



2020-21
Annual Program Review

Health Science
(Foods and Nutrition, Gerontology, Health, Kinesiology,
Physical Education)

Table of Contents

Section 1: Program Planning.....	2
Internal Analysis and Program Effectiveness: Foods and Nutrition	2
Success and Retention: Foods & Nutrition	4
Internal Analysis and Program Effectiveness: Gerontology.....	8
Success and Retention: Gerontology	10
Program Awards.....	13
Internal Analysis and Program Effectiveness: Health	14
Success and Retention: Health	16
Program Awards.....	19
Internal Analysis and Program Effectiveness: Kinesiology	20
Success and Retention: Kinesiology.....	22
Internal Analysis and Program Effectiveness: Physical Education.....	25
Success and Retention: Physical Education	28
Program Awards.....	31
Equity	32
Achievement	32
Program Efficiency	32
Student (SLOs) and Program Student Learning Outcomes (PSLOs).....	33
Curriculum Review	35
External Analysis: Market Assessment	36
Progress on Initiative(s)	37
Response to Program and Department Review Committee Recommendation(s).....	39
Program Planning and Communication Strategies	39
Coastline Pathways	40
Implications of Change.....	40
Section 2: Human Capital Planning.....	41
Staffing	41
Professional Development.....	42
Section 3: Facilities Planning.....	43
Facility Assessment	43
Section 4: Technology Planning	43
Technology Assessment.....	43
Section 5: Ongoing/New Initiatives	44
Section 6: Prioritization.....	0
Prioritization Glossary.....	0
Data Glossary	1

Section 1: Program Planning

Internal Analysis and Program Effectiveness: Foods and Nutrition

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,168	1,291	1,246	1,198	961
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	105.87	112.64	112.37	112.01	88.13
Sections	12	15	16	18	17
Fill Rate	75.8%	70.4%	63.3%	69.3%	73.7%
WSCH/FTEF 595 Efficiency	1,064	973	915	856	788
FTEF/30	1.6	2.0	2.0	2.1	1.8
Extended Learning Enrollment	192	137	139	87	85

The percentage change in the number of Foods and Nutrition **enrollments** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Foods and Nutrition credit courses showed a substantial decrease from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Foods and Nutrition courses in 2018-19 showed a moderate decrease from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Foods and Nutrition courses showed a moderate increase from 2017-18 and a slight decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Foods and Nutrition courses in 2018-19 showed a moderate decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Foods and Nutrition courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a slight decrease in the number of Foods and Nutrition **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,168	1,291	1,246	1,198	961

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	0.0%	0.0%	0.0%	0.0%	0.0%
Online	54.7%	61.2%	60.5%	55.8%	49.8%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	45.3%	38.8%	39.5%	44.2%	50.2%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	39.8%	42.5%	42.9%	39.4%	36.2%
Male	59.2%	56.2%	55.8%	58.9%	62.3%
Unknown	1.0%	1.3%	1.3%	1.7%	1.5%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	19.2%	22.7%	17.3%	17.3%	18.2%
American Indian/AK Native	0.5%	1.0%	1.2%	0.6%	1.2%
Asian	16.4%	15.8%	16.8%	16.8%	13.7%
Hispanic	18.6%	16.2%	16.6%	18.1%	21.7%
Pacific Islander/HI Native	0.2%	0.7%	0.6%	0.5%	0.5%
White	31.3%	27.5%	31.0%	32.7%	30.5%
Multi-Ethnicity	12.4%	14.9%	15.2%	12.6%	11.6%
Other/Unknown	1.4%	1.2%	1.3%	1.4%	2.5%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	5.0%	5.7%	7.9%	7.2%	6.5%
20 to 24	22.4%	23.4%	22.0%	21.9%	15.4%
25 to 29	18.2%	18.4%	17.9%	21.3%	18.9%
30 to 34	15.1%	12.8%	15.4%	13.3%	12.7%
35 to 39	12.0%	10.5%	11.5%	10.6%	12.9%
40 to 49	14.6%	16.4%	14.6%	15.1%	19.0%
50 and Older	12.8%	12.9%	10.8%	10.7%	10.7%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Foods & Nutrition courses made up 1.6% of all state-funded enrollment for 2018-19. The percentage difference in Foods & Nutrition course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in Foods & Nutrition during 2018-19 showed 0.0% of courses were taught **traditional (face-to-face)**, 49.8% were taught **online**, 0.0% were taught in the **hybrid** modality, and 50.2% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, Foods & Nutrition enrollment consisted of 36.2% **female**, 62.3% **male**, and 1.5% students of **unknown** gender. In 2018-19, Foods & Nutrition enrollment consisted of 18.2% **African American** students, 1.2% **American Indian/AK Native** students, 13.7% **Asian** students, 21.7% **Hispanic** students, 0.5% **Pacific Islander/HI Native** students, 30.5% **White** students, 11.6% **multi-ethnic** students, and 2.5% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Foods & Nutrition revealed 6.5% aged **19 or less**, 15.4% aged **20 to 24**, 18.9% aged **25 to 29**, 12.7% aged **30 to 34**, 12.9% aged **35 to 39**, 19.0% aged **40 to 49**, 10.7% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Foods & Nutrition

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	55.8%	58.5%	57.2%	60.9%	61.8%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	66.5%	66.2%	59.5%	63.5%	64.7%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	42.8%	47.1%	53.7%	57.5%	58.9%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	66.9%	68.9%	61.3%	66.5%	64.7%
Male	47.8%	50.1%	54.6%	57.5%	60.1%
Unknown	83.3%	88.2%	31.3%	45.0%	64.3%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	35.9%	33.7%	37.5%	32.9%	41.7%
American Indian/AK Native	16.7%	53.8%	46.7%	100.0%	58.3%
Asian	78.1%	80.9%	69.9%	81.1%	80.3%
Hispanic	50.2%	52.2%	52.7%	58.5%	56.0%
Pacific Islander/HI Native	0.0%	55.6%	57.1%	33.3%	40.0%
White	60.9%	66.1%	65.7%	65.8%	67.6%
Multi-Ethnicity	55.2%	61.5%	55.8%	60.9%	68.5%
Other/Unknown	50.0%	73.3%	37.5%	70.6%	62.5%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	65.5%	68.1%	64.3%	70.9%	77.4%
20 to 24	61.8%	70.1%	58.2%	65.6%	63.8%
25 to 29	52.8%	62.1%	58.3%	58.8%	62.1%
30 to 34	54.5%	54.0%	57.3%	57.9%	59.8%
35 to 39	56.1%	48.0%	58.7%	58.3%	59.7%
40 to 49	49.1%	51.7%	56.6%	57.5%	60.1%
50 and Older	54.4%	49.4%	47.0%	59.4%	56.3%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Foods & Nutrition courses in 2018-19 showed a slight increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Foods & Nutrition 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Foods & Nutrition **course success rate** was substantially lower than the **college average** and slightly higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Foods & Nutrition success rate for 2018-19, the success rate was no comparative data for **traditional (face-to-face)** Foods & Nutrition courses, a slight increase for **online** courses, no comparative data for **hybrid**

