COASTLINE COLLEGE

2018-2019
Comprehensive Program Review

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

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Executive Summary

Bureau of Labor and Statistics projects that the field of Allied Health will continue to experience exponential job growth in comparison to the average job market (7% total) due to the increasing numbers of the aging population. The degree pathways under the Health Sciences Program feed directly into this rising market need. Additionally, due to recent changes in regulations and research-based best practices, there are several curriculum and program updates that are needed to remain relevant as an educational provider in the area of Healthcare. A comprehensive evaluation of all current course and program offerings has led to the development of one new degree pathway (Wellness Coaching), the creation of multiple courses (in Gerontology, Kinesiology, and Health), and the proposal for a new program (Certified Dietary Manager) to meet the immediate need in our local (and national) community. To successfully execute all these changes while maintaining the standards of excellence in teaching upheld at Coastline, it is vital that we hire a full-time faculty member with interdisciplinary teaching experience in the Fields of Nutrition and Health.

Long Term Occupational Projections (2016-2026)

Area	Title	Base	Projected	Change	% Change	Avg. Anl Openings
California	Community Health Wo	6,700	7,600	900	13.4	950
California	Dietetic Technicians	4,200	4,800	600	14.3	410
California	Food Service Manager	54,000	61,700	7,700	14.3	6,860
California	Health Educators	8,200	9,800	1,600	19.5	1,230
California	Home Health Aides	26,600	37,500	10,900	41.0	4,660
California	Personal Care Aides	622,000	870,000	248,000	39.9	129,190
California	Personal Care and Ser	4,100	4,600	500	12.2	670

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Data adapted from projectionscentral.com

Mission Statement

The mission of the Health Sciences program is to serve the global community by developing professionals of diverse backgrounds to be compassionate, critical thinkers who make a positive impact on society through the provision of exceptional patient-centered care founded on research-based best practices.

Overview

This program contributes substantially to the Allied Health offerings at Coastline. In effort to meet the growing job market demand in related career fields, the course offerings and degree pathways in each of our disciplines are expanding to better serve our students. The primary modality for course delivery has historically been online & correspondence but efforts have been made to build hybrid course offerings for the Newport Beach Campus.

Section 1: Program Planning: Foods and Nutrition

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Foods and Nutrition Enrollment	1,170	1,295	1,248
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Foods and Nutrition Resident FTES	105.14	117.12	112.00
Sections	12	15	16
Fill Rate	75.8%	70.4%	63.3%
WSCH/FTEF 595 Efficiency	1,064	973	915
FTEF/30	1.6	2.0	2.0
Extended Learning Enrollment	192	137	140

The percentage change in the number of Foods and Nutrition **enrollments** in 2016-17 showed a slight decrease from 2015-16 and a moderate increase from 2014-15.

The percentage change in 2016-17 **resident FTES** in Foods and Nutrition credit courses showed a slight decrease from 2015-2016 and a moderate increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Foods and Nutrition courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Foods and Nutrition courses showed a substantial decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Foods and Nutrition courses in 2016-17 showed a moderate decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Foods and Nutrition courses in 2016-17 showed a slight increase from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a slight increase in the number of Foods and Nutrition **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Foods and Nutrition Enrollment	1,170	1,295	1,248

Modality	2014-15	2015-16	2016-17
Traditional	0.0%	0.0%	0.0%
Online	54.7%	61.2%	60.6%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	45.3%	38.8%	39.4%

Gender	2014-15	2015-16	2016-17
Female	39.8%	42.6%	43.0%
Male	59.1%	56.1%	55.7%
Unknown	1.0%	1.3%	1.3%

Ethnicity	2014-15	2015-16	2016-17
African American	19.2%	22.6%	17.3%
American Indian/AK Native	0.5%	1.0%	1.2%
Asian	16.4%	15.9%	16.8%
Hispanic	18.5%	16.1%	16.6%
Pacific Islander/HI Native	0.2%	0.7%	0.6%
White	31.4%	27.5%	30.9%
Multi-Ethnicity	12.4%	15.0%	15.3%
Other/Unknown	1.4%	1.2%	1.3%

Age Group	2014-15	2015-16	2016-17
19 or Less	5.0%	5.6%	7.9%
20 to 24	22.4%	23.3%	22.0%
25 to 29	18.1%	18.3%	17.9%
30 to 34	15.1%	12.7%	15.4%
35 to 39	12.0%	10.6%	11.5%
40 to 49	14.6%	16.4%	14.6%
50 and Older	12.8%	13.1%	10.8%

Foods and Nutrition courses made up 2.1% of all state-funded enrollment for 2016-17. The percentage difference in Foods and Nutrition course **enrollment** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15. Enrollment in Foods and Nutrition during 2016-17 showed 0.0% of courses were taught **traditional (face-to-fac**e), 60.6% were taught **online**, 0.0% were taught in the **hybrid** modality, and 39.4% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Foods and Nutrition enrollment consisted of 43.0% **female**, 55.7% **male**, and 1.3% students of **unknown** gender. In 2016-17, Foods and Nutrition enrollment consisted of 17.3% **African American** students, 1.2% **American Indian/AK Native** students, 16.8% **Asian** students, 16.6% **Hispanic** students, 0.6% **Pacific Islander/HI Native** students, 30.9% **White** students, 15.3% **multi-ethnic** students, and 1.3% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Foods and Nutrition revealed 7.9% aged **19 or less**, 22.0% aged **20 to 24**, 17.9% aged **25 to 29**, 15.4% aged **30 to 34**, 11.5% aged **35 to 39**, 14.6% aged **40 to 49**, and 10.8% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Foods and Nutrition Degrees	0	0	0
College Awarded Certificates	748	644	602
Foods and Nutrition Certificates	0	1	0

The percentage change in the number of Foods and Nutrition **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Foods and Nutrition **certificates** awarded in 2016-17 showed a substantial decrease from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Foods and Nutrition Success Rate	55.8%	58.5%	57.2%

Modality	2014-15	2015-16	2016-17
Traditional	-	-	-
Online	66.5%	66.3%	59.5%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	42.8%	47.1%	53.7%

Gender	2014-15	2015-16	2016-17
Female	66.9%	69.0%	61.3%
Male	47.8%	50.1%	54.6%
Unknown	83.3%	88.2%	31.3%

Ethnicity	2014-15	2015-16	2016-17
African American	35.9%	33.7%	37.5%
American Indian/AK Native	16.7%	53.8%	46.7%
Asian	78.1%	81.1%	69.9%
Hispanic	50.2%	52.2%	52.7%
Pacific Islander/HI Native	0.0%	55.6%	57.1%
White	60.9%	66.1%	65.7%
Multi-Ethnicity	55.2%	61.5%	55.8%
Other/Unknown	50.0%	73.3%	37.5%

Age Group	2014-15	2015-16	2016-17
19 or Less	65.5%	68.1%	64.3%
20 to 24	61.8%	70.1%	58.2%
25 to 29	52.8%	62.1%	58.3%
30 to 34	54.5%	54.0%	57.3%
35 to 39	56.1%	48.4%	58.7%
40 to 49	49.1%	51.7%	56.6%
50 and Older	54.4%	49.7%	47.0%

The percentage difference in the **course success rate** in Foods and Nutrition courses in 2016-17 showed a slight decrease from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the Foods and Nutrition 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Foods and Nutrition **course success rate** was substantially lower than the **college average** and minimally different than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Foods and Nutrition success rate for 2016-17, the success rate was not applicable for **traditional (face-to-face)** Foods and Nutrition courses, slightly higher for **online** courses, not applicable for **hybrid courses**, and slightly lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Foods and Nutrition success rate for 2016-17, the success rate was slightly higher for **female** students in Foods and Nutrition courses, slightly lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Foods and Nutrition success rate for 2016-17, the success rate was substantially lower for **African American** students in Foods and Nutrition courses, substantially lower for **American Indian/AK Native** students, substantially higher for **Asian** students, slightly lower for **Hispanic** students, minimally different for **Pacific Islander/HI Native** students, moderately higher for **White** students, slightly lower for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Foods and Nutrition success rate for 2016-17, the success rate was moderately higher for students aged **19 or less** in Foods and Nutrition courses, slightly higher for students aged **20 to 24**, slightly higher for students aged **25 to 29**, minimally different for students aged **30 to 34**, slightly higher for students aged **35 to 39**, minimally different for students aged **40 to 49**, and substantially lower for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Foods and Nutrition Retention Rate	78.1%	81.6%	78.6%

Modality	2014-15	2015-16	2016-17
Traditional	-	-	-
Online	80.9%	82.8%	78.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	74.6%	79.8%	78.5%

Gender	2014-15	2015-16	2016-17
Female	83.2%	83.7%	80.4%
Male	74.3%	79.8%	77.5%
Unknown	91.7%	94.1%	62.5%

Ethnicity	2014-15	2015-16	2016-17
African American	68.6%	76.9%	67.1%
American Indian/AK Native	50.0%	92.3%	66.7%
Asian	90.6%	91.0%	81.3%
Hispanic	77.0%	75.9%	77.3%
Pacific Islander/HI Native	50.0%	100.0%	85.7%
White	79.2%	84.2%	84.2%
Multi-Ethnicity	76.6%	78.1%	80.5%
Other/Unknown	75.0%	80.0%	62.5%

Age Group	2014-15	2015-16	2016-17
19 or Less	84.5%	76.4%	88.8%
20 to 24	80.2%	83.7%	79.5%
25 to 29	81.1%	83.7%	77.6%
30 to 34	76.7%	77.9%	78.1%
35 to 39	70.5%	79.7%	83.2%
40 to 49	78.4%	83.4%	80.2%
50 and Older	75.8%	80.3%	64.2%

