi-race* students; there **was NOT a disproportional impact** in <u>Gerontology</u> course success rates for students who have *declined to state their race/ethnic identity*.

> *Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*

Implications of Change

During the Fall of 2016 it was voted in the curriculum meeting to get rid of the CTE tag for the gerontology program. The extent to how or if this change will affect participation rates within the program has yet to be seen. The decrease in enrollment may be due to CSULB now having a gerontology bachelor's degree program. In effort to reduce this impact we are working with CSULB on an articulation agreement for students that complete our certificate program and seek to transfer to their school to finish a 4-year degree. Due to an increased demand for health care aides, we voted to increase the number of course offerings to better prepare our students to serve the community as in-home health care aides. These curriculum changes are set to go into effect beginning in the Fall semester of 2017. The Gerontology Advisory Board continues to meet on a regular basis to discuss ways to serve the community with professional events and student preparedness.

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	97	88	75
FTES	9.0	8.0	6.9
FTEF30	0.3	0.3	0.3
WSCH/FTEF	485	440	375
Sections	3.0	3.0	3.0
Fill Rate	71.9%	65.2%	55.6%
DEGREES AND CERTIFICATES			
Associate Degrees	3	5	4
Certificates	8	9	6
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	91	81	76
GENDER			
Female	70.3%	79.0%	77.6%
Male	29.7%	21.0%	22.4%
Unknown	0.0%	0.0%	0.0%
AGE at TERM			
Less than 19	2.2%	2.5%	3.9%
20 to 24	11.0%	21.0%	15.8%
25 to 29	7.7%	13.6%	13.2%
30 to 34	5.5%	7.4%	6.6%
35 to 39	8.8%	8.6%	2.6%
40 to 49	20.9%	11.1%	19.7%
50 and Older	44.0%	35.8%	38.2%
RACE/ETHNICITY			
African American	13.2%	14.8%	18.4%
American Indian	0.0%	0.0%	0.0%
Asian/Pacific Islander	20.9%	35.8%	19.7%
Hispanic/Latino	20.9%	13.6%	23.7%
2 or More Race	2.2%	4.9%	1.3%
White	36.3%	29.6%	34.2%
Unknown	6.6%	1.2%	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	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%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	65.2%	64.3%	65.8%
Course Retention (A-F, P, NP)	73.9%	75.0%	89.5%

Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	91	81	76
-Overall Success Rate	65.9%	66.7%	65.8%
-Overall Retention Rate	74.7%	77.8%	89.5%

STUDENT DEMOGRAPHICS			
GENDER			
Female	64	64	59
Male	27	17	17
Unknown	0	0	0

Success Rate
- Female	62.5%	67.2%	66.1%
- Male	74.1%	64.7%	64.7%
- Unknown	0.0%	0.0%	0.0%

Retention Rate
- Female	71.9%	78.1%	89.8%
- Male	81.5%	76.5%	88.2%
- Unknown	0.0%	0.0%	0.0%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	91	81	76
-Overall Success Rate	65.9%	66.7%	65.8%
-Overall Retention Rate	74.7%	77.8%	89.5%

AGE at TERM			
Less than 19	2	2	3
20 to 24	10	17	12
25 to 29	7	11	10
30 to 34	5	6	5
35 to 39	8	7	2
40 to 49	19	9	15
50 and Older	40	29	29

Success Rate

Less than 19	100.0%	0.0%	100.0%
20 to 24	60.0%	76.5%	100.0%
25 to 29	57.1%	45.5%	70.0%
30 to 34	40.0%	66.7%	60.0%
35 to 39	62.5%	57.1%	50.0%
40 to 49	63.2%	55.6%	33.3%
50 and Older	72.5%	79.3%	65.5%

Retention Rate

Less than 19	100.0%	50.0%	100.0%
20 to 24	70.0%	76.5%	100.0%
25 to 29	71.4%	45.5%	100.0%
30 to 34	40.0%	66.7%	80.0%
35 to 39	62.5%	85.7%	100.0%
40 to 49	84.2%	77.8%	73.3%
50 and Older	77.5%	93.1%	89.7%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	91	81	76
-Overall Success Rate	65.9%	66.7%	65.8%
-Overall Retention Rate	74.7%	77.8%	89.5%

RACE/ETHNICITY			
African American	19	11	18
American Indian	19	29	15
Asian	12	12	14
Hispanic/Latino	2	4	1
Pacific Islander	6	1	2
White	33	24	26
Unknown	0	0	0
Success Rate	19	11	18
African American	73.7%	63.6%	72.2%
American Indian	73.7%	65.5%	73.3%
Asian	33.3%	41.7%	50.0%
Hispanic/Latino	50.0%	50.0%	100.0%
Pacific Islander	50.0%	100.0%	100.0%
White	72.7%	83.3%	61.5%
Unknown	0.0%	0.0%	0.0%
Retention Rate			
African American	78.9%	72.7%	100.0%
American Indian	78.9%	69.0%	93.3%
Asian	41.7%	58.3%	71.4%
Hispanic/Latino	50.0%	100.0%	100.0%
Pacific Islander	100.0%	100.0%	100.0%
White	78.8%	95.8%	88.5%
Unknown	0.0%	0.0%	0.0%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	91	81	76
-Overall Success Rate	65.9%	66.7%	65.8%
-Overall Retention Rate	74.7%	77.8%	89.5%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	91	81	76
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	0	0	0

Success Rate

Cable			
Correspondence			
Hybrid			
Online	65.9%	66.7%	65.8%
Self-Paced			
Telecourse			
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	74.7%	77.8%	89.5%
Self-Paced			
Telecourse			
Traditional			

Program Planning: Health

Internal Analysis

<u>ENROLLMENT AND FTES:</u>
The number of enrollments in <u>Health</u> courses in 2015-2016 showed **a substantial decrease (>= -10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the number of enrollments in 2013-2014.

The FTES in <u>Health</u> credit courses in 2015-2016 showed **a moderate decrease (-5.0% to -9.9%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in with in comparison with FTES in 2013-2014.

<u>EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):</u>
The number of sections in <u>Health</u> courses in 2015-2016 showed **a substantial decrease (>= -10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the number of sections in 2013-2014.