courses, and a slight decrease for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Foods & Nutrition success rate for 2018-19, the success rate was a slight increase for **female** students in Foods & Nutrition courses, a slight decrease for **male** students, and a slight increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Foods & Nutrition success rate for 2018-19, the success rate was a substantial decrease for **African American** students in Foods & Nutrition courses, a slight decrease for **American Indian/AK Native** students, a substantial increase for **Asian** students, a moderate decrease for **Hispanic** students, a substantial decrease for **Pacific Islander/HI Native** students, a moderate increase for **White** students, a moderate increase for **multi-ethnic** students, and a minimal difference for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Foods & Nutrition success rate for 2018-19, the success rate was a substantial increase for students aged **19 or less** in Foods & Nutrition courses, a slight increase for students aged **20 to 24**, a minimal difference for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a slight decrease for students aged **35 to 39**, a slight decrease for students aged **40 to 49**, a moderate decrease for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	78.1%	81.6%	78.6%	77.1%	78.6%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	80.9%	82.8%	78.6%	73.4%	74.5%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	74.6%	79.8%	78.5%	81.9%	82.6%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	83.2%	83.6%	80.4%	78.0%	76.1%
Male	74.3%	79.8%	77.5%	77.2%	79.8%
Unknown	91.7%	94.1%	62.5%	55.0%	85.7%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	68.6%	76.9%	67.1%	54.1%	70.9%
American Indian/AK Native	50.0%	92.3%	66.7%	100.0%	83.3%
Asian	90.6%	91.0%	81.3%	89.1%	84.8%
Hispanic	77.0%	75.9%	77.3%	78.3%	78.5%
Pacific Islander/HI Native	50.0%	100.0%	85.7%	83.3%	80.0%
White	79.2%	84.2%	84.2%	81.1%	78.8%
Multi-Ethnicity	76.6%	78.1%	80.5%	78.1%	82.0%
Other/Unknown	75.0%	80.0%	62.5%	88.2%	79.2%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	84.5%	76.4%	88.8%	86.0%	83.9%
20 to 24	80.2%	83.7%	79.5%	76.3%	78.9%
25 to 29	81.1%	83.7%	77.6%	74.9%	76.4%
30 to 34	76.7%	77.9%	78.1%	74.8%	77.9%
35 to 39	70.5%	79.5%	83.2%	79.5%	83.9%
40 to 49	78.4%	83.4%	80.2%	77.9%	79.2%
50 and Older	75.8%	80.1%	64.2%	76.6%	71.8%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Foods & Nutrition courses in 2018-19 showed a slight increase from 2017-18 and a minimal difference from 2014-15. When comparing the percentage point difference in the Foods & Nutrition 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Foods & Nutrition **course retention rate** was moderately lower than the **college average** and moderately higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Foods & Nutrition retention rate for 2018-19, the retention rate was no comparative data for **traditional (face-to-face)** Foods & Nutrition courses, a slight decrease for **online** courses, no comparative data for **hybrid courses**, and a slight increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Foods & Nutrition retention rate for 2018-19, the retention rate was a slight decrease for **female** students in Foods & Nutrition courses, a slight increase for **male** students, and a moderate increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Foods & Nutrition retention rate for 2018-19, the retention rate was a moderate decrease for **African American** students in Foods & Nutrition courses, a slight increase for **American Indian/AK Native** students, a moderate increase for **Asian** students, a minimal difference for **Hispanic** students, a slight increase for **Pacific Islander/HI Native** students, a minimal difference for **White** students, a slight increase for **multi-ethnic** students, and a minimal difference for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Foods & Nutrition retention rate for 2018-19, the retention rate was a moderate increase for students aged **19 or less** in Foods & Nutrition courses, a minimal difference for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a minimal difference for students aged **30 to 34**, a moderate increase for students aged **35 to 39**, a minimal difference for students aged **40 to 49**, a moderate decrease for students aged **50 and older**, and no comparative data for students of **unknown** age.

Internal Analysis and Program Effectiveness: Gerontology

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	93	77	79	68	28
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	8.50	6.86	7.04	6.39	2.59
Sections	3	3	3	3	3
Fill Rate	65.2%	55.6%	58.5%	50.4%	20.7%
WSCH/FTEF 595 Efficiency	440	380	395	344	142
FTEF/30	0.3	0.3	0.3	0.3	0.3
Extended Learning Enrollment	14	12	2	11	0

The percentage change in the number of Gerontology **enrollments** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Gerontology credit courses showed a substantial decrease from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Gerontology courses in 2018-19 showed a minimal difference from 2017-18 and a minimal difference from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Gerontology courses showed a substantial decrease from 2017-18 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 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Gerontology courses in 2018-19 showed a minimal difference from 2017-18 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 2018-19 from 2017-18 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	93	77	79	68	28

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	0.0%	0.0%	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	75.3%	76.6%	81.0%	82.4%	78.6%
Male	24.7%	23.4%	16.5%	16.2%	21.4%
Unknown	0.0%	0.0%	2.5%	1.5%	0.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	17.2%	18.2%	19.0%	27.9%	21.4%
American Indian/AK Native	0.0%	0.0%	0.0%	0.0%	7.1%
Asian	37.6%	19.5%	21.5%	14.7%	10.7%
Hispanic	4.3%	10.4%	8.9%	1.5%	14.3%
Pacific Islander/HI Native	0.0%	0.0%	0.0%	1.5%	0.0%
White	28.0%	33.8%	38.0%	47.1%	28.6%
Multi-Ethnicity	11.8%	15.6%	12.7%	7.4%	17.9%
Other/Unknown	1.1%	2.6%	0.0%	0.0%	0.0%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	3.2%	5.2%	1.3%	2.9%	0.0%
20 to 24	21.5%	14.3%	11.4%	5.9%	7.4%
25 to 29	12.9%	13.0%	13.9%	20.6%	14.3%
30 to 34	8.6%	7.8%	13.9%	22.1%	7.1%
35 to 39	7.5%	2.6%	10.1%	7.4%	7.1%
40 to 49	11.8%	19.5%	26.6%	14.7%	14.3%
50 and Older	34.4%	37.7%	22.8%	26.5%	39.3%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Gerontology courses made up 0.0% of all state-funded enrollment for 2018-19. The percentage difference in Gerontology course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in Gerontology during 2018-19 showed 0.0% of courses were taught **traditional (face-to-face)**, 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 2018-19, Gerontology enrollment consisted of 78.6% **female**, 21.4% **male**, and 0.0% students of **unknown** gender. In 2018-19, Gerontology enrollment consisted of 21.4% **African American** students, 7.1% **American Indian/AK Native** students, 10.7% **Asian** students, 14.3% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 28.6% **White** students, 17.9% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Gerontology revealed 0.0% aged **19 or less**, 7.4% aged **20 to 24**, 14.3% aged **25 to 29**, 7.1% aged **30 to 34**, 7.1% aged **35 to 39**, 14.3% aged **40 to 49**, 39.3% aged **50 and older**, and 0.0% **unknown**

Success and Retention: Gerontology

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	64.3%	65.8%	72.2%	83.8%	71.4%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	64.3%	65.8%	72.2%	83.8%	71.4%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	66.2%	66.1%	75.0%	89.3%	77.3%
Male	57.9%	64.7%	61.5%	63.6%	50.0%
Unknown	0.0%	-	50.0%	0.0%	-

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	38.5%	50.0%	73.3%	68.4%	66.7%
American Indian/AK Native	-	-	-	-	0.0%
Asian	63.3%	73.3%	58.8%	100.0%	100.0%
Hispanic	25.0%	57.1%	71.4%	100.0%	75.0%
Pacific Islander/HI Native	-	-	-	100.0%	-
White	80.0%	61.5%	73.3%	84.4%	75.0%
Multi-Ethnicity	72.7%	83.3%	90.0%	100.0%	80.0%
Other/Unknown	100.0%	100.0%	-	-	-