The percentage difference in the **retention rate** in Foods and Nutrition courses in 2016-17 showed a slight decrease from 2015-16 and minimal difference from 2014-15. When comparing the percentage point difference in the Foods and Nutrition 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Foods and Nutrition **retention rate** was moderately lower than the **college average** and moderately higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Foods and Nutrition retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** Foods and Nutrition courses, minimally different for **online** courses, not applicable for **hybrid courses**, and minimally different for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Foods and Nutrition retention rate for 2016-17, the retention rate was slightly higher for **female** students in Foods and Nutrition courses, slightly lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Foods and Nutrition retention rate for 2016-17, the retention rate was substantially lower for **African American** students in Foods and Nutrition courses, substantially lower for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, moderately higher for **Pacific Islander/HI Native** students, moderately higher for **White** students, slightly higher for **multi-ethnic** students, and substantially lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Foods and Nutrition retention rate for 2016-17, the retention rate was substantially higher for students aged **19 or less** in Foods and Nutrition courses, minimally different for students aged **20 to 24**, minimally different for students aged **25 to 29**, minimally different for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and substantially lower for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Market Assessment

The Centers for Medicare & Medicaid Services (CMS) is the federal agency responsible for administering requirements governing long-term care facilities. In October 2016, CMS released a comprehensive update of the regulations to reflect advances in theory and practice of service, delivery, and safety for LTC residents, including a section newly defined as Food and Nutrition Services. While CMS lists the CDM, CFPP credential as the primary qualification for the Director of Food and Nutrition Services, the regulations also acknowledge state requirements for staffing qualifications. Currently, the CDM, CFPP meets requirements in 18 states. California is one of the states that recognizes the CDM credential to which these new regulations apply.

According to the requirements, individuals who are currently employed as the designated Director of Food and Nutrition Services prior to November 28, 2016 will have until 2021 to meet the staffing requirements outlined by CMS. **Individuals hired after November 28, 2016 must now meet these staffing requirements.**

   • The Certified Dietary Manager, Certified Food Protection Professional (CDM, CFPP) credential is now listed as the primary qualification for the Director of Food and Nutrition Services in the absence of a full-time dietitian.

   • A representative from the Food and Nutrition Services department must be included on the Interdisciplinary Team (IDT). The CDM, CFPP is the only credential listed in addition to the Registered Dietitian Nutritionist that is qualified to participate as defined by scopes of practice.

Program Assessment

Faculty members have met numerous times to discuss the curriculum changes both in current 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. Additionally, in collaboration with Association of Nutrition and Food Professionals (ANFP), we completed a comprehensive assessment of the required courses for becoming an approved training program for certified dietary managers. We have 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. As of Spring 2018, the FN170 course is approved for the OEI exchange.

Section 1: Program Planning: Gerontology

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Gerontology Enrollment	93	77	79
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Gerontology Resident FTES	8.05	6.86	7.04
Sections	3	3	3
Fill Rate	65.2%	55.6%	58.5%
WSCH/FTEF 595 Efficiency	440	380	395
FTEF/30	0.3	0.3	0.3
Extended Learning Enrollment	14	12	2

The percentage change in the number of Gerontology **enrollments** in 2016-17 showed a slight increase from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Gerontology credit courses showed a slight increase from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Gerontology courses in 2016-17 showed a minimal difference from 2015-16 and a minimal difference from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Gerontology courses showed a moderate increase from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Gerontology courses in 2016-17 showed a slight increase from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Gerontology courses in 2016-17 showed a minimal difference from 2015-16 and a minimal difference in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Gerontology **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Gerontology Enrollment	93	77	79

Modality	2014-15	2015-16	2016-17
Traditional	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	75.3%	76.6%	81.0%
Male	24.7%	23.4%	16.5%
Unknown	0.0%	0.0%	2.5%

Ethnicity	2014-15	2015-16	2016-17
African American	17.2%	18.2%	19.0%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	37.6%	19.5%	21.5%
Hispanic	4.3%	10.4%	8.9%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	28.0%	33.8%	38.0%
Multi-Ethnicity	11.8%	15.6%	12.7%
Other/Unknown	1.1%	2.6%	0.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	3.2%	5.2%	1.3%
20 to 24	21.5%	14.3%	11.4%
25 to 29	12.9%	13.0%	13.9%
30 to 34	8.6%	7.8%	13.9%
35 to 39	7.5%	2.6%	10.1%
40 to 49	11.8%	19.5%	26.6%
50 and Older	34.4%	37.7%	22.8%

Gerontology courses made up 0.1% of all state-funded enrollment for 2016-17. The percentage difference in Gerontology course **enrollment** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15. Enrollment in Gerontology during 2016-17 showed 0.0% of courses were taught **traditional (face-to-fac**e), 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Gerontology enrollment consisted of 81.0% **female**, 16.5% **male**, and 2.5% students of **unknown** gender. In 2016-17, Gerontology enrollment consisted of 19.0% **African American** students, 0.0% **American Indian/AK Native** students, 21.5% **Asian** students, 8.9% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 38.0% **White** students, 12.7% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Gerontology revealed 1.3% aged **19 or less**, 11.4% aged **20 to 24**, 13.9% aged **25 to 29**, 13.9% aged **30 to 34**, 10.1% aged **35 to 39**, 26.6% aged **40 to 49**, and 22.8% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Gerontology Degrees	6	6	5
College Awarded Certificates	748	644	602
Gerontology Certificates	9	6	8

The percentage change in the number of Gerontology **degrees** awarded in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from the number of degrees awarded in 2014-15.

The percentage change in the number of Gerontology **certificates** awarded in 2016-17 showed a substantial increase from 2015-16 and showed a substantial decrease in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Gerontology Success Rate	64.3%	65.8%	72.2%

Modality	2014-15	2015-16	2016-17
Traditional	-	-	-
Online	64.3%	65.8%	72.2%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	66.2%	66.1%	75.0%
Male	57.9%	64.7%	61.5%
Unknown	0.0%	-	50.0%

Ethnicity	2014-15	2015-16	2016-17
African American	38.5%	50.0%	73.3%
American Indian/AK Native	-	-	-
Asian	63.3%	73.3%	58.8%
Hispanic	25.0%	57.1%	71.4%
Pacific Islander/HI Native	-	-	-
White	80.0%	61.5%	73.3%
Multi-Ethnicity	72.7%	83.3%	90.0%
Other/Unknown	100.0%	100.0%	-

Age Group	2014-15	2015-16	2016-17
19 or Less	0.0%	100.0%	100.0%
20 to 24	76.5%	100.0%	55.6%
25 to 29	45.5%	70.0%	63.6%
30 to 34	57.1%	60.0%	63.6%
35 to 39	57.1%	50.0%	87.5%
40 to 49	50.0%	33.3%	71.4%
50 and Older	76.7%	65.5%	83.3%

The percentage difference in the **course success rate** in Gerontology courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Gerontology 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Gerontology **course success rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Gerontology success rate for 2016-17, the success rate was not applicable for traditional (face-to-face) Gerontology courses, minimally different for online courses, not applicable for hybrid courses, and not applicable for correspondence (cable, telecourse, and other distance learning) courses.

When comparing the percentage point difference between genders to the overall Gerontology success rate for 2016-17, the success rate was slightly higher for female students in Gerontology courses, substantially lower for male students, and substantially lower for students of unknown gender.

When comparing the percentage point difference between ethnicity groups to the overall Gerontology success rate for 2016-17, the success rate was slightly higher for African American students in Gerontology courses, not applicable for American Indian/AK Native students, substantially lower for Asian students, minimally different for Hispanic students, not applicable for Pacific Islander/HI Native students, slightly higher for White students, substantially higher for multi-ethnic students, and not applicable for students of other or unknown ethnicity.

When comparing the percentage point difference between age groups to the overall Gerontology success rate for 2016-17, the success rate was substantially higher for students aged 19 or less in Gerontology courses, substantially lower for students aged 20 to 24, moderately lower for students aged 25 to 29, moderately lower for students aged 30 to 34, substantially higher for students aged 35 to 39, minimally different for students aged 40 to 49, and substantially higher for students aged 50 and older.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Gerontology Retention Rate	75.0%	89.5%	82.3%

Modality	2014-15	2015-16	2016-17
Traditional	-	-	-
Online	75.0%	89.5%	82.3%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	76.9%	89.8%	82.8%
Male	68.4%	88.2%	84.6%
Unknown	0.0%	-	50.0%

Ethnicity	2014-15	2015-16	2016-17
African American	53.8%	71.4%	86.7%
American Indian/AK Native	-	-	-
Asian	66.7%	93.3%	64.7%
Hispanic	50.0%	100.0%	85.7%
Pacific Islander/HI Native	-	-	-
White	92.0%	88.5%	83.3%
Multi-Ethnicity	90.9%	100.0%	100.0%
Other/Unknown	100.0%	100.0%	-

Age Group	2014-15	2015-16	2016-17
19 or Less	50.0%	100.0%	100.0%
20 to 24	76.5%	100.0%	77.8%
25 to 29	45.5%	100.0%	72.7%
30 to 34	57.1%	80.0%	72.7%
35 to 39	85.7%	100.0%	87.5%
40 to 49	70.0%	73.3%	85.7%
50 and Older	90.0%	89.7%	88.9%

The percentage difference in the **retention rate** in Gerontology courses in 2016-17 showed a moderate decrease from 2015-16 and a moderate increase from 2014-15. When comparing the percentage point difference in the Gerontology 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Gerontology **retention rate** was slightly lower than the **college average** and moderately higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Gerontology retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** Gerontology courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Gerontology retention rate for 2016-17, the retention rate was minimally different for **female** students in Gerontology courses, slightly higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Gerontology retention rate for 2016-17, the retention rate was slightly higher for **African American** students in Gerontology courses, not applicable for **American Indian/AK Native** students, substantially lower for **Asian** students, slightly higher for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, substantially higher for **multi-ethnic** students, and not applicable for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Gerontology retention rate for 2016-17, the retention rate was substantially higher for students aged **19 or less** in Gerontology courses, slightly lower for students aged **20 to 24**, moderately lower for students aged **25 to 29**, moderately lower for students aged **30 to 34**, moderately higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and moderately higher for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Market Assessment

Total People Employed in the Region ⓘ

	Current Year (2015)	5 Years Ago (2010)	5 Year Change (2010-2015)	5 Year Trend
On-The-Job Training, No College Required				
Community Health Workers (211094)	476	337	138	⬆
Home Health Aides (311011)	5,217	3,152	2,065	⬆

Projected Regional Job Openings ⓘ

	Projected 5 Year Openings (2015-2020)	Projected Average Annual Openings (2015-2020)
On-The-Job Training, No College Required		
Community Health Workers (211094)	122	24
Home Health Aides (311011)	2,416	483

Median Regional Annual Salary ⓘ

	Entry Level Salary	Median Salary
On-The-Job Training, No College Required		
Community Health Workers (211094)	$19,427	$39,457
Home Health Aides (311011)	$19,302	$22,734

In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.