The fill rate in <u>Health</u> courses in 2015-2016 showed **a slight decrease (-1.0% to -4.9%)** from 2014-2015 and **minimal to no difference** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in <u>Health</u> courses in 2015-2016 showed **a slight decrease (-1.0% to -4.9%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in <u>Health</u> courses in 2015-2016 showed **a moderate decrease (-5.0% to -9.9%)** from 2014-2015 and **a moderate decrease (-5.0% to -9.9%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

<u>COURSE SUCCESS RATE:</u>
The course success rate in <u>Health</u> courses in 2015-2016 showed **a slight decrease (-1.0% to -4.9%)** from 2014-2015 and **a substantial decrease (>= -10.0%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed **a moderately lower rate (-5.0% to -9.9%)** than the college success average* (*66.6%*) and showed **minimal to no rate difference** than the institutional-set standard* (*56.6%*) for credit course success.

<u>TERM RETENTION RATE:</u>
The term retention rate in <u>Health</u> courses in 2015-2016 showed **a slight increase (1.0% to 4.9%)** from 2014-2015 and **a slight decrease (-1.0% to -4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **a slightly higher rate (1.0% to 4.9%)** than the college retention average* (*83.3%*) and showed **a substantially higher rate (>= 10.0%)** than the institutional-set standard* term retention (*70.8%*) for credit courses.

<u>AWARDS (DEGREES AND CERTIFICATES):</u>
The number of degrees in <u>Health</u> in 2015-2016 showed **minimal to no difference** from 2014-2015 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in <u>Health</u> in 2015-2016 showed **a substantial decrease (>= -10.0%)** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the **Health** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **close to half (25% to 50%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **close to half (25% to 50%)** of the courses offered were **telecourse**, and **less than a quarter (1% to 24%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in <u>Health</u> course success rates for *female students*; and there **was NOT a disproportional impact** in <u>Health</u> course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in <u>Health</u> course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in <u>Health</u> course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in <u>Health</u> course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in <u>Health</u> course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in <u>Health</u> course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in <u>Health</u> course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in <u>Health</u> course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in <u>Health</u> course success rates for *African American* students; there **was NOT a disproportional impact** in <u>Health</u> course success rates for *American Indian* students; there **was NOT a disproportional impact** in <u>Health</u> course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in <u>Health</u> course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in <u>Health</u> course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in <u>Health</u> course success rates for *Multi-race* students; there **was NOT a disproportional impact** in <u>Health</u> course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Implications of Change

The numbers of awards in Health and Fitness have been modest but steady historically. The Health Program is going through a period of transition as we have looked at job availability in the field and have begun updating curriculum and course offerings to meet the changing demands. This change is introducing two new courses that will allow the students to complete the Health and Fitness Program with a Wellness Coaching Certificate. This new pathway fills a gap not currently offered by either of the sister colleges and will provide an additional certificate option for students within the Health Field. These changes are in line with the marketing plan that was established for the contract education students last year that have a growing interest in Health and Wellness.

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	1,280	1,663	1,487
FTES	117.0	152.0	137.0
FTEF30	1.6	2.1	2.0
WSCH/FTEF	1,238	1,195	1,123
Sections	11.0	18.0	15.5
Fill Rate	83.7%	88.1%	84.2%
DEGREES AND CERTIFICATES			
Associate Degrees	1	1	1
Certificates	0	23	18
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	1,249	1,642	1,496
GENDER			
Female	41.8%	37.5%	34.8%
Male	57.2%	61.6%	63.9%
Unknown	1.0%	0.9%	1.3%
AGE at TERM			
Less than 19	6.2%	10.8%	11.8%
20 to 24	21.2%	19.9%	17.7%
25 to 29	14.5%	16.3%	17.6%
30 to 34	10.7%	12.2%	13.6%
35 to 39	9.6%	10.0%	11.2%
40 to 49	19.3%	17.5%	15.1%
50 and Older	18.4%	13.3%	12.9%
RACE/ETHNICITY			
African American	15.4%	23.3%	27.3%
American Indian	0.4%	0.9%	0.9%
Asian/Pacific Islander	25.9%	13.6%	11.0%
Hispanic/Latino	23.9%	27.9%	27.2%
2 or More Race	2.6%	4.1%	5.7%
White	28.8%	28.0%	26.6%
Unknown	3.0%	2.3%	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	63.0%	51.8%	49.2%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	37.0%	41.9%	44.1%
Traditional	0.0%	6.3%	6.7%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	68.3%	60.1%	57.2%
Course Retention (A-F, P, NP)	85.9%	82.2%	84.4%

Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,249	1,643	1,494
-Overall Success Rate	68.3%	60.5%	57.2%
-Overall Retention Rate	85.9%	82.2%	84.4%

STUDENT DEMOGRAPHICS			
GENDER			
Female	522	615	520
Male	714	1,013	955
Unknown	13	15	19

Success Rate

- Female	69.2%	60.2%	59.2%
- Male	67.9%	60.6%	56.1%
- Unknown	53.8%	66.7%	52.6%

Retention Rate

- Female	86.4%	81.3%	84.2%
- Male	85.9%	82.8%	84.9%
- Unknown	69.2%	80.0%	63.2%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,249	1,643	1,494
-Overall Success Rate	68.3%	60.5%	57.2%
-Overall Retention Rate	85.9%	82.2%	84.4%

AGE at TERM			
Less than 19	78	178	177
20 to 24	265	327	265
25 to 29	181	268	263
30 to 34	134	201	203
35 to 39	120	164	168
40 to 49	241	287	226
50 and Older	230	218	192

Success Rate

Less than 19	67.9%	79.8%	71.8%
20 to 24	69.8%	56.6%	55.1%
25 to 29	58.6%	52.6%	49.0%
30 to 34	66.4%	60.7%	55.2%
35 to 39	68.3%	61.6%	55.4%
40 to 49	74.7%	62.0%	59.3%
50 and Older	68.7%	57.3%	58.9%

Retention Rate

Less than 19	82.1%	90.4%	79.1%
20 to 24	84.5%	80.7%	84.2%
25 to 29	80.7%	75.7%	85.2%
30 to 34	80.6%	81.6%	83.7%
35 to 39	90.8%	84.8%	86.3%
40 to 49	88.8%	82.2%	86.3%
50 and Older	90.4%	84.4%	85.4%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,249	1,643	1,494
-Overall Success Rate	68.3%	60.5%	57.2%
-Overall Retention Rate	85.9%	82.2%	84.4%