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	0.0%	100.0%	100.0%	100.0%	-
20 to 24	76.5%	100.0%	55.6%	100.0%	40.0%
25 to 29	45.5%	70.0%	63.6%	85.7%	50.0%
30 to 34	57.1%	60.0%	63.6%	73.3%	100.0%
35 to 39	57.1%	50.0%	87.5%	80.0%	100.0%
40 to 49	50.0%	33.3%	71.4%	60.0%	75.0%
50 and Older	76.7%	65.5%	83.3%	100.0%	81.8%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Gerontology courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Gerontology 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Gerontology **course success rate** was minimal to no difference 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 Gerontology success rate for 2018-19, the success rate was no comparative data for **traditional (face-to-face)** Gerontology courses, a minimal difference for **online** courses, no comparative data for **hybrid**

courses, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Gerontology success rate for 2018-19, the success rate was a moderate increase for **female** students in Gerontology courses, a substantial decrease for **male** students, and no comparative data for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Gerontology success rate for 2018-19, the success rate was a slight decrease for **African American** students in Gerontology courses, a substantial decrease for **American Indian/AK Native** students, a substantial increase for **Asian** students, a slight increase for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a slight increase for **White** students, a moderate increase for **multi-ethnic** students, and no comparative data for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Gerontology success rate for 2018-19, the success rate was no comparative data for students aged **19 or less** in Gerontology courses, a substantial decrease for students aged **20 to 24**, a substantial decrease for students aged **25 to 29**, a substantial increase for students aged **30 to 34**, a substantial increase for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a substantial increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	75.0%	89.5%	82.3%	89.7%	75.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	75.0%	89.5%	82.3%	89.7%	75.0%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	76.9%	89.8%	82.8%	94.6%	81.8%
Male	68.4%	88.2%	84.6%	63.6%	50.0%
Unknown	0.0%	-	50.0%	100.0%	-

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	53.8%	71.4%	86.7%	78.9%	66.7%
American Indian/AK Native	-	-	-	-	50.0%
Asian	66.7%	93.3%	64.7%	100.0%	100.0%
Hispanic	50.0%	100.0%	85.7%	100.0%	75.0%
Pacific Islander/HI Native	-	-	-	100.0%	-
White	92.0%	88.5%	83.3%	90.6%	75.0%
Multi-Ethnicity	90.9%	100.0%	100.0%	100.0%	80.0%
Other/Unknown	100.0%	100.0%	-	-	-

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	50.0%	100.0%	100.0%	100.0%	-
20 to 24	76.5%	100.0%	77.8%	100.0%	40.0%
25 to 29	45.5%	100.0%	72.7%	85.7%	50.0%
30 to 34	57.1%	80.0%	72.7%	80.0%	100.0%
35 to 39	85.7%	100.0%	87.5%	80.0%	100.0%
40 to 49	70.0%	73.3%	85.7%	90.0%	75.0%
50 and Older	90.0%	89.7%	88.9%	100.0%	90.9%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Gerontology courses in 2018-19 showed a substantial decrease from 2017-18 and a minimal difference from 2014-15. When comparing the percentage point difference in the Gerontology 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Gerontology **course retention rate** was substantially lower than the **college average** and slightly higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Gerontology retention rate for 2018-19, the retention rate was no comparative data for **traditional (face-to-face)** Gerontology courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Gerontology retention rate for 2018-19, the retention rate was a moderate increase for **female** students in Gerontology courses, a substantial decrease for **male** students, and no comparative data for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Gerontology retention rate for 2018-19, the retention rate was a moderate decrease for **African American** students in Gerontology courses, a substantial decrease for **American Indian/AK Native** students, a substantial increase for **Asian** students, a minimal difference for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a minimal difference for **White** students, a slight increase for **multi-ethnic** students, and no comparative data for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Gerontology retention rate for 2018-19, the retention rate was no comparative data for students aged **19 or less** in Gerontology courses, a substantial decrease for students aged **20 to 24**, a substantial decrease for students aged **25 to 29**, a substantial increase for students aged **30 to 34**, a substantial increase for students aged **35 to 39**, a minimal difference for students aged **40 to 49**, a substantial increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	6	6	5	8	4
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	9	6	9	11	1

The percentage change in the number of Gerontology degrees awarded in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from the number of degrees awarded in 2014-15.

The percentage change in the number of Gerontology certificates awarded in 2018-19 showed a substantial decrease from 2017-18 and showed a substantial decrease in comparison with the number of certificates awarded in 2014-15.

Internal Analysis and Program Effectiveness: Health

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,656	1,496	1,336	1,215	1,058
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	152.59	135.73	121.47	111.45	97.35
Sections	21	22	18	20	21
Fill Rate	85.0%	82.6%	73.4%	66.1%	66.2%
WSCH/FTEF 595 Efficiency	1,178	1,113	998	913	665
FTEF/30	2.1	2.0	2.0	2.0	2.4
Extended Learning Enrollment	209	194	121	110	113

The percentage change in the number of Health **enrollments** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Health credit courses showed a substantial decrease from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Health courses in 2018-19 showed a slight increase from 2017-18 and a minimal difference from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Health courses showed a minimal difference from 2017-18 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 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Health courses in 2018-19 showed a substantial increase from 2017-18 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a slight increase in the number of Health **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,656	1,496	1,336	1,215	1,058

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	6.3%	6.7%	5.5%	4.5%	5.3%
Online	51.9%	49.2%	52.1%	46.5%	45.9%
Hybrid	0.0%	0.0%	0.0%	0.5%	0.9%
Correspondence (Cable, Telecourse, Other DL)	41.8%	44.1%	42.4%	48.5%	47.9%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	37.4%	34.8%	37.4%	34.2%	34.3%
Male	61.7%	63.9%	61.2%	64.3%	64.4%
Unknown	0.9%	1.3%	1.5%	1.6%	1.3%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	23.2%	27.1%	20.8%	18.3%	16.5%
American Indian/AK Native	0.7%	0.9%	0.8%	0.7%	1.1%
Asian	13.3%	10.5%	13.2%	11.4%	12.9%
Hispanic	20.5%	21.0%	20.6%	23.8%	23.0%
Pacific Islander/HI Native	0.2%	0.6%	1.0%	0.6%	0.6%
White	28.3%	26.6%	28.4%	31.3%	31.2%
Multi-Ethnicity	11.9%	12.1%	14.2%	12.4%	12.6%
Other/Unknown	1.8%	1.2%	1.0%	1.6%	2.2%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	11.2%	12.0%	11.0%	9.4%	11.4%
20 to 24	19.9%	17.7%	19.8%	14.8%	12.0%
25 to 29	16.3%	17.6%	15.8%	17.8%	14.3%
30 to 34	12.2%	13.5%	14.0%	12.3%	15.7%
35 to 39	9.8%	11.2%	10.9%	13.8%	12.8%
40 to 49	17.5%	15.2%	15.7%	17.5%	18.3%
50 and Older	13.1%	12.8%	12.7%	14.2%	13.7%
Unknown	0.0%	0.0%	0.0%	0.1%	0.0%

Health courses made up 1.8% of all state-funded enrollment for 2018-19. The percentage difference in Health course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in Health during 2018-19 showed 5.3% of courses were taught **traditional (face-to-face)**, 45.9% were taught **online**, 0.9% were taught in the **hybrid** modality, and 47.9% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, Health enrollment consisted of 34.3% **female**, 64.4% **male**, and 1.3% students of **unknown** gender. In 2018-19, Health enrollment consisted of 16.5% **African American** students, 1.1% **American Indian/AK Native** students, 12.9% **Asian** students, 23.0% **Hispanic** students, 0.6% **Pacific Islander/HI Native** students, 31.2% **White** students, 12.6% **multi-ethnic** students, and 2.2% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Health revealed 11.4% aged **19 or less**, 12.0% aged **20 to 24**, 14.3% aged **25 to 29**, 15.7% aged **30 to 34**, 12.8% aged **35 to 39**, 18.3% aged **40 to 49**, 13.7% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Health