Program Assessment

In working with the advisory board and community members, there is an increase in demand for entry level home health care aides 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. Due to an increased demand for health care aides, the Gerontology Advisory Board voted to increase the number of course offerings to better prepare our students to serve the community as in-home health care aides. Input for these curriculum changes was gathered from the board, community employers, and former students based upon desired skills that were identified as being critical for meeting/exceeding the current standards of care set forth by the governing bodies overseeing long-term care facilities.

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. Despite this change, the courses within this program have maintained CEU eligibility status which continues to bring in individuals from the community looking to maintain necessary job credentials. The Gerontology Advisory Board continues to meet on a regular basis to discuss ways to serve the community with professional events and student preparedness.

Section 1: Program Planning: Health

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Health Enrollment	1,668	1,496	1,336
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Health Resident FTES	150.66	135.29	120.90
Sections	18	18	17
Fill Rate	86.4%	84.3%	73.7%
WSCH/FTEF 595 Efficiency	1,178	1,113	998
FTEF/30	2.1	2.0	2.0
Extended Learning Enrollment	210	195	122

The percentage change in the number of Health **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Health credit courses showed a substantial decrease from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Health courses in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Health courses showed a substantial decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Health courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Health courses in 2016-17 showed a minimal difference from 2015-16 and a slight decrease in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Health **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Health Enrollment	1,668	1,496	1,336

Modality	2014-15	2015-16	2016-17
Traditional	6.2%	6.7%	5.5%
Online	52.2%	49.2%	52.1%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	41.5%	44.1%	42.4%

Gender	2014-15	2015-16	2016-17
Female	37.5%	34.8%	37.4%
Male	61.6%	63.9%	61.2%
Unknown	0.9%	1.3%	1.5%

Ethnicity	2014-15	2015-16	2016-17
African American	23.3%	27.1%	20.8%
American Indian/AK Native	0.7%	0.9%	0.8%
Asian	13.3%	10.5%	13.2%
Hispanic	20.5%	21.0%	20.6%
Pacific Islander/HI Native	0.2%	0.6%	1.0%
White	28.2%	26.6%	28.4%
Multi-Ethnicity	11.9%	12.1%	14.2%
Other/Unknown	1.8%	1.2%	1.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	11.2%	12.0%	11.0%
20 to 24	19.9%	17.7%	19.8%
25 to 29	16.4%	17.6%	15.8%
30 to 34	12.4%	13.5%	14.0%
35 to 39	9.8%	11.2%	10.9%
40 to 49	17.4%	15.2%	15.7%
50 and Older	13.0%	12.8%	12.7%

Health courses made up 2.2% of all state-funded enrollment for 2016-17. The percentage difference in Health course **enrollment** in 2016-17 showed a slight decrease from 2015-16 and a slight decrease from 2014-15. Enrollment in Health during 2016-17 showed 5.5% of courses were taught **traditional (face-to-fac**e), 52.1% were taught **online**, 0.0% were taught in the **hybrid** modality, and 42.4% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Health enrollment consisted of 37.4% **female**, 61.2% **male**, and 1.5% students of **unknown** gender. In 2016-17, Health enrollment consisted of 20.8% **African American** students, 0.8% **American Indian/AK Native** students, 13.2% **Asian** students, 20.6% **Hispanic** students, 1.0% **Pacific Islander/HI Native** students, 28.4% **White** students, 14.2% **multi-ethnic** students, and 1.0% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Health revealed 11.0% aged **19 or less**, 19.8% aged **20 to 24**, 15.8% aged **25 to 29**, 14.0% aged **30 to 34**, 10.9% aged **35 to 39**, 15.7% aged **40 to 49**, and 12.7% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Health Degrees	0	0	0
College Awarded Certificates	748	644	602
Health Certificates	23	17	24

The percentage change in the number of Health **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Health **certificates** awarded in 2016-17 showed a substantial increase from 2015-16 and showed a slight increase in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Health Success Rate	60.0%	57.1%	64.2%

Modality	2014-15	2015-16	2016-17
Traditional	91.3%	79.0%	67.6%
Online	51.6%	50.4%	64.5%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	65.7%	61.2%	63.4%

Gender	2014-15	2015-16	2016-17
Female	59.8%	59.1%	68.5%
Male	60.0%	56.1%	61.6%
Unknown	66.7%	52.6%	65.0%

Ethnicity	2014-15	2015-16	2016-17
African American	42.6%	35.2%	45.0%
American Indian/AK Native	66.7%	46.2%	63.6%
Asian	60.0%	72.6%	75.0%
Hispanic	69.7%	59.9%	64.0%
Pacific Islander/HI Native	100.0%	55.6%	30.8%
White	68.7%	68.3%	73.1%
Multi-Ethnicity	53.8%	63.5%	66.8%
Other/Unknown	70.0%	61.1%	71.4%

Age Group	2014-15	2015-16	2016-17
19 or Less	78.4%	71.1%	66.7%
20 to 24	56.2%	55.5%	65.3%
25 to 29	51.9%	48.3%	64.0%
30 to 34	59.4%	55.4%	62.0%
35 to 39	62.0%	55.4%	66.4%
40 to 49	61.4%	59.5%	61.0%
50 and Older	57.1%	58.6%	65.3%

The percentage difference in the **course success rate** in Health courses in 2016-17 showed a substantial increase from 2015-16 and a moderate increase from 2014-15. When comparing the percentage point difference in the Health 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Health **course success rate** was slightly lower than the **college average** and moderately higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Health success rate for 2016-17, the success rate was slightly higher for **traditional (face-to-face)** Health courses, minimally different for **online** courses, not applicable for **hybrid courses**, and minimally different for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Health success rate for 2016-17, the success rate was slightly higher for **female** students in Health courses, slightly lower for **male** students, and minimally different for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Health success rate for 2016-17, the success rate was substantially lower for **African American** students in Health courses, minimally different for **American Indian/AK Native** students, substantially higher for **Asian** students, minimally different for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, moderately higher for **White** students, slightly higher for **multi-ethnic** students, and moderately higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Health success rate for 2016-17, the success rate was slightly higher for students aged **19 or less** in Health courses, slightly higher for students aged **20 to 24**, minimally different for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Health Retention Rate	82.1%	84.4%	85.0%

Modality	2014-15	2015-16	2016-17
Traditional	95.2%	80.0%	86.5%
Online	76.1%	80.6%	86.5%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	87.6%	89.2%	83.0%

Gender	2014-15	2015-16	2016-17
Female	81.1%	84.1%	88.6%
Male	82.8%	84.9%	83.1%
Unknown	80.0%	63.2%	75.0%

Ethnicity	2014-15	2015-16	2016-17
African American	76.6%	80.0%	78.8%
American Indian/AK Native	66.7%	92.3%	90.9%
Asian	80.0%	86.6%	92.0%
Hispanic	85.6%	81.2%	85.8%
Pacific Islander/HI Native	100.0%	88.9%	76.9%
White	85.1%	88.7%	85.8%
Multi-Ethnicity	81.2%	86.7%	85.8%
Other/Unknown	93.3%	88.9%	78.6%

Age Group	2014-15	2015-16	2016-17
19 or Less	89.7%	79.4%	85.0%
20 to 24	81.2%	83.8%	84.9%
25 to 29	75.2%	85.6%	87.7%
30 to 34	81.7%	83.2%	80.2%
35 to 39	84.0%	86.3%	88.4%
40 to 49	82.4%	86.3%	83.8%
50 and Older	84.3%	85.3%	85.9%

The percentage difference in the **retention rate** in Health courses in 2016-17 showed minimal difference from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the Health 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Health **retention rate** was minimally different than the **college average** and substantially higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Health retention rate for 2016-17, the retention rate was slightly higher for **traditional (face-to-face)** Health courses, slightly higher for **online** courses, not applicable for **hybrid courses**, and slightly lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Health retention rate for 2016-17, the retention rate was slightly higher for **female** students in Health courses, slightly lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Health retention rate for 2016-17, the retention rate was moderately lower for **African American** students in Health courses, moderately higher for **American Indian/AK Native** students, moderately higher for **Asian** students, minimally different for **Hispanic** students, moderately lower for **Pacific Islander/HI Native** students, minimally different for **White** students, minimally different for **multi-ethnic** students, and moderately lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Health retention rate for 2016-17, the retention rate was minimally different for students aged **19 or less** in Health courses, minimally different for students aged **20 to 24**, slightly higher for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and minimally different for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.
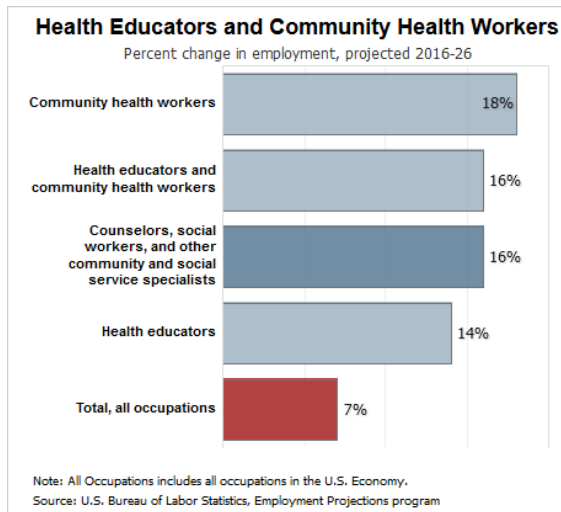
Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Market Assessment

BSL data also suggests that overall employment of health educators and community health workers is projected to grow 16 percent from 2016 to 2026, much faster than the average for all occupations as shown in the graph and table below. Growth will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people healthy behaviors and explaining how to use available healthcare services.