RACE/ETHNICITY			
African American	302	459	407
American Indian	323	225	164
Asian	190	381	407
Hispanic/Latino	33	68	86
Pacific Islander	37	35	19
White	359	461	398
Unknown	5	14	13

Success Rate

	2013-14	2014-15	2015-16
African American	67.5%	66.4%	60.7%
American Indian	73.7%	61.3%	72.0%
Asian	48.4%	43.0%	35.4%
Hispanic/Latino	69.7%	50.0%	65.1%
Pacific Islander	59.5%	74.3%	57.9%
White	75.5%	68.8%	68.3%
Unknown	60.0%	71.4%	46.2%

Retention Rate

	2013-14	2014-15	2015-16
African American	87.4%	84.3%	83.0%
American Indian	87.9%	80.4%	87.2%
Asian	78.4%	76.6%	79.9%
Hispanic/Latino	78.8%	82.4%	86.0%
Pacific Islander	83.8%	94.3%	84.2%
White	87.5%	85.0%	88.7%
Unknown	100.0%	71.4%	92.3%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	1,249	1,643	1,494
-Overall Success Rate	68.3%	60.5%	57.2%
-Overall Retention Rate	85.9%	82.2%	84.4%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	787	851	734
Self-Paced	0	0	0
Telecourse	462	688	660
Traditional	0	104	100

Success Rate

Cable			
Correspondence			
Hybrid			
Online	67.6%	52.2%	50.5%
Self-Paced			
Telecourse	69.5%	66.1%	61.2%
Traditional		91.3%	79.0%

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	84.9%	76.4%	80.7%
Self-Paced			
Telecourse	87.7%	87.5%	89.2%
Traditional		95.2%	80.0%

Program Planning: Kinesiology

Internal Analysis

ENROLLMENT AND FTES:
The number of enrollments in <u>Kinesiology</u> courses in 2015-2016 showed **a moderate increase (5.0% to 9.9%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the number of enrollments in 2013-2014.

The FTES in <u>Kinesiology</u> credit courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):
The number of sections in <u>Kinesiology</u> courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the number of sections in 2013-2014.

The fill rate in <u>Kinesiology</u> courses in 2015-2016 showed **a moderate increase (5.0% to 9.9%)** from 2014-2015 and **a moderate increase (5.0% to 9.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in <u>Kinesiology</u> courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in <u>Kinesiology</u> courses in 2015-2016 showed **a moderate increase (5.0% to 9.9%)** from 2014-2015 and **a moderate increase (5.0% to 9.9%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:
The course success rate in <u>Kinesiology</u> courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and **a moderate increase (5.0% to 9.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed **a slightly lower rate (-1.0% to -4.9%)** than the college success average* (*66.6%*) and showed **a moderately higher rate (5.0% to 9.9%)** than the institutional-set standard* (*56.6%*) for credit course success.

TERM RETENTION RATE:
The term retention rate in <u>Kinesiology</u> courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a moderate increase (5.0% to 9.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **a moderately higher rate (5.0% to 9.9%)** than the college retention average* (*83.3%*) and showed **a substantially higher rate (>= 10.0%)** than the institutional-set standard* term retention (*70.8%*) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):
The number of degrees in <u>Kinesiology</u> in 2015-2016 showed **no previous data** from 2014-2015 and showed **a substantial decrease (>= -10.0%)** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in <u>Kinesiology</u> in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:
In 2015-2016 **none (0%)** of the **Kinesiology** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **All (100%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **none (0%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in <u>Kinesiology</u> course success rates for *female students*; and there **was NOT a disproportional impact** in <u>Kinesiology</u> course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was a disproportional impact** in <u>Kinesiology</u> course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in <u>Kinesiology</u> course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in <u>Kinesiology</u> course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in <u>Kinesiology</u> course success rates for students *30 to 34 years old*; there **was a disproportional impact** in <u>Kinesiology</u> course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in <u>Kinesiology</u> course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in <u>Kinesiology</u> course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was NOT a disproportional impact** in <u>Kinesiology</u> course success rates for *African American* students; there **there was no or incomplete data** in <u>Kinesiology</u> course success rates for *American Indian* students; there **was NOT a disproportional impact** in <u>Kinesiology</u> course success rates for *Asian/Pacific Islander* students; there **was a disproportional impact** in <u>Kinesiology</u> course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in <u>Kinesiology</u> course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in <u>Kinesiology</u> course success rates for *Multi-race* students; there **there was no or incomplete data** in <u>Kinesiology</u> course success rates for students who have *declined to state their race/ethnic identity*.

> *Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*

Implications of Change

This is a relatively new program pathway for the Health and Fitness Program. The department has held discussions about merging the kinesiology program and the physical education courses to try to increase persistence within the program. Ultimately the goal for this merger is to see more awards granted to students who are looking to transfer from Coastline to pursue a related bachelor's degree. The merger of PE courses into the KIN prefix will be proposed to curriculum in Fall of 2017 with changes on the schedule set to occur in Fall of 2018. We are also looking to prepare our KIN 100 course to be OEI compatible to increase enrollment.