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	60.0%	57.2%	64.2%	67.7%	75.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	91.3%	79.0%	67.6%	54.5%	67.9%
Online	51.6%	50.4%	64.5%	62.7%	67.3%
Hybrid	-	-	-	66.7%	66.7%
Correspondence (Cable, Telecourse, Other DL)	65.7%	61.4%	63.4%	73.9%	83.2%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	59.8%	59.1%	68.5%	66.3%	70.0%
Male	60.0%	56.2%	61.6%	68.2%	77.5%
Unknown	66.7%	52.6%	65.0%	78.9%	78.6%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	42.6%	35.2%	45.0%	46.8%	61.1%
American Indian/AK Native	66.7%	46.2%	63.6%	87.5%	33.3%
Asian	60.0%	72.6%	75.0%	82.7%	86.0%
Hispanic	69.7%	60.2%	64.0%	67.1%	77.0%
Pacific Islander/HI Native	100.0%	55.6%	30.8%	85.7%	83.3%
White	68.7%	68.3%	73.1%	73.4%	82.1%
Multi-Ethnicity	53.8%	63.5%	66.8%	72.2%	68.4%
Other/Unknown	70.0%	61.1%	71.4%	47.4%	47.8%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	78.4%	71.1%	66.7%	64.0%	71.9%
20 to 24	56.2%	55.5%	65.3%	70.6%	69.2%
25 to 29	51.9%	48.3%	64.0%	64.8%	68.9%
30 to 34	59.4%	55.4%	62.0%	65.3%	71.1%
35 to 39	62.0%	55.4%	66.4%	67.9%	81.5%
40 to 49	61.4%	59.9%	61.0%	67.6%	79.4%
50 and Older	57.1%	58.6%	65.3%	72.8%	82.1%
Unknown	-	-	-	100.0%	-

The percentage difference in the **course success rate** in Health courses in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Health 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Health **course success 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 Health success rate for 2018-19, the success rate was a moderate decrease for **traditional (face-to-face)** Health

courses, a moderate decrease for **online** courses, a moderate decrease for **hybrid courses**, and a moderate increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Health success rate for 2018-19, the success rate was a slight decrease for **female** students in Health courses, a slight increase for **male** students, and a slight increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Health success rate for 2018-19, the success rate was a substantial decrease for **African American** students in Health courses, a substantial decrease for **American Indian/AK Native** students, a substantial increase for **Asian** students, a slight increase for **Hispanic** students, a moderate increase for **Pacific Islander/HI Native** students, a moderate increase for **White** students, a moderate decrease for **multi-ethnic** students, and a substantial decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Health success rate for 2018-19, the success rate was a slight decrease for students aged **19 or less** in Health courses, a moderate decrease for students aged **20 to 24**, a moderate decrease for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a moderate increase for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a moderate increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	82.1%	84.4%	85.0%	85.4%	89.5%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	95.2%	80.0%	86.5%	76.4%	85.7%
Online	76.1%	80.6%	86.5%	83.7%	84.2%
Hybrid	-	-	-	100.0%	88.9%
Correspondence (Cable, Telecourse, Other DL)	87.6%	89.2%	83.0%	87.8%	95.1%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	81.1%	84.1%	88.6%	85.3%	86.0%
Male	82.8%	84.9%	83.1%	85.5%	91.5%
Unknown	80.0%	63.2%	75.0%	84.2%	85.7%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	76.6%	80.0%	78.8%	81.5%	86.3%
American Indian/AK Native	66.7%	92.3%	90.9%	100.0%	83.3%
Asian	80.0%	86.6%	92.0%	88.5%	93.4%
Hispanic	85.6%	81.2%	85.8%	84.8%	90.5%
Pacific Islander/HI Native	100.0%	88.9%	76.9%	85.7%	83.3%
White	85.1%	88.7%	85.8%	87.6%	92.7%
Multi-Ethnicity	81.2%	86.7%	85.8%	85.4%	85.0%
Other/Unknown	93.3%	88.9%	78.6%	68.4%	65.2%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	89.7%	79.4%	85.0%	85.1%	86.8%
20 to 24	81.2%	83.8%	84.9%	88.9%	84.9%
25 to 29	75.2%	85.6%	87.7%	89.4%	85.4%
30 to 34	81.7%	83.2%	80.2%	82.0%	91.0%
35 to 39	84.0%	86.3%	88.4%	85.1%	93.3%
40 to 49	82.4%	86.3%	83.8%	79.8%	92.3%
50 and Older	84.3%	85.3%	85.9%	87.3%	91.7%
Unknown	-	-	-	100.0%	-

The percentage difference in the **course retention rate** in Health courses in 2018-19 showed a slight increase from 2017-18 and a moderate increase from 2014-15. When comparing the percentage point difference in the Health 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Health **course retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Health retention rate for 2018-19, the retention rate was a slight decrease for **traditional (face-to-face)** Health courses, a moderate decrease for **online** courses, a minimal difference for **hybrid courses**, and a moderate increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Health retention rate for 2018-19, the retention rate was a slight decrease for **female** students in Health courses, a slight increase for **male** students, and a slight decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Health retention rate for 2018-19, the retention rate was a slight decrease for **African American** students in Health courses, a moderate decrease for **American Indian/AK Native** students, a slight increase for **Asian** students, a slight increase for **Hispanic** students, a moderate decrease for **Pacific Islander/HI Native** students, a slight increase for **White** students, a slight decrease for **multi-ethnic** students, and a substantial decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Health retention rate for 2018-19, the retention rate was a slight decrease for students aged **19 or less** in Health courses, a slight decrease for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a slight increase for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	8	10	10	27	17
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	0	1	0	0	0

The percentage change in the number of Health degrees awarded in 2018-19 showed a substantial decrease from 2017-18 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Health certificates awarded in 2018-19 showed no comparative data from 2017-18 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Internal Analysis and Program Effectiveness: Kinesiology

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	80	85	69	72	237
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	0.00	0.00	0.00	0.00	11.57
Sections	0	0	0	0	10
Fill Rate	0.0%	0.0%	0.0%	0.0%	37.1%
WSCH/FTEF 595 Efficiency	600	637	517	359	290
FTEF/30	0.2	0.2	0.2	0.3	1.0
Extended Learning Enrollment	0	0	0	0	39

The percentage change in the number of Kinesiology **enrollments** in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from 2014-15.