Health Educators and Community Health Workers
Percent change in employment, projected 2016-26

Occupation	Percent
Community health workers	18%
Health educators and community health workers	16%
Counselors, social workers, and other community and social service specialists	16%
Health educators	14%
Total, all occupations	7%

Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Quick Facts: Health Educators and Community Health Workers	
2017 Median Pay	$45,360 per year $21.81 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	See How to Become One
Number of Jobs, 2016	118,500
Job Outlook, 2016-26	16% (Much faster than average)
Employment Change, 2016-26	19,200

Health educators & community health workers need at least an associate's degree and 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.

Program Assessment

The numbers of awards in Health and Fitness have been modest but steady historically. The recent decline in enrollment has stimulated some essential program changes. 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 market assessment regarding a significant projected growth in community health workers specifically as well as our collaboration with our military constituency that have expressed a growing interest in Health and Wellness careers.

Section 1: Program Planning: Kinesiology

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Kinesiology Enrollment	80	85	69
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Kinesiology Resident FTES	7.31	7.59	6.22
Sections	2	2	2
Fill Rate	88.9%	94.4%	76.7%
WSCH/FTEF 595 Efficiency	600	637	517
FTEF/30	0.2	0.2	0.2
Extended Learning Enrollment	0	0	0

The percentage change in the number of Kinesiology **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Kinesiology credit courses showed a substantial decrease from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Kinesiology courses in 2016-17 showed a minimal difference from 2015-16 and a minimal difference from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Kinesiology courses showed a substantial decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Kinesiology courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Kinesiology courses in 2016-17 showed a minimal difference from 2015-16 and a minimal difference in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Kinesiology **Extended Learning enrollments** in 2016-17 from 2015-16 and no comparative data from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Kinesiology Enrollment	80	85	69

Modality	2014-15	2015-16	2016-17
Traditional	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	57.5%	56.5%	47.8%

Male	42.5%	42.4%	52.2%
Unknown	0.0%	1.2%	0.0%

Ethnicity	2014-15	2015-16	2016-17
African American	22.5%	14.1%	11.6%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	28.8%	23.5%	31.9%
Hispanic	8.8%	14.1%	8.7%
Pacific Islander/HI Native	0.0%	1.2%	1.4%
White	26.3%	23.5%	27.5%
Multi-Ethnicity	11.3%	23.5%	18.8%
Other/Unknown	2.5%	0.0%	0.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	6.3%	4.7%	10.1%
20 to 24	28.8%	32.9%	37.7%
25 to 29	12.5%	23.5%	17.4%
30 to 34	13.8%	8.2%	4.3%
35 to 39	5.0%	9.4%	4.3%
40 to 49	15.0%	12.9%	10.1%
50 and Older	18.8%	8.2%	15.9%

Kinesiology courses made up 0.1% of all state-funded enrollment for 2016-17. The percentage difference in Kinesiology course **enrollment** in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15. Enrollment in Kinesiology during 2016-17 showed 0.0% of courses were taught **traditional (face-to-fac**e), 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Kinesiology enrollment consisted of 47.8% **female**, 52.2% **male**, and 0.0% students of **unknown** gender. In 2016-17, Kinesiology enrollment consisted of 11.6% **African American** students, 0.0% **American Indian/AK Native** students, 31.9% **Asian** students, 8.7% **Hispanic** students, 1.4% **Pacific Islander/HI Native** students, 27.5% **White** students, 18.8% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Kinesiology revealed 10.1% aged **19 or less**, 37.7% aged **20 to 24**, 17.4% aged **25 to 29**, 4.3% aged **30 to 34**, 4.3% aged **35 to 39**, 10.1% aged **40 to 49**, and 15.9% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Kinesiology Degrees	8	10	10
College Awarded Certificates	748	644	602
Kinesiology Certificates	0	0	0

The percentage change in the number of Kinesiology **degrees** awarded in 2016-17 showed minimal difference from 2015-16 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Kinesiology **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Kinesiology Success Rate	65.0%	64.7%	66.7%

Modality	2014-15	2015-16	2016-17
Traditional	-	-	-
Online	65.0%	64.7%	66.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	65.2%	64.6%	72.7%
Male	64.7%	66.7%	61.1%
Unknown	0.0%	0.0%	-

Ethnicity	2014-15	2015-16	2016-17
African American	22.2%	75.0%	50.0%
American Indian/AK Native	-	-	-
Asian	91.3%	95.0%	68.2%
Hispanic	57.1%	33.3%	66.7%
Pacific Islander/HI Native	-	0.0%	100.0%
White	76.2%	55.0%	73.7%
Multi-Ethnicity	55.6%	60.0%	61.5%
Other/Unknown	100.0%	-	-

Age Group	2014-15	2015-16	2016-17
19 or Less	60.0%	50.0%	85.7%
20 to 24	73.9%	57.1%	73.1%
25 to 29	70.0%	70.0%	66.7%
30 to 34	63.6%	100.0%	33.3%
35 to 39	25.0%	37.5%	100.0%
40 to 49	58.3%	54.5%	57.1%
50 and Older	66.7%	100.0%	45.5%

The percentage difference in the **course success rate** in Kinesiology courses in 2016-17 showed a slight increase from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the Kinesiology 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Kinesiology **course success rate** was slightly lower than the **college average** and moderately higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Kinesiology success rate for 2016-17, the success rate was not applicable for **traditional (face-to-face)** Kinesiology courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Kinesiology success rate for 2016-17, the success rate was moderately higher for **female** students in Kinesiology courses, moderately lower for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Kinesiology success rate for 2016-17, the success rate was substantially lower for **African American** students in Kinesiology courses, not applicable for **American Indian/AK Native** students, slightly higher for **Asian** students, minimally different for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, moderately higher for **White** students, moderately lower for **multi-ethnic** students, and not applicable for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Kinesiology success rate for 2016-17, the success rate was substantially higher for students aged **19 or less** in Kinesiology courses, moderately higher for students aged **20 to 24**, minimally different for students aged **25 to 29**, substantially lower for students aged **30 to 34**, substantially higher for students aged **35 to 39**, moderately lower for students aged **40 to 49**, and substantially lower for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Kinesiology Retention Rate	80.0%	89.4%	87.0%

Modality	2014-15	2015-16	2016-17
Traditional	-	-	-
Online	80.0%	89.4%	87.0%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	80.4%	85.4%	87.9%
Male	79.4%	94.4%	86.1%
Unknown	0.0%	100.0%	-

Ethnicity	2014-15	2015-16	2016-17
African American	66.7%	100.0%	87.5%
American Indian/AK Native	-	-	-
Asian	91.3%	100.0%	81.8%
Hispanic	85.7%	66.7%	100.0%
Pacific Islander/HI Native	-	0.0%	100.0%
White	76.2%	90.0%	89.5%
Multi-Ethnicity	77.8%	90.0%	84.6%
Other/Unknown	100.0%	-	-

Age Group	2014-15	2015-16	2016-17
19 or Less	60.0%	50.0%	100.0%
20 to 24	73.9%	92.9%	100.0%
25 to 29	70.0%	95.0%	83.3%
30 to 34	100.0%	100.0%	66.7%
35 to 39	75.0%	75.0%	100.0%
40 to 49	83.3%	81.8%	85.7%
50 and Older	86.7%	100.0%	54.5%

The percentage difference in the **retention rate** in Kinesiology courses in 2016-17 showed a slight decrease from 2015-16 and a moderate increase from 2014-15. When comparing the percentage point difference in the Kinesiology 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Kinesiology **retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Kinesiology retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** Kinesiology courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Kinesiology retention rate for 2016-17, the retention rate was minimally different for **female** students in Kinesiology courses, minimally different for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Kinesiology retention rate for 2016-17, the retention rate was minimally different for **African American** students in Kinesiology courses, not applicable for **American Indian/AK Native** students, moderately lower for **Asian** students, substantially higher for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and not applicable for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Kinesiology retention rate for 2016-17, the retention rate was substantially higher for students aged **19 or less** in Kinesiology courses, substantially higher for students aged **20 to 24**, slightly lower for students aged **25 to 29**, substantially lower for students aged **30 to 34**, substantially higher for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and substantially lower for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Program Summary

The kinesiology program is building with the shift in curriculum from previously labeled PE courses that are part of the Health and Fitness Major. This prefix change aligns more clearly with the Kinesiology ADT offered at Coastline as well as many of the schools in which our students are transferring to. 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. In conjunction with these changes, curriculum has been updated and added to the KIN courses including the participation of multiple courses in the OEI exchange program. We have made significant strides to add program offerings in effort to develop our new Wellness Coaching pathway. KIN 201 Fitness for Life was launched in Fall 2017 to fill curriculum gaps related to fitness evaluation techniques and proved successful by easily meeting enrollment requirements in both Fall and Spring semesters (2017-2018). KIN289 was renumbered in Fall of 2017 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. 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.