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	39	80	85
FTES	4.0	7.0	7.8
FTEF30	0.1	0.2	0.2
WSCH/FTEF	585	600	637
Sections	1.0	2.0	2.0
Fill Rate	86.7%	88.9%	94.4%
DEGREES AND CERTIFICATES			
Associate Degrees	21	29	0
Certificates	55	45	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	39	80	85
GENDER			
Female	59.0%	57.5%	56.5%
Male	41.0%	42.5%	42.4%
Unknown	0.0%	0.0%	1.2%
AGE at TERM			
Less than 19	2.6%	6.3%	4.7%
20 to 24	46.2%	28.8%	32.9%
25 to 29	23.1%	12.5%	23.5%
30 to 34	0.0%	13.8%	8.2%
35 to 39	5.1%	5.0%	9.4%
40 to 49	15.4%	15.0%	12.9%
50 and Older	7.7%	18.8%	8.2%
RACE/ETHNICITY			
African American	12.8%	22.5%	14.1%
American Indian	0.0%	0.0%	0.0%
Asian/Pacific Islander	35.9%	28.8%	24.7%
Hispanic/Latino	15.4%	17.5%	28.2%
2 or More Race	5.1%	3.8%	9.4%
White	30.8%	25.0%	23.5%
Unknown	0.0%	2.5%	0.0%
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%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	59.0%	65.0%	64.7%
Course Retention (A-F, P, NP)	84.6%	80.0%	89.4%

Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	39	80	85
-Overall Success Rate	59.0%	65.0%	64.7%
-Overall Retention Rate	84.6%	80.0%	89.4%

STUDENT DEMOGRAPHICS			
GENDER			
Female	23	46	48
Male	16	34	36
Unknown	0	0	1

Success Rate

- Female	52.2%	65.2%	64.6%
- Male	68.8%	64.7%	66.7%
- Unknown	0.0%	0.0%	0.0%

Retention Rate

- Female	82.6%	80.4%	85.4%
- Male	87.5%	79.4%	94.4%
- Unknown	0.0%	0.0%	100.0%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	39	80	85
-Overall Success Rate	59.0%	65.0%	64.7%
-Overall Retention Rate	84.6%	80.0%	89.4%

AGE at TERM			
Less than 19	1	5	4
20 to 24	18	23	28
25 to 29	9	10	20
30 to 34	0	11	7
35 to 39	2	4	8
40 to 49	6	12	11
50 and Older	3	15	7

Success Rate

Less than 19	100.0%	60.0%	50.0%
20 to 24	66.7%	73.9%	57.1%
25 to 29	44.4%	70.0%	70.0%
30 to 34	0.0%	63.6%	100.0%
35 to 39	50.0%	25.0%	37.5%
40 to 49	50.0%	58.3%	54.5%
50 and Older	66.7%	66.7%	100.0%

Retention Rate

Less than 19	100.0%	60.0%	50.0%
20 to 24	100.0%	73.9%	92.9%
25 to 29	66.7%	70.0%	95.0%
30 to 34	0.0%	100.0%	100.0%
35 to 39	50.0%	75.0%	75.0%
40 to 49	66.7%	83.3%	81.8%
50 and Older	100.0%	86.7%	100.0%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	39	80	85
-Overall Success Rate	59.0%	65.0%	64.7%
-Overall Retention Rate	84.6%	80.0%	89.4%

RACE/ETHNICITY			
African American	6	14	24
American Indian	14	23	21
Asian	5	18	12
Hispanic/Latino	2	3	8
Pacific Islander	0	2	0
White	12	20	20
Unknown	0	0	0

Success Rate

African American	33.3%	64.3%	45.8%
American Indian	71.4%	91.3%	90.5%
Asian	40.0%	22.2%	75.0%
Hispanic/Latino	50.0%	33.3%	62.5%
Pacific Islander	0.0%	100.0%	0.0%
White	66.7%	75.0%	55.0%
Unknown	0.0%	0.0%	0.0%

Retention Rate

African American	50.0%	78.6%	83.3%
American Indian	78.6%	91.3%	95.2%
Asian	100.0%	66.7%	100.0%
Hispanic/Latino	100.0%	100.0%	75.0%
Pacific Islander	0.0%	100.0%	0.0%
White	100.0%	75.0%	90.0%
Unknown	0.0%	0.0%	0.0%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	39	80	85
-Overall Success Rate	59.0%	65.0%	64.7%
-Overall Retention Rate	84.6%	80.0%	89.4%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	39	80	85
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	0	0	0

Success Rate

Cable			
Correspondence			
Hybrid			
Online	59.0%	65.0%	64.7%
Self-Paced			
Telecourse			
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	84.6%	80.0%	89.4%
Self-Paced			
Telecourse			
Traditional			

Program Planning: Physical Education

Internal Analysis

ENROLLMENT AND FTES:

The number of enrollments in <u>Physical Education</u> courses in 2015-2016 showed **a slight increase (1.0% to 4.9%)** from 2014-2015 and **minimal to no difference** in comparison with the number of enrollments in 2013-2014.

The FTES in <u>Physical Education</u> credit courses in 2015-2016 showed **a slight increase (1.0% to 4.9%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in <u>Physical Education</u> courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the number of sections in 2013-2014.

The fill rate in <u>Physical Education</u> courses in 2015-2016 showed **a substantial decrease (>= -10.0%)** from 2014-2015 and **a substantial decrease (>= -10.0%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in <u>Physical Education</u> courses in 2015-2016 showed **a slight increase (1.0% to 4.9%)** from 2014-2015 and **a substantial increase (>= 10.0%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in <u>Physical Education</u> courses in 2015-2016 showed **a slight decrease (-1.0% to -4.9%)** from 2014-2015 and **a substantial decrease (>= -10.0%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in <u>Physical Education</u> courses in 2015-2016 showed **a slight decrease (-1.0% to -4.9%)** from 2014-2015 and **a slight decrease (-1.0% to -4.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed **a slightly lower rate (-1.0% to -4.9%)** than the college success average* (*66.6%*) and showed **a moderately higher rate (5.0% to 9.9%)** than the institutional-set standard* (*56.6%*) for credit course success.

TERM RETENTION RATE:

The term retention rate in <u>Physical Education</u> courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and **a moderate decrease (-5.0% to -9.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **a slightly higher rate (1.0% to 4.9%)** than the college retention average* (*83.3%*) and showed **a substantially higher rate (>= 10.0%)** than the institutional-set standard* term retention (*70.8%*) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in <u>Physical Education</u> in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in <u>Physical Education</u> in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the **Physical Education** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **the majority (75% to 99%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **less than a quarter (1% to 24%)** of the courses were offered in **traditional in-person** setting.

GENDER
In 2015-16 there **was NOT a disproportional impact** in Physical Education course success rates for *female students*; and there **was NOT a disproportional impact** in Physical Education course success rates for *male students*.

AGE GROUPS
In 2015-2016 there **was NOT a disproportional impact** in Physical Education course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in Physical Education course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in Physical Education course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in Physical Education course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in Physical Education course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in Physical Education course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in Physical Education course success rates for students *50+ years old*.