The percentage change in 2018-19 **resident FTES** in Kinesiology credit courses showed no comparative data from 2017-18 and no comparative data in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Kinesiology courses in 2018-19 showed no comparative data from 2017-18 and no comparative data from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Kinesiology courses showed no comparative data from 2017-18 and no comparative data in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Kinesiology courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Kinesiology courses in 2018-19 showed a substantial increase from 2017-18 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Kinesiology **Extended Learning enrollments** in 2018-19 from 2017-18 and no comparative data from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	80	85	69	72	237

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	0.0%	0.0%	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	57.5%	56.5%	47.8%	61.1%	59.1%
Male	42.5%	42.4%	52.2%	38.9%	38.8%
Unknown	0.0%	1.2%	0.0%	0.0%	2.1%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	22.5%	14.1%	11.6%	8.3%	13.1%
American Indian/AK Native	0.0%	0.0%	0.0%	0.0%	0.4%
Asian	28.8%	23.5%	31.9%	27.8%	26.2%
Hispanic	8.8%	14.1%	8.7%	9.7%	9.3%
Pacific Islander/HI Native	0.0%	1.2%	1.4%	2.8%	0.8%
White	26.3%	23.5%	27.5%	33.3%	30.4%
Multi-Ethnicity	11.3%	23.5%	18.8%	15.3%	18.1%
Other/Unknown	2.5%	0.0%	0.0%	2.8%	1.7%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	6.3%	4.7%	10.1%	13.9%	9.3%
20 to 24	28.8%	32.9%	37.7%	38.9%	118.1%
25 to 29	12.5%	23.5%	17.4%	25.0%	17.7%
30 to 34	13.8%	8.2%	4.3%	8.3%	8.9%
35 to 39	5.0%	9.4%	4.3%	4.2%	8.0%
40 to 49	15.0%	12.9%	10.1%	8.3%	11.8%
50 and Older	18.8%	8.2%	15.9%	1.4%	8.4%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Kinesiology courses made up 0.4% of all state-funded enrollment for 2018-19. The percentage difference in Kinesiology course **enrollment** in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from 2014-15. Enrollment in Kinesiology during 2018-19 showed 0.0% of courses were taught **traditional (face-to-face)**, 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 2018-19, Kinesiology enrollment consisted of 59.1% **female**, 38.8% **male**, and 2.1% students of **unknown** gender. In 2018-19, Kinesiology enrollment consisted of 13.1% **African American** students, 0.4% **American Indian/AK Native** students, 26.2% **Asian** students, 9.3% **Hispanic** students, 0.8% **Pacific Islander/HI Native** students, 30.4% **White** students, 18.1% **multi-ethnic** students, and 1.7% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Kinesiology revealed 9.3% aged **19 or less**, 118.1% aged **20 to 24**, 17.7% aged **25 to 29**, 8.9% aged **30 to 34**, 8.0% aged **35 to 39**, 11.8% aged **40 to 49**, 8.4% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Kinesiology

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	65.0%	64.7%	66.7%	73.6%	67.9%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	65.0%	64.7%	66.7%	73.6%	67.9%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	65.2%	64.6%	72.7%	72.7%	72.1%
Male	64.7%	66.7%	61.1%	75.0%	63.0%
Unknown	0.0%	0.0%	-	-	40.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	22.2%	75.0%	50.0%	33.3%	48.4%
American Indian/AK Native	-	-	-	-	0.0%
Asian	91.3%	95.0%	68.2%	85.0%	91.9%
Hispanic	57.1%	33.3%	66.7%	85.7%	54.5%
Pacific Islander/HI Native	-	0.0%	100.0%	50.0%	50.0%
White	76.2%	55.0%	73.7%	79.2%	72.2%
Multi-Ethnicity	55.6%	60.0%	61.5%	63.6%	51.2%
Other/Unknown	100.0%	-	-	50.0%	50.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	60.0%	50.0%	85.7%	90.0%	68.2%
20 to 24	73.9%	57.1%	73.1%	67.9%	75.3%
25 to 29	70.0%	70.0%	66.7%	77.8%	66.7%
30 to 34	63.6%	100.0%	33.3%	83.3%	66.7%
35 to 39	25.0%	37.5%	100.0%	66.7%	36.8%
40 to 49	58.3%	54.5%	57.1%	50.0%	60.7%
50 and Older	66.7%	100.0%	45.5%	100.0%	80.0%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Kinesiology courses in 2018-19 showed a moderate decrease from 2017-18 and a slight increase from 2014-15. When comparing the percentage point difference in the Kinesiology 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Kinesiology **course success 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 Kinesiology success rate for 2018-19, the success rate was no comparative data for **traditional (face-to-face)** Kinesiology courses, a minimal difference for **online** courses, no comparative data for **hybrid**

courses, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Kinesiology success rate for 2018-19, the success rate was a slight increase for **female** students in Kinesiology courses, a slight decrease for **male** students, and a substantial decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Kinesiology success rate for 2018-19, the success rate was a substantial decrease for **African American** students in Kinesiology courses, a substantial decrease for **American Indian/AK Native** students, a substantial increase for **Asian** students, a substantial decrease for **Hispanic** students, a substantial decrease for **Pacific Islander/HI Native** students, a slight increase for **White** students, a substantial decrease for **multi-ethnic** students, and a substantial decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Kinesiology success rate for 2018-19, the success rate was a minimal difference for students aged **19 or less** in Kinesiology courses, a moderate increase for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a substantial decrease for students aged **35 to 39**, a moderate decrease for students aged **40 to 49**, a substantial increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	80.0%	89.4%	87.0%	84.7%	89.9%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	80.0%	89.4%	87.0%	84.7%	89.9%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	80.4%	85.4%	87.9%	84.1%	90.7%
Male	79.4%	94.4%	86.1%	85.7%	88.0%
Unknown	0.0%	100.0%	-	-	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	66.7%	100.0%	87.5%	50.0%	83.9%
American Indian/AK Native	-	-	-	-	100.0%
Asian	91.3%	100.0%	81.8%	85.0%	96.8%
Hispanic	85.7%	66.7%	100.0%	85.7%	81.8%
Pacific Islander/HI Native	-	0.0%	100.0%	100.0%	100.0%
White	76.2%	90.0%	89.5%	91.7%	93.1%
Multi-Ethnicity	77.8%	90.0%	84.6%	81.8%	81.4%
Other/Unknown	100.0%	-	-	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	60.0%	50.0%	100.0%	90.0%	95.5%
20 to 24	73.9%	92.9%	100.0%	82.1%	92.9%
25 to 29	70.0%	95.0%	83.3%	88.9%	88.1%
30 to 34	100.0%	100.0%	66.7%	100.0%	85.7%
35 to 39	75.0%	75.0%	100.0%	100.0%	89.5%
40 to 49	83.3%	81.8%	85.7%	50.0%	85.7%
50 and Older	86.7%	100.0%	54.5%	100.0%	85.0%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Kinesiology courses in 2018-19 showed a moderate increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Kinesiology 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Kinesiology **course retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Kinesiology retention rate for 2018-19, the retention rate was no comparative data for **traditional (face-to-face)** Kinesiology courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Kinesiology retention rate for 2018-19, the retention rate was a minimal difference for **female** students in Kinesiology courses, a slight decrease for **male** students, and a substantial increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Kinesiology retention rate for 2018-19, the retention rate was a moderate decrease for **African American** students in Kinesiology courses, a substantial increase for **American Indian/AK Native** students, a moderate increase for **Asian** students, a moderate decrease for **Hispanic** students, a substantial increase for **Pacific Islander/HI Native** students, a slight increase for **White** students, a moderate decrease for **multi-ethnic** students, and a substantial increase for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Kinesiology retention rate for 2018-19, the retention rate was a moderate increase for students aged **19 or less** in Kinesiology courses, a slight increase for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a minimal difference for students aged **35 to 39**, a slight decrease for students aged **40 to 49**, a slight decrease for students aged **50 and older**, and no comparative data for students of **unknown** age.