Section 1: Program Planning: Physical Education

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Physical Education Enrollment	340	342	338
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Physical Education Resident FTES	19.70	19.62	19.72
Sections	9	10	13
Fill Rate	71.7%	63.3%	45.7%
WSCH/FTEF 595 Efficiency	480	460	374
FTEF/30	0.7	0.7	0.9
Extended Learning Enrollment	100	88	78

The percentage change in the number of Physical Education **enrollments** in 2016-17 showed a slight decrease from 2015-16 and a minimal difference from 2014-15.

The percentage change in 2016-17 **resident FTES** in Physical Education credit courses showed a minimal difference from 2015-2016 and a minimal difference in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Physical Education courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Physical Education courses showed a substantial decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Physical Education courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Physical Education courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Physical Education **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Physical Education Enrollment	340	342	338

Modality	2014-15	2015-16	2016-17
Traditional	15.3%	9.4%	7.7%
Online	84.7%	90.6%	92.3%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	58.8%	62.0%	58.9%
Male	40.0%	34.8%	37.9%
Unknown	1.2%	3.2%	3.3%

Ethnicity	2014-15	2015-16	2016-17
African American	17.1%	15.5%	13.3%
American Indian/AK Native	1.8%	0.0%	1.2%
Asian	21.5%	26.9%	22.2%
Hispanic	9.1%	9.1%	13.9%
Pacific Islander/HI Native	0.0%	0.6%	0.3%
White	35.3%	27.5%	31.4%
Multi-Ethnicity	14.4%	18.1%	16.3%
Other/Unknown	0.9%	2.3%	1.5%

Age Group	2014-15	2015-16	2016-17
19 or Less	10.0%	6.1%	6.2%
20 to 24	26.8%	29.5%	30.8%
25 to 29	15.9%	22.2%	18.6%
30 to 34	11.5%	9.6%	13.3%
35 to 39	5.9%	7.0%	6.2%
40 to 49	12.6%	10.8%	12.4%
50 and Older	17.4%	14.6%	12.4%

Physical Education courses made up 0.6% of all state-funded enrollment for 2016-17. The percentage difference in Physical Education course **enrollment** in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15. Enrollment in Physical Education during 2016-17 showed 7.7% of courses were taught **traditional (face-to-fac**e), 92.3% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Physical Education enrollment consisted of 58.9% **female**, 37.9% **male**, and 3.3% students of **unknown** gender. In 2016-17, Physical Education enrollment consisted of 13.3% **African American** students, 1.2% **American Indian/AK Native** students, 22.2% **Asian** students, 13.9% **Hispanic** students, 0.3% **Pacific Islander/HI Native** students, 31.4% **White** students, 16.3% **multi-ethnic** students, and 1.5% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Physical Education revealed 6.2% aged **19 or less**, 30.8% aged **20 to 24**, 18.6% aged **25 to 29**, 13.3% aged **30 to 34**, 6.2% aged **35 to 39**, 12.4% aged **40 to 49**, and 12.4% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Physical Education Degrees	0	0	1
College Awarded Certificates	748	644	602
Physical Education Certificates	0	0	0

The percentage change in the number of Physical Education **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Physical Education **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Physical Education Success Rate	65.9%	63.6%	65.0%

Modality	2014-15	2015-16	2016-17
Traditional	88.5%	87.5%	84.6%
Online	61.8%	61.2%	63.3%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	70.0%	67.0%	70.7%
Male	61.0%	59.3%	56.3%
Unknown	25.0%	45.5%	63.6%

Ethnicity	2014-15	2015-16	2016-17
African American	27.6%	30.2%	31.1%
American Indian/AK Native	83.3%	-	75.0%
Asian	67.1%	72.5%	76.0%
Hispanic	71.0%	61.3%	70.2%
Pacific Islander/HI Native	-	50.0%	0.0%
White	77.5%	72.3%	79.0%
Multi-Ethnicity	73.5%	67.7%	49.1%
Other/Unknown	100.0%	62.5%	40.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	73.5%	66.7%	76.2%
20 to 24	70.3%	65.0%	63.5%
25 to 29	64.8%	57.9%	64.5%
30 to 34	56.4%	60.6%	62.2%
35 to 39	60.0%	66.7%	47.6%
40 to 49	67.4%	67.6%	59.5%
50 and Older	62.7%	66.0%	81.0%

The percentage difference in the **course success rate** in Physical Education courses in 2016-17 showed a slight increase from 2015-16 and a slight decrease from 2014-15. When comparing the percentage point difference in the Physical Education 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Physical Education **course success rate** was slightly lower than the **college average** and moderately higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Physical Education success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** Physical Education courses, slightly lower for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Physical Education success rate for 2016-17, the success rate was moderately higher for **female** students in Physical Education courses, moderately lower for **male** students, and slightly lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Physical Education success rate for 2016-17, the success rate was substantially lower for **African American** students in Physical Education courses, substantially higher for **American Indian/AK Native** students, substantially higher for **Asian** students, moderately higher for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, substantially higher for **White** students, substantially lower for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Physical Education success rate for 2016-17, the success rate was substantially higher for students aged **19 or less** in Physical Education courses, slightly lower for students aged **20 to 24**, minimally different for students aged **25 to 29**, slightly lower for students aged **30 to 34**, substantially lower for students aged **35 to 39**, moderately lower for students aged **40 to 49**, and substantially higher for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Physical Education Retention Rate	86.2%	85.6%	87.8%

Modality	2014-15	2015-16	2016-17
Traditional	88.5%	90.6%	92.3%
Online	85.8%	85.1%	87.5%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	88.0%	87.3%	91.4%
Male	84.6%	83.9%	82.8%
Unknown	50.0%	72.7%	81.8%

Ethnicity	2014-15	2015-16	2016-17
African American	63.8%	77.4%	84.4%
American Indian/AK Native	100.0%	-	100.0%
Asian	86.3%	89.0%	92.0%
Hispanic	96.8%	87.1%	91.5%
Pacific Islander/HI Native	-	100.0%	0.0%
White	91.7%	83.0%	91.4%
Multi-Ethnicity	89.8%	90.3%	80.0%
Other/Unknown	100.0%	87.5%	40.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	85.3%	90.5%	90.5%
20 to 24	84.6%	87.0%	91.3%
25 to 29	88.9%	82.9%	87.1%
30 to 34	84.6%	81.8%	82.2%
35 to 39	90.0%	79.2%	71.4%
40 to 49	93.0%	89.2%	88.1%
50 and Older	81.4%	88.0%	92.9%

The percentage difference in the **retention rate** in Physical Education courses in 2016-17 showed a slight increase from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the Physical Education 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Physical Education **retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Physical Education retention rate for 2016-17, the retention rate was slightly higher for **traditional (face-to-face)** Physical Education courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Physical Education retention rate for 2016-17, the retention rate was slightly higher for **female** students in Physical Education courses, moderately lower for **male** students, and moderately lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Physical Education retention rate for 2016-17, the retention rate was slightly lower for **African American** students in Physical Education courses, substantially higher for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly higher for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately lower for **multi-ethnic** students, and substantially lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Physical Education retention rate for 2016-17, the retention rate was slightly higher for students aged **19 or less** in Physical Education courses, slightly higher for students aged **20 to 24**, minimally different for students aged **25 to 29**, moderately lower for students aged **30 to 34**, substantially lower for students aged **35 to 39**, minimally different for students aged **40 to 49**, and moderately higher for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Program Summary

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 the PE prefix is being phased out. Physical Education has been identified as a misnomer for this program as we prepare students for kinesthetic experiences in fields related to personal training, wellness coaching, and professional fields available following transfer to 4-year institutions. This change is consistent with the programs and prefixes at Cal State and University of California schools as well as institutions across the county with similar curriculum. Classroom offerings of the Yoga courses and Relaxation Movements have been very successful and articulation of Relaxation Movement with CSULB should be finalized by the end of Fall 2018. During the 2018-2019 year, activity courses under the PE prefix will be brought to curriculum to propose a change to the KIN prefix in effort to unify the course offerings in one program heading of Kinesiology.