RACE/ETHNICITY
In 2015-2016 there **was a disproportional impact** in Physical Education course success rates for *African American* students; there **there was no or incomplete data** in Physical Education course success rates for *American Indian* students; there **was NOT a disproportional impact** in Physical Education course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in Physical Education course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in Physical Education course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in Physical Education course success rates for *Multi-race* students; there **was NOT a disproportional impact** in Physical Education course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Implications of Change

The PE courses are part of the Health and Fitness Major, the Kinesiology ADT, and also the Physical Education and Wellness Emphasis. Curriculum has been updated and added to the PE prefix to meet the necessary requirements to develop our new Wellness Coaching pathway. PE201 Fitness for Life will be offered fall of 2017 to fill curriculum gaps for the Wellness Coaching pathway. PE189 has been renumbered to reflect the increase in rigor for the course to match that of national certification standards. This course is now designed to prepare students to take a certification exam at the end of the course. Classroom offerings of the Yoga courses and Relaxation Movements have been very successful and Relaxation movement has not been approved as an articulated course with CSULB. 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 has also brought more students to the Health and Fitness major.   The merger of PE courses into the KIN prefix will be proposed to curriculum in Fall of 2017 with changes on the schedule set to occur in Fall of 2018.

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	345	337	342
FTES	18.0	20.0	20.5
FTEF30	0.4	0.7	0.7
WSCH/FTEF	723	479	460
Sections	5.5	9.0	10.0
Fill Rate	97.9%	71.7%	63.3%
DEGREES AND CERTIFICATES			
Associate Degrees	0	0	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	346	338	342
GENDER			
Female	59.0%	59.2%	62.0%
Male	39.9%	39.6%	34.8%
Unknown	1.2%	1.2%	3.2%
AGE at TERM			
Less than 19	4.6%	10.1%	6.4%
20 to 24	30.6%	26.9%	28.9%
25 to 29	13.6%	15.7%	22.2%
30 to 34	11.6%	11.5%	9.6%
35 to 39	9.5%	5.9%	6.7%
40 to 49	16.8%	12.7%	11.1%
50 and Older	13.3%	17.2%	14.9%
RACE/ETHNICITY			
African American	11.3%	17.2%	15.5%
American Indian	0.3%	1.8%	0.0%
Asian/Pacific Islander	30.6%	21.3%	27.2%
Hispanic/Latino	16.5%	20.4%	20.8%
2 or More Race	6.9%	3.3%	6.7%
White	32.1%	35.2%	27.2%
Unknown	2.3%	0.9%	2.7%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	96.8%	84.6%	90.6%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	3.2%	15.4%	9.4%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	65.9%	65.9%	63.5%
Course Retention (A-F, P, NP)	91.6%	86.2%	85.4%

Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	346	338	342
-Overall Success Rate	65.9%	66.3%	63.5%
-Overall Retention Rate	91.6%	86.4%	85.4%

STUDENT DEMOGRAPHICS			
GENDER			
Female	204	200	212
Male	138	134	119
Unknown	4	4	11

Success Rate

- Female	68.6%	70.0%	67.0%
- Male	63.0%	61.9%	58.8%
- Unknown	25.0%	25.0%	45.5%

Retention Rate

- Female	90.7%	88.0%	87.3%
- Male	92.8%	85.1%	83.2%
- Unknown	100.0%	50.0%	72.7%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	346	338	342
-Overall Success Rate	65.9%	66.3%	63.5%
-Overall Retention Rate	91.6%	86.4%	85.4%

AGE at TERM			
Less than 19	16	34	22
20 to 24	106	91	99
25 to 29	47	53	76
30 to 34	40	39	33
35 to 39	33	20	23
40 to 49	58	43	38
50 and Older	46	58	51

Success Rate

Less than 19	68.8%	73.5%	63.6%
20 to 24	73.6%	70.3%	65.7%
25 to 29	66.0%	66.0%	57.9%
30 to 34	65.0%	56.4%	60.6%
35 to 39	69.7%	60.0%	69.6%
40 to 49	53.4%	67.4%	65.8%
50 and Older	60.9%	63.8%	64.7%

Retention Rate

Less than 19	93.8%	85.3%	90.9%
20 to 24	91.5%	84.6%	86.9%
25 to 29	93.6%	88.7%	82.9%
30 to 34	90.0%	84.6%	81.8%
35 to 39	90.9%	90.0%	82.6%
40 to 49	89.7%	93.0%	86.8%
50 and Older	93.5%	82.8%	86.3%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	346	338	342
-Overall Success Rate	65.9%	66.3%	63.5%
-Overall Retention Rate	91.6%	86.4%	85.4%

RACE/ETHNICITY			
African American	57	69	71
American Indian	106	72	93
Asian	40	58	53
Hispanic/Latino	23	11	23
Pacific Islander	7	3	9
White	112	119	93
Unknown	1	6	0

Success Rate

African American	78.9%	72.5%	66.2%
American Indian	67.9%	68.1%	71.0%
Asian	50.0%	27.6%	30.2%
Hispanic/Latino	47.8%	72.7%	65.2%
Pacific Islander	71.4%	100.0%	66.7%
White	66.1%	78.2%	72.0%
Unknown	100.0%	83.3%	0.0%

Retention Rate

African American	94.7%	92.8%	90.1%
American Indian	93.4%	87.5%	88.2%
Asian	90.0%	63.8%	77.4%
Hispanic/Latino	95.7%	90.9%	87.0%
Pacific Islander	100.0%	100.0%	88.9%
White	87.5%	91.6%	82.8%
Unknown	100.0%	100.0%	0.0%

Academic Year	2013-14	2014-15	2015-16
GRADED ENROLLMENT	346	338	342
-Overall Success Rate	65.9%	66.3%	63.5%
-Overall Retention Rate	91.6%	86.4%	85.4%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	335	286	310
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	11	52	32

Success Rate

Cable			
Correspondence			
Hybrid			
Online	66.0%	62.2%	61.0%
Self-Paced			
Telecourse			
Traditional	63.6%	88.5%	87.5%

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	91.6%	86.0%	84.8%
Self-Paced			
Telecourse			
Traditional	90.9%	88.5%	90.6%

Market Assessment

In working with the advisory board and community members, there is an increase in demand for entry level home health care aids due to the growing number of baby boomers. This is consistent with BLS national data suggesting a growth rate in this area of 38 percent and 384,400 new jobs projected by 2024. This, along with requests by the corporate partners for increased skills/knowledge regarding working in the home setting, has driven our decision to create new curriculum for the gerontology program. Additionally, to meet the increased market demand in the work place, we have begun working with administrators that work with the ESL population who have expressed a desire to pursue degrees in home health care. This has led to the development of a hybrid health course to begin working with this population at the Le Jao center. We are also working to extend these course offerings to our adult learners in conjunction with the adult block grant.