Internal Analysis and Program Effectiveness: Physical Education

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	340	341	337	304	111
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	27.19	27.39	25.94	24.83	13.17
Sections	12	13	16	17	10
Fill Rate	71.3%	65.2%	47.6%	50.3%	49.2%
WSCH/FTEF 595 Efficiency	480	461	374	376	357
FTEF/30	0.7	0.7	0.9	0.8	0.3
Extended Learning Enrollment	100	88	77	74	10

The percentage change in the number of Physical Education **enrollments** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Physical Education credit courses showed a substantial decrease from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Physical Education courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Physical Education courses showed a slight decrease from 2017-18 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 2018-19 showed a moderate decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Physical Education courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease 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 2018-19 from 2017-18 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	340	341	337	304	111

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	15.3%	9.4%	7.7%	9.9%	34.2%
Online	84.7%	90.6%	92.3%	90.1%	65.8%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	58.8%	62.2%	58.8%	64.1%	66.7%
Male	40.0%	34.6%	38.0%	34.2%	30.6%
Unknown	1.2%	3.2%	3.3%	1.6%	2.7%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	17.1%	15.5%	13.4%	14.8%	9.0%
American Indian/AK Native	1.8%	0.0%	1.2%	0.0%	0.9%
Asian	21.5%	26.7%	22.3%	29.3%	34.2%
Hispanic	9.1%	9.1%	13.9%	8.2%	12.6%
Pacific Islander/HI Native	0.0%	0.6%	0.3%	1.3%	0.0%
White	35.3%	27.6%	31.2%	28.6%	23.4%
Multi-Ethnicity	14.4%	18.2%	16.3%	17.4%	19.8%
Other/Unknown	0.9%	2.3%	1.5%	0.3%	0.0%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	10.0%	6.2%	6.2%	4.9%	11.7%
20 to 24	26.8%	29.3%	30.9%	34.5%	13.2%
25 to 29	15.9%	22.3%	18.4%	21.7%	21.6%
30 to 34	11.5%	9.7%	13.4%	9.9%	7.2%
35 to 39	5.9%	7.0%	6.2%	8.2%	10.8%
40 to 49	12.6%	10.9%	12.5%	9.5%	5.4%
50 and Older	17.4%	14.7%	12.5%	11.2%	7.2%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Physical Education courses made up 0.2% of all state-funded enrollment for 2018-19. The percentage difference in Physical Education course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in Physical Education during 2018-19 showed 34.2% of courses were taught **traditional (face-to-face)**, 65.8% 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 2018-19, Physical Education enrollment consisted of 66.7% **female**, 30.6% **male**, and 2.7% students of **unknown** gender. In 2018-19, Physical Education enrollment consisted of 9.0% **African American** students, 0.9% **American Indian/AK Native** students, 34.2% **Asian** students, 12.6% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 23.4% **White** students, 19.8% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Physical Education revealed 11.7% aged **19 or less**, 13.2% aged **20 to 24**, 21.6% aged **25 to 29**, 7.2% aged **30 to 34**, 10.8% aged **35 to 39**, 5.4% aged **40 to 49**, 7.2% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Physical Education

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	65.9%	63.6%	65.0%	72.0%	77.5%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	88.5%	87.5%	84.6%	90.0%	81.6%
Online	61.8%	61.2%	63.3%	70.1%	75.3%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	70.0%	67.0%	70.7%	72.3%	74.3%
Male	61.0%	59.3%	56.3%	70.2%	82.4%
Unknown	25.0%	45.5%	63.6%	100.0%	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	27.6%	30.2%	31.1%	46.7%	60.0%
American Indian/AK Native	83.3%	-	75.0%	-	100.0%
Asian	67.1%	72.5%	76.0%	86.5%	84.2%
Hispanic	71.0%	61.3%	70.2%	80.0%	64.3%
Pacific Islander/HI Native	-	50.0%	0.0%	75.0%	-
White	77.5%	72.3%	79.0%	70.1%	92.3%
Multi-Ethnicity	73.5%	67.7%	49.1%	67.9%	63.6%
Other/Unknown	100.0%	62.5%	40.0%	100.0%	-

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	73.5%	66.7%	76.2%	46.7%	84.6%
20 to 24	70.3%	65.0%	63.5%	78.1%	75.0%
25 to 29	64.8%	57.9%	64.5%	71.2%	66.7%
30 to 34	56.4%	60.6%	62.2%	66.7%	62.5%
35 to 39	60.0%	66.7%	47.6%	64.0%	91.7%
40 to 49	67.4%	67.6%	59.5%	69.0%	100.0%
50 and Older	62.7%	66.0%	81.0%	79.4%	87.5%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Physical Education courses in 2018-19 showed a moderate increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Physical Education 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Physical Education **course success rate** was moderately 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 success rate for 2018-19, the success rate was a slight increase for **traditional (face-to-face)**

Physical Education courses, a slight decrease for **online** courses, no comparative data for **hybrid courses**, and no comparative data 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 2018-19, the success rate was a slight decrease for **female** students in Physical Education courses, a slight increase for **male** students, and a substantial increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Physical Education success rate for 2018-19, the success rate was a substantial decrease for **African American** students in Physical Education courses, a substantial increase for **American Indian/AK Native** students, a moderate increase for **Asian** students, a substantial decrease for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a substantial increase for **White** students, a substantial decrease for **multi-ethnic** students, and no comparative data for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Physical Education success rate for 2018-19, the success rate was a moderate increase for students aged **19 or less** in Physical Education courses, a slight decrease for students aged **20 to 24**, a substantial decrease for students aged **25 to 29**, a substantial decrease for students aged **30 to 34**, a substantial increase for students aged **35 to 39**, a substantial increase for students aged **40 to 49**, a substantial increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	86.2%	85.6%	87.8%	88.2%	90.1%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	88.5%	90.6%	92.3%	96.7%	86.8%
Online	85.8%	85.1%	87.5%	87.2%	91.8%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	88.0%	87.3%	91.4%	88.7%	86.5%
Male	84.6%	83.9%	82.8%	86.5%	97.1%
Unknown	50.0%	72.7%	81.8%	100.0%	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	63.8%	77.4%	84.4%	80.0%	90.0%
American Indian/AK Native	100.0%	-	100.0%	-	100.0%
Asian	86.3%	89.0%	92.0%	94.4%	89.5%
Hispanic	96.8%	87.1%	91.5%	92.0%	78.6%
Pacific Islander/HI Native	-	100.0%	0.0%	100.0%	-
White	91.7%	83.0%	91.4%	87.4%	100.0%
Multi-Ethnicity	89.8%	90.3%	80.0%	83.0%	86.4%
Other/Unknown	100.0%	87.5%	40.0%	100.0%	-

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	85.3%	90.5%	90.5%	80.0%	92.3%
20 to 24	84.6%	87.0%	91.3%	93.3%	92.5%
25 to 29	88.9%	82.9%	87.1%	86.4%	83.3%
30 to 34	84.6%	81.8%	82.2%	80.0%	75.0%
35 to 39	90.0%	79.2%	71.4%	76.0%	91.7%
40 to 49	93.0%	89.2%	88.1%	86.2%	100.0%
50 and Older	81.4%	88.0%	92.9%	97.1%	100.0%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Physical Education courses in 2018-19 showed a slight increase from 2017-18 and a slight increase from 2014-15. When comparing the percentage point difference in the Physical Education 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Physical Education **course retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Physical Education retention rate for 2018-19, the retention rate was a slight decrease for **traditional (face-to-face)** Physical Education courses, a slight increase for **online** courses, no comparative data for **hybrid courses**, and no comparative data 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 2018-19, the retention rate was a slight decrease for **female** students in Physical Education courses, a moderate increase for **male** students, and a moderate increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Physical Education retention rate for 2018-19, the retention rate was a minimal difference for **African American** students in Physical Education courses, a moderate increase for **American Indian/AK Native** students, a minimal difference for **Asian** students, a substantial decrease for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a moderate increase for **White** students, a slight decrease for **multi-ethnic** students, and no comparative data for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Physical Education retention rate for 2018-19, the retention rate was a slight increase for students aged **19 or less** in Physical Education courses, a slight increase for students aged **20 to 24**, a moderate decrease for students aged **25 to 29**, a substantial decrease for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a moderate increase for students aged **40 to 49**, a moderate increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	0	0	1	0	1
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	0	0	0	0	0

The percentage change in the number of Physical Education degrees awarded in 2018-19 showed no comparative data from 2017-18 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 2018-19 showed no comparative data from 2017-18 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Equity

The rise of financial aid fraud rings has made it difficult to accurately interpret some of the demographic data accurately. Despite this challenge to examining the outcome data, there are ways in which the department is intentionally prioritizing the equity markers noted wherever possible in each of the classes. Examples being utilized within course designs include image usage depicting a variety of cultural examples, teaching cultural competency as it relates to patient interaction in the healthcare setting, and performing regular accessibility checks on all materials utilized.