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

2016-2017 Health Sciences Program Student Learning Outcomes (PSLOs)

Health Sciences PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Address the physiological, mechanical, and psychological mechanisms that enhance or impair human movement, exercise, and sport.	20	60.0%	40.0%	0.0%	0.0%
Apply major theories and concepts of health, nutrition, and fitness to improve one's overall wellness and to guide others to make healthy lifestyle choices.	20	75.0%	25.0%	0.0%	0.0%
Apply major theories and concepts of kinesiology to make informed decisions about human movement, performance, and function.	19	57.9%	36.8%	5.3%	0.0%
Apply major theories and principles to everyday life and determine the impact of these theories on the individual and/or society as a whole.	20	75.0%	25.0%	0.0%	0.0%
Follow directions and apply effective communication skills in a variety of settings.	21	76.2%	23.8%	0.0%	0.0%
Support opinions/ideas using solid research principles.	21	81.0%	19.1%	0.0%	0.0%

The 2016-2017 post-graduate survey found that the majority of graduates of the Health Sciences Program were able and confident in demonstrating the PSLOs. Graduates indicated that their ability and confidence to support opinions/ideas using solid research principles was highest. In contrast, graduates indicated having a lower ability and confidence in applying major theories and concepts of kinesiology to make informed decisions about human movement, performance, and function.
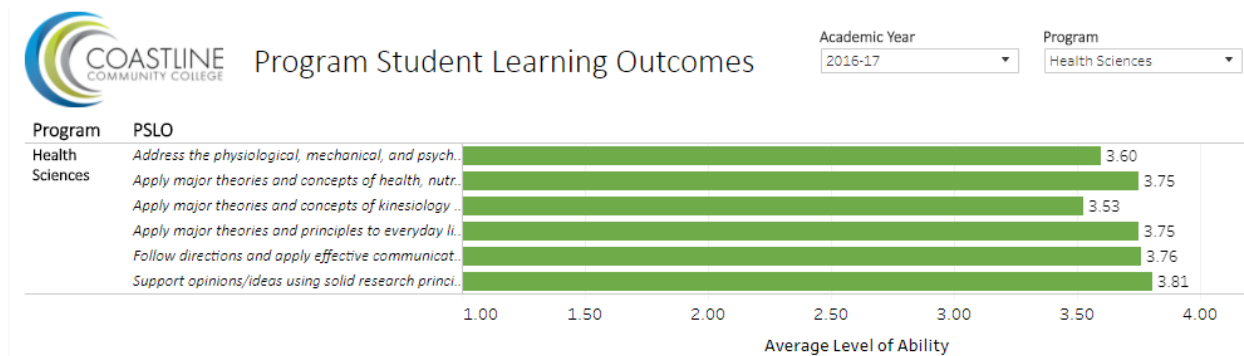
In 2017-2018, faculty who teach different sections of the same course collaborated to improve the rigor of courses and increase RSI within each course. Additionally, master course shells have been created with the intent of improving instructional consistency across all course sections. Regular training meetings have been held with part time faculty to improve usage of the Outcomes feature in Canvas. Currently 90% of courses have been reviewed for SLO alignment with assignments throughout the course. Instructors have been trained on reporting SLO data to the SLO cloud.

Curriculum Review

Many curriculum changes have taken effect in the last 18 months with the changing market demands and research supported best practices in related career fields.

Table Curriculum Review

Course	Date Reviewed	Status
PE C101 Personal Fitness and Wellness	Spring 2018	Changed to KIN 101, additional changes to PSLOS, instructional techniques, methods of evaluation, textbooks
PE C190 Physiology of Exercise	Spring 2018	Changed to KIN 190
PE C201 Fitness for Life	Spring 2018	Changed to KIN 201, additional updates to course title (Fitness for Life), SLOs, objectives, content, instructional techniques, assignments, methods of evaluation, textbooks to directly articulate with CSU schools
PE C289 Exercise Assessment and Program Implementation	Spring 2018	Changed to KIN 289, additional updates to instructional techniques, assignments, methods of evaluation, textbooks
HLTH C120 Introduction to Wellness Coaching	Spring 2018	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
GERO C240 Aging in a Multicultural Society	Spring 2018	Course Number updated from C140to C240, 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
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 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)

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.	Completed	-2 new courses successfully added to Fall, Spring, and Summer schedules – PE201 Fitness for Life, and HLTH120 Wellness Coaching -Evaluating new interdisciplinary curriculum in the area of behavior change	-Wellness Coaching pathway is approved through curriculum committee and is currently offered to students.
Finalize Kinesiology ADT	Completed	-Establish articulation agreements with CSU schools for activity courses -C-ID approval for multiple core courses	ADT will officially be promoted Spring of 2019
Marketing of Kinesiology ADT; Health and Fitness Major and Wellness Coaching Emphasis for the A.A. Degree.	In-Progress	-Developing marketing plan for Department Programs -Collaborating with CSU schools on articulation of more activity courses and promoting ADT -Working with National Certification bodies on partnership for students to take certification exam at Coastline.	Publicity piece for Military CE Health Fitness Major completed -Successful pilot run with course promotions on Social Media and Email Blasts
Maintain vendor approvals for continuing education units from various state agencies and professional organizations Maintain guest access for State CEU auditors on Canvas	In-Progress	Maintaining CEU credits for the Gerontology courses with 4 different 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. 2017-2018 One of our Adjunct Faculty and members of the Advisory Board will serve as CEU coordinator to maintain current status.	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. -The Gerontology Chair conducted training for the Division/Area Coordinator NB Ctr -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.	CompleteD	On-going collaboration on Canvas courses between faculty members teaching the same course.	-Faculty members have collaborated on 5 model courses in total -Two faculty pilot tested new DL Master Course

			Design Process for HLTH 120 Intro to Wellness Coaching
Continued alignment of course materials and outcomes between the FN C170 Nutrition course and equivalent courses at OCC and CSULB.	Completed	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.
Develop curriculum for Gerontology program that has been suggested by Community employers as necessary for best practices in Home Care.	In-Progress	Aging in Multicultural Society is currently being created as a Zero Cost course and will be offered in Fall of 2019	Care of Frail and Elderly course re-designed and new curriculum offered in the Spring of 2018

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty to discuss programmatic-level planning, SLO/PSLO data, institutional performance data, and curriculum and programmatic development.

Over the course of the Fall and Spring semesters the single faculty member has solicited feedback from 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.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends

Since the previous comprehensive review, we have successfully updated all curriculum in effort to offer coursework that is preparing students for the current work force demands. This extensive curriculum evaluation has brought about key additions as well as course retirements to our program. Our discipline course offerings have increased in 4 out of our 5 disciplines, with the exception being Physical Education. The decision has been made to merge this discipline with Kinesiology which more accurately describes the curriculum content offered in each of the courses and articulates more closely with the 4-year institutions. This transition is set to conclude by the end of the 2018-2019 academic year, with all PE courses converting to Kinesiology. This program change has already brought about greater interest in local students looking for Associate's level Kinesiology programs prior to transferring to CSUF and CSULB.

Forward Strategy

Identify and describe the steps you will take to advance your program. Develop a five-year plan that demonstrates how your forward strategy aligns with one or more College plans. The College planning documents can be found on the College website.

Over the next five years the primary goal of the Health Sciences program is to create career-driven guided pathways built upon current curriculum offerings. These pathways include Wellness Coaching (Health & Kinesiology) and Certified Dietary Manager (Food & Nutrition), and Community Health Worker (Gerontology). Each of these pathways funnel into careers that have demonstrated above average growth as compared to the average job market and are projected to follow this trend through the 2026 projection (BLS, 2016).

Each of these degree pathways will require new course development and marketing to our students and local community. Faculty will work internally with the marketing department to promote courses/programs on social media. Additionally, creating educational partnerships with certifying associations will provide free marketing of our programs internationally when students search colleges that offer the respective certifications.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous 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 (1)	Position Title (# of positions) FT Faculty Hlth/ FN/KIN (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
3 years 2020-2021	Dean	Instructional Dean N B Ctr (1) Instructional Dean DL (1) Dept Chair	Position Title (# of positions) FT Faculty Hlth/ Nutrition/KIN (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) FT Faculty GERO/Hlth (1)	KIN (3) PE (1)	Division/Area Coordinator NB Ctr* (1) DL Media Coordinator and Staff Aide (1)	
4 years 2021-22	Dean	Instructional Dean N B Ctr (1) Instructional Dean DL (1) Dept Chair (1)	Position Title (# of positions) FT Faculty Hlth/Nutrition (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 (3) PE (1)	Position Title (# of positions) Area Facilitator, NB Ctr (1) Division/Area Coordinator NB Ctr* (1) DL Media Coordinator and Staff Aide (1)	Dean

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 Department of Health Sciences has maintained a consistent offering of between 31 and 34 course sections each semester and 14 sections during the summer for the past several years. We expect that adding the approved courses curriculum to meet new market demands in the areas of Gerontology, Kinesiology, and Health, the number of sections we offer each semester will increase. Additionally, we expect to see increased fill rates in some of our courses as a result of the growing participation of our classes in the OEI exchange and the development of direct articulation for transfer students with CSU schools.

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.

Based on the data trends and the expected implementation of the College Enrollment Management Plan, the program is expected to grow proportionately with the institution. The loss of a full-time faculty member in 2017 has increased the course demands for a few of our current adjunct faculty members in Health and Gerontology. In addition, to further develop the wellness coaching degree track and build a certified dietary management program to meet the external demand created by regulatory changes, there is a need to hire a minimum of 1 full-time faculty with an interdisciplinary that can teach in the fields of Health/Gerontology and Food & Nutrition.

Professional Development

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

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Laurie Runk	Completion of Dietetic Internship Clinical Hours	-Eligible to sit for RD Licensing Exam -Meets personnel requirement for CDM Program
Jacqueline Larson	Academy of Nutrition and Dietetics National Convention FNCE	-Best practices for Medication Nutrition Therapy for a variety of populations, disorders, and patient groups
Jacqueline Larson	DHCC Webinars	-Review of CMS rules -Current landscape of malnutrition research in clinical settings and future directions
Judy Schindelbeck	Brain Health and Aging	-Current research for professional scholarship -Curriculum content for Nutrition and Healthy Aging Course
Judy Schindelbeck	Summer Institute	
Fabie Albert	Basic Life Skill Certificate	-Maintain certification requirements for application in both prehospital and in-facility environments, with a focus on High-Quality CPR and team dynamics.
Lorie Eber	New Book Release: "How to Ditch Your Fat Clothes for Good"	Released Spring of 2018
Lorie Eber	Professional Presentations: • Nihon Kohden America, Inc., "How To Get Your Stress Under Control," (Irvine, CA, August 26, 2018) • Kwik Cash, "How To Stay on Track with a Healthy Lifestyle," (Irvine, CA, April 5, 2018) • Saddleback College Emeritus Program, "Healthy Nutrition," (Laguna Woods, CA, January 24, 2018)	Community Engagement and program promotion
Ellis Waller	Summer Institute 2018	
Ellis Waller	American Society on Aging (Webinars)	- Updates on Best Practices - Curriculum Development for Multicultural Issues course

Name (Title)	Professional Development	Outcome
	- Medication Management - Family Caregiver Support Series (ASA-webinar) - Driving Safety for Older Adults - Family Caregiver Support Series, (ASA-Webinar) - New Medicare Enrollees: Opportunities for MA Plans and CBO Partnerships (ASA Webinar)	

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 innovative learning tools for exceptional course quality. 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.