BLS data also suggests that health educators/corporate health coaches will grow in demand by 13% from 2014 to 2024. This is linked to changing health insurance policies and pressure on companies to find ways to mitigate rising health care costs amongst employees. These positions require an associates and/or bachelor's degree in a health-related field with training on behavior change and health management. This has driven our addition of two new courses in our health program focused on these areas specifically and the development of the Wellness Coaching track in the Health and Fitness program.

Student (SLOs) and Program Student Learning Outcome (PSLOs)

Over the last year we have done an extensive review of our course offerings (30+ courses) an evaluated the respective SLOs/PSLOs. As a department, both full and part-time faculty members have updated the wording of the learning outcomes many of the courses where improvements could be made. Following these revisions, alterations were made to particular assessments throughout the course designs in Canvas and in the workbooks for our telecourses. Concurrently with these updates, we created model courses and assessments in Canvas to improve consistency across all faculty when teaching the same course.

Curriculum Review

Summarize curriculum activities in the past year, providing dates of revisions, new course adoptions, and/or course deletions. Present a list of current degree(s)/certificate(s) and write a summary on new any degree or certificate discontinued over the past year.

Table Curriculum Review

Course	Date Reviewed	Status
GERO C131 Home Care	12/9/2016	New course offering
PE C201 Fitness for Life	12/9/2016	New course offering
FN C225 Nutrition and Aging	12/9/2016	Course Revision –Course Number updated from C175 to C225, additional updates to advisories, PSLOs, SLOs, course content, instructional techniques, assignments, student evaluation, textbooks
GERO C220 Professional Issues in Gerontology	12/9/2016	Course Number updated from C120 to C220, additional updates to SLOs, objectives, content, instructional techniques, assignments, methods of evaluation, textbooks
GERO C230 Care of Frail Elderly	12/9/2016	Course Number updated from C130 to C230, additional updates to SLOs, objectives, content, instructional techniques, assignments, methods of evaluation, textbooks
GERO C240 Aging in a Multicultural Society	12/9/2016	Course Number updated from C140to C240, additional updates to SLOs, objectives, content, instructional techniques, assignments, methods of evaluation, textbooks
HLTH C120 Introduction to Wellness Coaching	12/9/2016	Change Course from Personal Wellness Lifestyle (variable units) to Introduction to Wellness Coaching (3.0 unit course) additional updates to SLOs, objectives, content, instructional techniques,

		assignments, methods of evaluation, textbooks
HLTH C223 Healthy Aging	12/9/2016	Course Number updated from C175 to C223, additional updates to SLOs, objectives, content, instructional techniques, assignments, methods of evaluation, textbooks
PE C289 Exercise Assessment and Program Implementation	12/9/2016	Course Number updated from C189 to C289, additional updates to SLOs, objectives, content, instructional techniques, assignments, methods of evaluation, textbooks
FN170 Nutrition	12/9/2016	Changes to instructional technique – integration of Cengage Mindtap, change of textbook
GERO C190 Issues In Gerontology	12/9/2016	Repeatability restored
GERO C191 Issues In Gerontology	12/9/2016	Repeatability restored
GERO C193 Issues In Gerontology	12/9/2016	Repeatability restored
GERO C195 Issues In Gerontology	12/9/2016	Repeatability restored
GERO C273 Careers In Gerontology - A Field Practicum	12/9/2016	changes to PSLOs, SLOs, instructional techniques, assignments, methods of evaluation, textbooks
HLTH C100 Personal Health	12/9/2016	changes to description, PSLOs, SLOs, instructional techniques, assignments, methods of evaluation
KIN C100 Introduction to Kinesiology	12/9/2016	changes to PSLOs, SLOs
PE C101 Personal Fitness and Wellness	12/9/2016	changes to PSLOS, instructional techniques, methods of evaluation, textbooks
PE C115 Tai Chi	12/9/2016	changes to PSLOs, SLOs, content, instructional techniques, methods of evaluation, textbooks
PE C116 Tai Chi Intermediate	12/9/2016	changes to PSLOs, SLOs, content, instructional

		techniques, methods of evaluation, textbooks
PE C118A Introduction to Yoga 1	12/9/2016	changes to PSLOs, SLOs, content, instructional techniques, methods of evaluation, textbooks
PE C118B Introduction to Yoga 2	12/9/2016	changes to PSLOs, content, instructional techniques, methods of evaluation, textbooks
PE C119A Hatha Yoga 1	12/9/2016	changes to PSLOs, content, instructional techniques, assignments, methods of evaluation, textbooks
PE C119B Hatha Yoga 2	12/9/2016	changes to PSLOs, content, instructional techniques, assignments, methods of evaluation, textbooks
PE C121A Power Yoga 1	12/9/2016	changes to PSLOs, content, instructional techniques, methods of evaluation, textbooks
PE C121B Power Yoga 2	12/9/2016	changes to PSLOs, content, instructional techniques, methods of evaluation, textbooks
PE C126A Relaxation Movements 1	12/9/2016	changes to PSLOs, content, instructional techniques, assignments, methods of evaluation, textbooks
PE C126B Relaxation Movements 2	12/9/2016	changes to advisory, PSLOs, content, instructional techniques, assignments, methods of evaluation, textbooks
PE C169A Self Defense Arts	12/9/2016	changes to PSLOs, textbooks
PE C169B Self Defense Arts 2	12/9/2016	changes to advisories, PSLOs
PE C190 Physiology of Exercise	12/9/2016	changes to PSLOs, instructional techniques, methods of evaluation, textbooks
PSYC C170 Psychology of Aging	12/9/2016	changes to PSLOs, SLOS, objectives, instructional techniques, assignments, methods of evaluation, textbooks
SOC C120 Introduction to Gerontology	12/9/2016	changes to PSLOs, SLOs, instructional techniques,

		methods of evaluation, textbooks
GERO C123 Activity Leadership	12/9/2016	Course Retired
GERO C124 Public Policy and Aging	12/9/2016	Course Retired
GERO C192 Issues In Gerontology	12/9/2016	Course Retired
GERO C194 Issues In Gerontology	12/9/2016	Course Retired
GERO C281 Work Based Learning	12/9/2016	Course Retired
GERO C282 Work Based Learning	12/9/2016	Course Retired
GERO C283 Work Based Learning	12/9/2016	Course Retired
GERO C284 Work Based Learning	12/9/2016	Course Retired
PE C190L Physiology of Exercise Lab	12/9/2016	Course Retired