Two of our Health courses, HLTH100 and HLTH223, are now using OER/zero cost materials. HLTH 223 has seen an increase in enrollment since implementing the change in textbook to OER. We have had multiple faculty members go through the OEI course development process and have KIN190 Physiology of Exercise and FN170 Nutrition courses participating in the OIE exchange system. We are currently working on putting the Health 100 course through the OEI approval process.

Achievement

Achievement rates in the different discipline areas within the Department of Health Sciences appear to be consistent with the college-wide data that has been provided. There has been a decline in growth rate across many of the Health Science Programs consistent with that seen in other areas of the college. It is probable that numbers in student retention, enrollment, and success are correlated in part to the implementation of Proctorio in all online course sections. Faculty members are working on ways to continue using Proctorio to identify cases of financial aid fraud and cut down on cheating while lessening the perceived barrier the program can pose for students. There are a few items identified as potential barriers to achievement such as course material costs in our FN170 class. The decreased retention rate seen in this course, however, must be carefully weighed with the increased success rates of those that complete the course. Student competency is markedly increased which is particularly important for this course as it is one that directly articulates to 4-year, health-related, bachelor's degree programs. In continual effort to improve retention rates, many of our faculty are utilizing tools within Canvas to create an "early alert" system method to reach out to students who are under-performing. We will continue to assess additional programs such as Starfish to further improve retention efforts.

Program Efficiency

There were many opportunities identified over the past year in which we could improve efficiency with scheduling and class offerings within the Department of Health Sciences. This will continue to be a fluid process with the future of programs such as correspondence/telecourse offerings being largely unknown. The department is also seeing a large portion of the student population that used to seek out classes at Coastline for the convenience of scheduling find that their home college (in some cases, our sister schools at OCC and GWC) is now offering online options that fit their needs. This is clearly impacting fill rates and has made scheduling more challenging. This in combination with a lag in marketing for new programs and website limitations (wait times to promote new programs) has hit numbers hard.

On the positive side, the Department has 3 new ADT programs (Public Health, Kinesiology, and Nutrition) that will provide students clear pathways that can be marketed to those seeking to go on to health-related careers such as Physician's Assistant and Physical Therapy. Additionally, the Certified Dietary Manager Program has now received Accreditation by the Association of Nutrition and Foodservice Professionals as an approved educational partner for our fully online CDM-CFPP program. This is a huge accomplishment and will seek to fill a large need for professionals in Food Service needing updated credentialing.

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

Course	SLO	SLO Description	Method(s) of Assessment	Recommended Changes
GERO230	1	Determine the impact and implication of aging principles and theories on the frail individual and their family members	Written Assignment	
	2	Communicate the challenges and adaptations needed to assist the frail in their daily activities.	Written Assignment, Discussion Board	
	3	Correctly locate and utilize resources and support mechanisms for the frail.	Exam	
HLTH 100	1	Apply valid research principles to back up the use of behavior change models in developing a healthy lifestyle plan.	Written Assignment	Incorporate SLO #2 into another assignment to provide addition opportunities for students to demonstrate this outcome.
	2	Interpret and apply major theories of healthy living to determine their impact on and implications for individuals and society as a whole.	Written Assignment, Exam	
	3	Communicate personal, community, and global health issues and problems.	Discussion Board	
KIN 201	1	Explain the principles of physical fitness.	Exam, Discussion Board	Consider: SLO's 1 and 2 could be combined. SLO 3 is not a primary objective in this course. Could be re-written or removed.
	2	Assess selected aspects of current level of physical fitness.	Activity + Written Assignment	
	3	Demonstrate ability to make health related decisions as a consumer	Discussion Board	
	4	Apply behavior change, nutrition, and fitness principles to the personal fitness program development.	Project	
PSYC 170	1	Interpret and apply major psychological theories and principles of aging to determine their impact and implication on the individual and society as a whole.	Written Assignment	Revisit large discrepancy in participation with SLO#2 assessment assignment.
	2	Follow directions and communicate the psychological challenges adults face as they age	Written Assignment	
	3	Apply valid research to support conclusions about the psychological challenges adults face during their lifespan.	Exam	

SLO Assessment and Plan

PSLO Results

PSLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
Apply major theories and concepts of health, nutrition, and fitness to improve one's overall	Quizzes, exams, skill demonstrations, reports, and other	Laurie Runk, Rachel Niehaus, Fabie Albert, Nancy Parent, Lorie Eber,	Increase number of assignments allowing students to work with

wellness and to guide others to make healthy lifestyle choices.	written assignments.	Jackie Larson, Elaf Farahat	theory application prior to evaluation.
Support opinions/ideas using solid research principles	Discussions, reports, Q and A, research assignments, and exams	Laurie Runk, Rachel Niehaus, Fabie Albert, Nancy Parent, Lorie Eber, Jackie Larson, Elaf Farahat	Require citations for multiple writing assignments to provide students with more practice seeking out reliable sources.
Apply major theories and concepts of kinesiology to make informed decisions about human movement, performance, and function.	Written Project/Program design	Laurie Runk, Rachel Niehaus, Lorie Eber	Incorporate theories/concepts into more courses to increase application practice for students

Collectively, the faculty have been updating assignment directions and rubrics to provide verbiage that more closely parallels that which is in the PSLOs in effort to bring clarity to evaluation methods. Additionally, individual courses have been redesigning new assignments with CSLOs and PSLOs in mind.

Aggregate Health Science Program Student Learning Outcomes (PSLOs), 2015-2016 through 2018-2019

Health Science 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.	61	65.6%	31.2%	1.7%	1.6%
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.	61	80.3%	18.1%	0.0%	1.6%
Apply major theories and concepts of kinesiology to make informed decisions about human movement, performance, and function.	60	50.0%	36.7%	8.3%	5.0%
Apply major theories and principles to everyday life and determine the impact of these theories on the individual and/or society as a whole.	61	70.5%	26.3%	1.7%	1.6%
Follow directions and apply effective communication skills in a variety of settings.	62	80.7%	19.3%	0.0%	0.0%
Support opinions/ideas using solid research principles.	62	79.1%	16.1%	3.2%	1.6%

The aggregate post-graduation survey results show that the majority of graduates of the Health Sciences Program were able and confident or somewhat confident in demonstrating the PSLOs. Graduates indicated that their ability and confidence in following directions and applying effective communication skills in a variety of settings was highest. In contrast, confidence and ability was lowest in applying major theories and concepts of kinesiology to make informed decisions about human movement, performance, and function.