To build our programmatic faculty's knowledge-base regarding certified dietary management, there is a need to attended training offered through the Academy of Nutrition and Dietetics. Additionally, the full-time faculty will be completing the preparatory exam course prior to taking the examination for Dietitians prior to the end of the 2018-2019 school year.

Forward Strategy

Identify and describe the steps you will take to advance your program's human capital planning. Develop a five-year plan that demonstrates how your forward strategy aligns with one or more College plans. The College planning documents can be found on the College website.

To develop a certified dietary management program, a college must meet the qualifications set forth by ANFP. Nutrition & Foodservice Professional Training Programs are established in post-secondary accredited institutions. As a qualified institution, Coastline meets the requirements for building a successful foodservice manager program; and once approved, upon completion of the program students are eligible to sit for the CDM, CFPP credentialing exam. From a personnel perspective, a CDM program must have a faculty member with at least two years of practitioner competency who has teaching responsibility at the program site and a program director responsible for the ANFP training program and is a licensed dietitian.

For Health and Gerontology, the wellness coaching and community health worker pathways are programs that historically double as CEU opportunities for community members in the workforce. There is a significant amount of time allocated toward maintaining vendorship with CEU bodies as well as organizing preceptors for required experiential learning. We currently pay a part time faculty non-instructional pay to cover both responsibilities. This pay does not cover the current time allocated to these tasks, but the part time faculty is passionate about student success in this field of work, so she continues to work in this role for our program. Due to family health circumstances, there is discussion of retirement in the next 3 years. This will create a huge void for the Gerontology and Health disciplines. To prevent a lapse in CUE offerings and bring about substantial growth in these two pathways it will be essential to hire a full-time faculty that can teach in both areas.

Facility Assessment

Traditionally, our programs have been sought out specifically by students looking for distance learning modalities. We have had mixed success offering classroom-based sections in the Health Sciences. We have recently worked within the block scheduling time frames at the Newport Beach Campus and offered a hybrid section of our Health 100 course which was permitted to run with low enrollment in effort to build for the future. Our activity courses such as Yoga have had modest participation, yet we have seen a spike in enrollment for these courses in the Fall 2018 semester by bringing on an instructor from OCC that has a strong student following.

Forward Strategy

We are teaching this same format in the Fall 2018 semester in a different time block to explore how the different availability may influence enrollment. In Spring of 2019, there is a hybrid section of our FN170 course scheduled to be offered at the Newport Beach Campus. Meanwhile, our online courses have been very successful across the Health Sciences disciplines. The lack of repeatability and non-credit options for the activity courses stifle the enrollment in these courses. Community members have voiced their interest in participating in these courses but cannot enroll in concurrent semesters. Reoccurring interest expressed by the community would suggest that enrollment numbers and community engagement would increase with a viable solution to the aforementioned barriers.

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 previous courses & newly approved courses have successfully been developed as Master courses. We have had multiple faculty members go through the OEI course development process and have KIN100 Physiology of Exercise and FN170 Nutrition courses participating in the OIE exchange system.

Forward Strategy

Identify and describe the steps you will take to advance your program's technology planning. Develop a five-year plan that demonstrates how your forward strategy aligns with one or more College plans. The College planning documents can be found on the College website.

Regarding student accessibility, our instructors will continue training with some of the new tools designed to help with accessibility of all content within each online course offered. Plans to increase the number of instructors participating in the OEI exchange is also in the works with the addition of Health 100. The extensive instruction provided by the OEI team of reviewers is another component in improving instructional and programmatic excellence. Educational partnerships will continue to be pursued with associations that offer certifications in the areas of our new respective pathways. The outcome of these partnerships can result in Coastline serving as a testing site for students to take the online certification exams through Pearson Vue.

Our instructors are implementing the use of Proctorio in their courses to help with issues of academic integrity and financial aid fraud. Instructors have all been encouraged to explore a minimum of one web conferencing and/or collaboration app within Canvas over the next two semesters to provide additional means of connecting with students and enhancing the current RSI in their courses.

Section 5: New Initiatives

Initiative 1:
Build Certified Dietary Manager Program to meet the current and future market needs as a result of new regulations. This program would serve individuals in current Food Service Manager positions that are required to achieve the certification to continue in their current position as well as students who are seeking this position for future employment.

Describe how the initiative supports the college mission:

We currently teach nutrition as a supplement to other programs but there are many students looking for Nutrition related careers that they can pursue with their Associate's Degree. This particular certification fits the need of these students as well as those currently working in our community that need to meet the changing regulation standards.

What college goal does the initiative support? Select one
X Student Success, Completion, and Achievement
X Instructional and Programmatic Excellence
☐ Access and Student Support
X Student Retention and Persistence
X Culture of Evidence, Planning, Innovation, and Change
X 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.

Based upon data from the ANFP, the credentialing body over the CDM certification, the changing regulations as created an immediate need for programs that can support both new incoming individual's into the field as well as all those that have the need to participate in a program in which they can earn their certificate.

Recommended resource(s) needed for initiative achievement:

A full-time faculty member that has an area of expertise in this field to cover the ANFP program requirements for personnel as well as meeting the subsequent increasing LHE demands of a new program pathway.

What is the anticipated outcome of completing the initiative?

Additional students finding jobs in Food Service and Long-term Care positions in the healthcare setting after completing courses that provide them with the required training that employers are looking for.

Provide a timeline and timeframe from initiative inception to completion.

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

<u>Initiative 2:</u>
Develop curriculum that have been approved for the new Wellness Coach pathway. The new courses were approved by the curriculum committee in the Fall.

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
X Instructional and Programmatic Excellence
☐ Access and Student Support
X Student Retention and Persistence
X 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.
BLS data has projected significant growth in careers served by a wellness coaching degree. New offerings, especially when offered in an online modality attract and retain students.

Recommended resource(s) needed for initiative achievement:
A full-time faculty member that has an area of expertise in this field to cover the increasing LHE need. The instructors creating a completely new online course needs compensation for doing so. All faculty in our department have historically built Master Courses to share amongst other faculty in the program. The new Master Course design process developed by the DL office provides ample compensation for this undertaking.

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

Initiative 3: Provide a short description of the initiative.

Develop curriculum for Community Health Worker pathway as part of the Gerontology program that has been suggested by Community employers as necessary for best practices in Home Care. The new curriculum has been approved by the curriculum committee, so course design is moving forward.

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
X Student Retention and Persistence
☐ Culture of Evidence, Planning, Innovation, and Change
X 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 Community Health Workers and Home Health Aides, it is important that our students are competitive and well-equipped when applying for these positions.

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.

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.

Provide a timeline and timeframe from initiative inception to completion.

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

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. For full-time positions, include a Coast District approved job description

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Build Certified Dietary Manager Program	Full-Time Faculty Hire (split responsibility with Health) Course development stipends when appropriate, Funding for professional networking/ certifications		One time (stipends) On-going (Faculty Hire, certifications)	No	External market research, student interest surveys	Student Success, Completion, Achievement	2019-20	1
Develop Curriculum for Wellness Coaching Pathway	Full-Time Faculty Hire (split responsibility with Nutrition) Course development stipends when appropriate, Funding for professional networking/ certifications		One time (stipends) On-going (Faculty Hire, certifications)	No	External market research, student interest surveys	Student Success, Completion, Achievement	2019-20	2
Develop Community Health Worker Pathway	Full-time Faculty hire with interdisciplinary experience in Gero & Health or Nutrition. Course development stipends when appropriate; funding for community networking events/conference attendance to stay current in best practices		One time (stipends) On-going (Faculty Hire, certifications)	No	Community surveys, focus groups	Student Success, Completion, Achievement	2020-21	3

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.

Instructor, Health Education, Food and Nutrition

SALARY: $47,152.00 - $112,418.00 Annually

OPENING DATE: 01/22/15

CLOSING DATE: 03/09/15 11:59 PM

DEFINITION:

Coastline Community College is seeking the right combination of educational background and experience in the fields of Health Education and Food and Nutrition, to teach and develop educational programs for transfer and careers in these fields. This individual will be an integral part of the department and, in addition to their teaching responsibilities, will be expected to provide leadership, coordination and outreach for these disciplines.

The teaching assignment may be at Coastline College Learning Centers or at other teaching locations. The assignment may be day, evening, weekend, online or off campus and is subject to change as needed.

Performance Responsibilities include, but are not limited to the following:

- Teach Health Education and Food and Nutrition classes as scheduled.
- Fulfill the professional responsibilities of a full-time faculty member. Including but not limited to the following: follow department course outlines; keep accurate records of student enrollment, attendance, progress on learning outcomes; post and maintain scheduled office hours; participate in department, college and/or district wide activities, meetings and committees as assigned.
- Participate in department curriculum development (including the development of new courses and programs, as well as course revisions/updates). Work with other instructors, advisory committee/business community and college articulation officer as necessary to ensure relevant programs and proper course/program articulation.
- Assist with the scheduling, budgeting, equipment/supply purchasing, faculty concerns and communications, and textbook selection/acquisition for your disciplines.
- Recruit, mentor and evaluate part-time faculty members within the department.