Gerontology Major
- Required Course changes:
  - Delete GERO C120
  - Add GERO C220
- Elective Course Changes:
  - Delete FN C175, GERO C123, GERO C124, GERO C130, GERO C140, GERO C281, GERO C282, GERO C283, GERO C284, HLTH C175, HSVC C100,
  - Add FN C225, GERO C131, GERO C230, GERO C240, HLTH C223

Gerontology Certificate of Achievement
- Required Course Changes:
  - Delete GERO C120
  - Add GERO C220
- Elective Course Changes:
  - Delete FN C175, GERO C123, GERO C124, GERO C130, GERO C140, GERO C192, GERO C194, GERO C281, GERO C282, GERO C283, GERO C284, HLTH C175
  - Add FN C225, GERO C131, GERO C230, GERO C240, HLTH C223

Health and Fitness Major
- Required Course Changes:
  - Delete BIOL C221
  - Add BIOL C102
- Elective Course Changes:
  - Delete BIOL C120, FN C175, HLTH C175, PE C102, PE C189, PE C190L
  - Add FN C225, HLTH C223, PE C201, PE C289

Kinesiology Associate Degree for Transfer
- Elective Course Change:
  - Delete PE C102

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

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	2015-16 Laurie Runk is working with our partners to align the curriculum. 2016-17 In working with OCC, it has been determined that Coastline will offer a Wellness Coach track but not personal trainer track as this would compete with offerings as OCC.	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) 2016-17 Major Updated to incorporate updates to current courses as well as approving 2 new courses – PE201 Fitness for Life, and HLTH120 Wellness Coaching
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. -2016-17 Working on finalizing the C-ID for the last few General Education courses for the ADT track to move forward.	Publicity piece for Military CE Health Fitness Major completed -No word on whether the CCC website will start accommodating online brochures -2016-17 Working on updating brochure with new curriculum changes and Wellness Coaching track
Maintain vendor approvals for continuing education units from	In Progress	Maintaining CEU credits for the Gerontology courses with 4 different	Staff support for this was requested in 2013 and granted in 2014- The

various state agencies and professional organizations Maintain guest access for State CEU auditors on Canvas		State Agencies is a continual job. Depending upon the agency, reapplication takes place every two years. State auditors need 24/7 access to course websites. 2016-2017 One of our Adjunct Faculty and members of the Advisory Board will serve as CEU coordinator to maintain current status.	Division/Area Coordinator NB Ctr was assigned to assist in tracking and managing the paperwork. -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. -Continuing our vendorship for RCFE; BNHA; LVN/RN (transcript review upon request); and CNA
Establish collaborative model courses to be used by online faculty members teaching the same course in Canvas.	Complete	On-going collaboration on Canvas courses between faculty members teaching the same course.	-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)
Continued alignment of course materials and outcomes between the FN C170 Nutrition course and equivalent courses at OCC and CSULB.	In Progress	Course materials have been updated to align with what is being used in equivalent courses at other schools. This change has required an integration of Cengage Mindtap (third party LMS) into the Canvas course shells.	Reviewing changes with OCC and CSU affiliates to make sure course changes meet the needs for transfer credit.

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

Program Planning and Communication Strategies

Over the course of the Fall and Spring semesters the two full-time faculty members held regular meetings to evaluate the curricula within each discipline at both the program and course level to make sure we are effectively assessing the SLO/PSLOs. Additionally, we have solicited feedback from our part-time faculty members within the department to provide feedback on assessment at both all-college meetings as well as regular online interaction. Many issues have been identified by faculty as barriers to student success and effective interpretation of SLOs, including, but not limited to:

- 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 being 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 unable to get their textbooks in a timely manner due to insufficient stock at the bookstore and slow financial aid payments which puts them at a disadvantage.

Outside of the department, the gerontology advisory board met to discuss the curriculum changes and the best methods of assessing student learning in the new courses.   The facilities that host our students for their experiential learning courses complete surveys to provide feedback on the skill level of the students as well as any additional missing skills that would better equip the students in the workforce. This information has been used to develop one new course in the Gerontology program (Caring for the Frail and Elderly) as well as updating curriculum as new best practices emerge in the field. Lastly, the outgoing and incoming department chairs both spent time working with the Dean about the challenges with assessment which is also tied to student success rates.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2016-17	Dean	Instructional Dean N B Ctr (1) Instructional Dean DL (1) Dept Chair (1)	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 (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 2017-18	Dean	Instructional Dean N B Ctr (1) Instructional Dean DL (1) Dept Chair (1)	FT Faculty FN/Hlth/GERO/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
1 year 2018-19	Dean	Instructional Dean N B Ctr (1) Instructional Dean DL (1) Dept Chair (1)	Position Title (# of positions) FN/Hlth/GERO/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
2 years 2019-2020	Dean	Instructional Dean N B Ctr (1) Instructional Dean DL (1) Dept Chair	Position Title (# of positions) FT Faculty Hlth/ Gerontology (1) FT Faculty FN/Hlth/KIN	Position Title (# of positions) Bio/Gero (1) Psych/Gero (1) Soc/Gero (1) FN (3) Hlth (4)	Position Title (# of positions) Area Facilitator, NB Ctr (1)	Position Title (# of positions) N/A

		(1)	(1)	KIN (1) PE (3)	Division/Area Coordinator NB Ctr* (1) DL Media Coordinator and Staff Aide (1)	
3 years 2020-2021	Dean	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

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 loss of a full-time faculty member (partial load in Health/Partial load in Geology) has increased the course demands for a few of our current adjunct faculty members in Health and Gerontology.