- Assist with professional development including, but not limited to: orienting new faculty members, providing resource materials related to improving instruction and strengthening both teaching strategies and technology skills.
- Meet on a variety of days and times for classroom visits, site visits, faculty mentoring, advisory boards and committee work.
- Oversee and maintain institutional, program, and course Student Learning Outcomes (SLO) and assessment processes. Guide faculty in identifying expected SLOs and in implementing plans to ensure regular assessment and effective analysis and use of SLO results; guide development of appropriate assessment and scoring tools; assist in analysis, follow up and tracking of outcomes.
- Gather data necessary to conduct ongoing program evaluation and program review. This would include conducting five-year reviews and ensuring follow-up on goals and recommendations on an annual basis.
- Maintain current knowledge of professional disciplines and educational methodologies, including multiple course delivery methods, through continuing professional development.
- Communicate with colleagues within Coastline, at four-year institutions, other community colleges; maintain contacts within state and national professional associations, businesses and continuing education providers. Act as a college liaison for the Health Education and Food and Nutrition and/or Kinesiology disciplines with the community at large.
- Assist with state required documentation and reporting.
- Assist with program outreach, including publicity, community relations, advisory committee membership and meetings, external funding, transfer agreements and opportunities, and college and district events.
- Develop instructional innovations to ensure program success.
- Monitor and analyze enrollment trends and make recommendations regarding increased/expanded/redesigned offerings in light of enrollment trends and budget factors.

QUALIFICATIONS AND PHYSICAL DEMANDS:

Minimum Qualifications:
1. Must meet one of the following qualifications under (a) or (b and c) or (d):
a. Possess a California Community College Teaching Credentials for the subject areas of Health Education AND Food and Nutrition.
b. Possess a master's degree in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, or nutrition, OR a bachelor's degree in any of the above (1b) AND master's degree in public health, or any biological science. (Health Minimum Qualifications)
c. Possess a master's degree in nutrition, dietetics, or dietetics and food administration OR bachelor's degree in any of the above AND master's degree in chemistry, public health, or family and consumer studies/home economics OR the equivalent.

(Nutritional Science/dietetics Minimum Qualifications)
d. Possess a combination of education, credentials and experience that is at least equivalent of the above. Candidates making application on the basis of equivalency MUST submit the Equivalency Determination form in addition to all required materials.
2. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
3. Demonstrated ability to teach in multiple modalities- classroom, flipped, hybrid, online and telecourse.
4. Ability to work with computers, and use the Internet and interactive technologies to engage students in on-campus and online courses and intrinsic motivation and ability to develop and teach online courses.
5. Evidence of an ability to communicate effectively both orally and in writing.

Desirable Qualifications:
1. Successful teaching experience in the disciplines of Health Education and Food and Nutrition at the community college or higher level.
2. Demonstrated ability to design course content in multiple modalities- classroom, flipped, hybrid, online and telecourse.
3. Active Professional Affiliations
4. Ability to work effectively as part of a team.
5. Ability of construct and conduct surveys, analyze data and write reports.

CONDITIONS OF EMPLOYMENT:

Contract (tenure track), full-time, two-semester per year position (175 days)

Start Date: Fall Semester - August 2015.

Assignment may include day, evening, weekend and summer hours.

Salary: Full-time, two-semester position with a maximum starting range of $47,158.00 - $80,401.00 is offered, based on the 2014-2015 Salary Schedule of $47,158.00 to $112,433.00. In addition, an annual stipend of $2,849.00 is offered for possession of an earned doctorate from an accredited institution.

Pay Philosophy: Starting salaries for academic positions are based on a combination of education and experience. Initial placement is within the starting salary range. Further advancements are based on longevity and professional development. An additional annual stipend is offered for possession of an earned doctorate from an accredited institution.

Employee Benefits: The District provides a comprehensive benefit program effective the first calendar day of the month following the first day of regular employment. Dental and vision care plans for employees and dependents, and life insurance and income protection plans for employees are fully paid by the District. A variety of

medical plans covering employees and their dependents are available, with the District paying the major portion of the cost.

Physical Demands:

- The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job.
- The work environment characteristics are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- A detailed list of physical demands and work environment is on file and will be provided upon request.

ADDITIONAL INFORMATION:

APPLICATION PROCEDURES: Applications must be received no later than the posted closing date. There are **NO EXCEPTIONS**.

APPLICATION REQUIREMENTS: Only complete applications with all the following items will be considered. All attachments must accompany the online District application and should not be sent separately.

1. A Coast Community College District 'Certificated' Online Application.
2. A cover letter outlining your education and experience relevant to this position.
3. A letter of application addressing the desirable qualifications.
4. A current resume or curriculum vitae.
5. Complete transcripts of ALL lower and upper division, and graduate level college/university course work with the degree conferral date shown (need not be official – as attachment). Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Services (NACES).

<div align="center">

Submit application on-line at
http://www.cccd.edu/employment.
OR visit our lobby to submit applications on-line at
Coast Community College District – Human Resources
1370 Adams Avenue, Costa Mesa, CA 92626

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Individuals who need reasonable accommodations in accordance with ADA should notify the Human Resources Office for assistance or call 714.438.4714.

SELECTION PROCEDURE
1. All online applications received by the deadline date will be screened to determine which applicants meet the minimum qualifications as stated in the job announcement.
2. Applicants who meet the basic qualifications and who are also deemed to possess the highest degree of desirable qualifications will be invited discuss their qualifications in an interview to the college. If any travel is required for an applicant to participate in person during the interview process, this will be done so at the candidate's own expense. During the campus visit, each candidate will be interviewed and may be asked to conduct a short teaching demonstration/presentation on a previously announced topic as well as participate in a writing exercise and/or hands-on practical.
3. The search committee will rate the candidate's responses to the interview questions, the demonstration/presentation, and the applicable writing exercises and/or hands-on practical.
4. Based on this rating, a number of candidates will be recommended to move forward and will be invited to the campus for a second level interview.
5. The campus President will make the final recommendation for employment to the Board of Trustees.
6. The successful candidate will be offered the position and placed on the current salary schedule based on their experience.
7. The start date will be determined by the Dean of the Division/Department depending on the needs of the campus and the conditions of employment as posted in the job announcement/recruitment.

EMPLOYMENT INFORMATION
• To be considered in the initial committee review, all materials requested in this vacancy notice must be received no later than the filing deadline. Submission of all application materials is the responsibility of the applicant.
• The District does not contact nor employ outside agencies or headhunters to assist us in the recruitment process for our vacant positions.
• Applicants wishing to apply for more than one position must submit separate application materials for each desired position.
• During the interview process, consideration will be given to factors in addition to education and experience, including but not limited to: professional development, ability to work with others, and commitment to meet student needs.
• Applicants who are eliminated from consideration will be notified by email. All applicants are requested to provide an email address in their online application.
• Candidates should not expect official notification of the status of their candidacy until the Board of Trustees has acted upon the College's recommendation for employment.
• The District reserves the right to contact the current or most recent employer and to investigate past employment records of applicants selected for interviews.
• The District reserves the right to extend the deadline, re-advertise the position or delay filling this position based on the needs of the District and the student population we serve.
• The College does not return materials submitted in application for a position. (Copies

of original supporting documents are acceptable.
• Official transcripts will be requested by Human Resources during the 'new hire' process.

The Coast Community College District is a multi-college district that includes Coastline Community College, Golden West College, and Orange Coast College. The three colleges offer programs in transfer, general education, occupational/technical education, community services and student support services. Coastline, Golden West and Orange Coast Colleges enroll more than 60,000 students each year in more than 300 degree and certificate programs.
Since its founding in 1947, the Coast Community College District has enjoyed a reputation as one of the leading community college districts in the United States. Governed by a locally elected Board of Trustees, the Coast Community College District plays an important role in the community by responding to needs of a changing and increasingly diverse population.

THE COAST COMMUNITY COLLEGE DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER: The Coast Community College District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information. For a full-time, two-semester position a maximum starting range of $47,152 to $112,418. In addition, an annual stipend of $2,849 is offered for possession of an earned doctorate from an accredited institution. The District provides medical, dental, and vision insurance for the employee and eligible dependents and life insurance for the employee.

Application materials must be electronically submitted online at http://www.cccd.edu/employment. Incomplete applications and application materials submitted by mail will not be considered.

Costa   Mesa,   CA   92626
714-438-4714
714-438-4716

jobs@cccd.edu

Instructor, Health Education, Food and Nutrition Supplemental Questionnaire

* 1. Have you taught eight (8) or more semesters for the Coast Community College District? (Per the Agreement between CCA - CTA/NEA and the Coast Community College District)

     Yes   No

* 2. Have you taught a minimum of four (4) semesters for the Coast Community College District in the last three (3) years in the discipline for which you are applying? (Per the Agreement between CCA - CTA/NEA and the Coast Community College District)

     Yes   No

* 3. If you answered yes to any of the above questions, what was your start date and teaching locations? (Coastline College, Golden West College, and Orange Coast College) Respond with N/A if this does not apply to you.

* 4. Are you applying for equivalency? (An application for equivalency is required if you do not possess the minimum qualifications for this discipline.)

     No. I am not applying for equivalency. I already possess the minimum qualifications for this discipline area.
     Yes. I have attached the application for equivalency.

* 5. Please describe how you incorporate elements of student success in your teaching, as well as school and college wide efforts.

* Required Question