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 this fall in the areas of Gerontology and Physical Education, 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. One of our senior adjunct faculty members currently heads the CEU process. 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

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
All Department Faculty	CANVAS Training	Now offering courses in CANVAS
Laurie Runk	American College of Sports Medicine Conf.	New Curriculum Development

Nancy Parent	ACCE **California Community College Educators for Older Adults**	New Curriculum Development
Lorie Eber	Wellness Coaching for Hoag Grant through Jewish Federation & Family Services of OC	Research & Best Practices
Jackie Larson	**The Academy of Nutrition and Dietetics National Conference**	Contribution to updating course content for FN170

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 Canvas, Cengage Mindtap, as well as MyCCC. Our faculty also contribute to research-based literature as contributors for digital and print media such as Lifetime Daily, various journals, and textbooks. 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. 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. 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 over the last 6 semesters has had sufficient enrollments to succeed. We have recently worked with the ESL and adult learning population at Le Jao to offer a hybrid section of HLTH100 but that did not meet sufficient enrollment numbers to succeed this year. Our online courses on the other hand have been very successful across the health Sciences disciplines.

Section 4: Technology Planning

Technology Assessment

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. We have all of our faculty members trained on Canvas and have all courses successfully approved in the new system. We are looking to move our FN170 Nutrition course into the OIE exchange system this upcoming school year. We are also 1 year in to utilizing Cengage Mindtap into the Canvas nutrition course.

Section 5: New/Current Initiatives

<u>Initiative 1:</u> Provide a short description of the initiative.

Develop & Market curriculum that have been approved for the new Wellness Coach pathway. The new courses were approved by the curriculum committee in the Fall 2016.

Describe how the initiative supports the college mission:
Corporate wellness coaching is a growing need in the health field. This is pathway that our sister colleges do not currently offer and it would allow our students an additional curriculum track to go along with the Kinesiology AA. One of the course offerings will also meet the Category E GE requirement for transfer to CSU.

What college goal does the initiative support? Select one
X 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 Educational Master Plan objective does the initiative support? Select all that apply
X Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☐ Provide universal access to student service and support programs.
X Strengthen post-Coastline outcomes (e.g., transfer, job placement).
X Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☐ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply
☐ Learning Outcome (SLO/PSLO) assessment
X Internal Research (Student achievement, program performance)
X 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 80th 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.

Recommended resource(s) needed for initiative achievement:
The instructors creating a completely new online course needs compensation for doing so. Faculty creating the new curriculum should be compensated a minimum of the $500 stipend. We are requesting $10,000 for the marketing and promotion for this program which will include web/print material describing the guided pathways for the degree options as well as hosting events/speaker that can be used for podcasts within certain courses.

What is the anticipated outcome of completing the initiative?
Additional students enrolling and completing courses in the Health Sciences. Increasing the number of pathways offered within the Health Science that could lead to awards granted.

Provide a timeline and timeframe from initiative inception to completion.
The Guided Pathway materials will be set in place by Spring of 2018. Print/Web marketing materials will be developed through Spring-Summer of 2018 to be complete by Fall of 2018. Based upon funding, Guest speakers will be scheduled beginning in Summer of 2018 with course integration of podcasts slated to begin the semester following each respective presentation.

<u>Initiative 2:</u> Provide a short description of the initiative.

Develop curriculum for Gerontology program that has been suggested by Community employers as necessary for best practices in Home Care. The new course was approved by the curriculum committee in the Fall 2016 so we are now moving forward with course design.

Describe how the initiative supports the college mission:
Our gerontology program has consistently produced graduates that integrate into our community as Home Health Care Aides. To make sure that we are providing our students with the current and necessary skills required by this career path we need to offer additional training requested by community employers.

What college goal does the initiative support?   Select one
X 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 Educational Master Plan objective does the initiative support? Select all that apply
X Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☐ Provide universal access to student service and support programs.
X Strengthen post-Coastline outcomes (e.g., transfer, job placement).
☐ Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☐ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply
☐ Learning Outcome (SLO/PSLO) assessment
X Internal Research (Student achievement, program performance)
X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

We ask for feedback from our community preceptors that work with our students during their experiential learning course requirements. These preceptors have reported back to us the changing findings for best practices in home care and the skills that are necessary for our students to achieve success in the workforce. With a growing market demand for Home Health Aides, it is important that our students are competitive and well-equipped when applying for these position.

Recommended resource(s) needed for initiative achievement:

The instructors creating a completely new online course needs compensation for doing so. Faculty creating the new curriculum should be compensated a minimum of the $500 stipend. As a program marketing tool, we host a Gerontology networking event annually. We are requesting 5,000 to host a speaker the event that will be put on in collaboration with CSUF and CSULB.

What is the anticipated outcome of completing the initiative?

Additional students finding jobs in healthcare after completing courses that provide them with the desirable training that employers are looking for. Many professionals attend the event which is when they discover that our Gerontology courses provide CUE credits that are required for their occupation. The profession constituency makes up approximately 1/3 of our student enrollment, therefore this event has a large impact on our program enrollment.

Provide a timeline and timeframe from initiative inception to completion.

Course curriculum will be submitted for review by Spring of 2018. The new course offerings will be put into effect by Fall of 2018. The planning for the Gerontology Event will begin in November of 2017, with a speaker arranged in early Spring of 2018. The event will be held in Mid October of 2018.

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Develop & Market Wellness Coaching Curriculum	Course development stipends when appropriate, Funding for professional networking/ certifications	11,000	One time (stipends) On-going (certifications)	NA	External market research, student interest surveys	Student Success, Completion, Achievement	SPRING 2019	1
Develop/Update courses within Gerontology	Course development stipends when appropriate; funding for community networking events/conference attendance to stay current in best practices	5,500	One time (stipends) On-going (certifications)	NA	Community surveys, focus groups	Student Success, Completion, Achievement	SPRING 2019	2

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total <u>full-time equivalent students</u> (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

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

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

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

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

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.