Curriculum Review

Curriculum Review

Program	Degree/Certificate	Term Reviewed	Status
FN	Nutrition and Dietetics Associate Degree for Transfer	Spring 2019	APPROVED/NEW
FN	Certified Dietary Manager Certificate	Fall 2020	ACTIVE/NEW
GERO	Certificate of Achievement		ACTIVE
GERO	Associate in Arts		ACTIVE
HLTH	Public Health Associate Degree for Transfer	Spring 2019	NEW/APPROVED
HLTH	Health and Fitness		ACTIVE
HLTH	Wellness Coaching	Spring 2019	NEW/ACTIVE
KIN	Kinesiology Associate Degree for Transfer	Spring 2019	APPROVED

Course	Title	Term Reviewed	Status
FN C160	Food Safety and Sanitation	Spring 2019	
FN C170	Nutrition	Fall 2016	
FN C180	Nutrition and Disease	Spring 2019	
FN C190	Food Service Management	Fall 2020	NEW
FN C225	Nutrition and Aging	Fall 2016	
FN C283	Work Based Learning in Business Operations and Personnel Management	Fall 2020	NEW
FN C284	Work Based Learning in Foodservice, Sanitation and Safety	Fall 2020	NEW
FN C285	Work Based Learning in Nutrition	Fall 2020	NEW
GERO C121	Introduction to Gerontology	Spring 2019	Crosslisted w/ SOC
GERO C122	Biology of Aging	Spring 2019	Crosslisted w/ BIO
GERO C131	Home Care	Fall 2016	
GERO C170	Psychology of Aging	Spring 2019	Crosslisted w/ PSYC
GERO C191	Issues in Gerontology	Fall 2016	
GERO C193	Issues in Gerontology	Fall 2016	
GERO C195	Issues in Gerontology	Fall 2016	
GERO C190	Issues in Gerontology	Fall 2016	
GERO C220	Professional Issues in Gerontology	Fall 2016	
GERO C230	Care of Frail Elderly	Fall 2016	
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
GERO C273	Careers In Gerontology - A Field Practicum	Fall 2016	
HLTH C100	Personal Health	Spring 2019	Minor Course Revision

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
HLTH C121	Introduction to Health Care Management	Fall 2016	
HLTH C220	Introduction to Public Health	Spring 2019	NEW
HLTH C223	Healthy Aging	Fall 2016	
HLTH C230	Health Psychology	Fall 2020	NEW
HLTH C281	Work Based Learning	Fall 2016	
HLTH C282	Work Based Learning	Fall 2016	
HLTH C283	Work Based Learning	Fall 2016	
HLTH C284	Work Based Learning	Fall 2016	
KIN C202	Introduction to Kinesiology	Spring 2019	Course Number Change
KIN C101	Personal Fitness and Wellness	Spring 2018	Changed to KIN 101, additional changes to PSLOS, instructional techniques, methods of evaluation, textbooks
KIN C190	Physiology of Exercise	Fall 2017	Course Prefix Change
KIN C201	Fitness for Life	Spring 2018	Cross-listed with PE 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
KIN C289	Exercise Assessment and Program Implementation	Spring 2018	Changed to KIN 289, additional updates to instructional techniques, assignments, methods of evaluation, textbooks
PE C102	Lifetime Fitness	Fall 2016	
PE C115	Tai Chi	Fall 2016	
PE C116	Tai Chi Intermediate	Fall 2016	
PE C118A	Introduction to Yoga 1	Fall 2016	
PE C118B	Introduction to Yoga 2	Fall 2016	
PE C119A	Hatha Yoga 1	Fall 2016	
PE C119B	Hatha Yoga 2	Fall 2016	
PE C121A	Power Yoga 1	Fall 2016	
PE C121B	Power Yoga 2	Fall 2016	
PE C126A	Relaxation Movements 1	Fall 2016	
PE C126B	Relaxation Movements 2	Fall 2016	
PE C169A	Self Defense Arts	Fall 2016	
PE C169B	Self Defense Arts 2	Fall 2016	

External Analysis: Market Assessment

There are currently a lot of changes and trends being seen related to health-care occupations. Related to Nutrition, Centers for Medicare & Medicaid Services (CMS released a comprehensive update of regulations to reflect advances in theory and practice of service, delivery and safety for long term care residents, including a section on Food and Nutrition Services. In Section §483.60 Food and Nutrition Services, 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. To meet the overwhelming market demand for Foodservice professionals to update professional credentialing, Coastline is now an approved ANFP educational partner, offering this credential fully online which is of critical importance to those working full time in these positions. In the public health setting, there is a growing need for Community Health Workers/Health Coaches which can be employed in a variety of different capacities in both the private and corporate sectors as shown by the BLS data. The current COVID-19 pandemic is fueling a larger than anticipated demand for this area in which jobs are being produced that cannot be filled fast enough.

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.

Progress on Initiative(s)

Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Update the Health Fitness major to add two career paths- personal trainer and wellness coach, in addition to the existing major.	In Progress	In working with OCC, it has been determined that Coastline will offer a Wellness Coach track but not personal trainer track as this would compete with offerings as OCC. New Initiative added to focus on Wellness Coaching Pathway	HLTH C100 assignments rewritten to emphasize behavior change requirement for the tracks Major Updated to incorporate updates to current courses as well as approving 2 new courses – PE201 Fitness for Life, and HLTH120 Wellness Coaching HLTH230 Health Psychology has been created. Wellness Coaching Certificate is Active.
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	Publicity piece for Military CE Health Fitness Major completed

		<p>more activity courses and promoting ADT</p> <p>-Working with National Certification bodies on partnership for students to take certification exam at Coastline.</p>	<p>-Successful pilot run with course promotions on Social Media and Email Blasts</p>
<p>Maintain vendor approvals for continuing education units from various state agencies and professional organizations</p> <p>Maintain guest access for State CEU auditors on Canvas</p>	In Progress	<p>Maintaining CEU credits for the Gerontology courses with 4 different State Agencies is a continual job.</p> <p>Depending upon the agency, reapplication takes place every two years. State auditors need 24/7 access to course websites.</p> <p>*One of our Adjunct Faculty and members of the Advisory Board will serve as CEU coordinator to maintain current status.</p>	<p>Staff support for this was requested in 2013 and granted in 2014- The Division/Area Coordinator NB Ctr was assigned to assist in tracking and managing the paperwork.</p> <p>-Continuing our vendorship for RCFE; BNHA; LVN/RN (transcript review upon request); and CNA</p>
<p>Establish collaborative model courses to be used by online faculty members teaching the same course in Canvas.</p>	In-Progress	<p>On-going collaboration on Canvas courses between faculty members teaching the same course.</p> <p>Master courses are being developed for new courses in Public Health and Food Safety and Sanitation, and multiple KIN courses</p>	<p>Master courses are currently being used for courses in HLTH, FN, and GERO</p> <p>-Faculty members meet to discuss/update the model courses after they have been offered for one semester.</p>
<p>Continued alignment of course materials and outcomes between the FN C170 Nutrition course and equivalent courses at OCC and CSULB.</p>	Completed	<p>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.</p>	<p>Reviewing changes with OCC and CSU affiliates to make sure course changes meet the needs for transfer credit.</p>
<p>Develop curriculum for Gerontology program that has been suggested by Community employers as necessary for best practices in Home Care.</p>	In-Progress	<p>Aging in Multicultural Society is currently being created as a Zero Cost course and will be offered in Fall of 2019</p>	<p>Care of Frail and Elderly course re-designed and new curriculum offered in the Spring of 2018</p>
<p>Build Certified Dietary Manager Program</p>	In-Progress	<p>The accreditation process through ANFP will begin in Fall of 2019 to become an approved CDM-CFPP program.</p>	<p>FN160 Food Safety & Sanitation and FN180 Nutrition and Disease are being offered Fall of 2019</p>
<p>Develop Curriculum for Wellness Coaching Pathway</p>	In-Progress	<p>Additional coursework in health psychology is being created to finalize this program.</p>	<p>Intro to wellness coaching has generated significant interest with strong enrollment numbers.</p>
<p>Develop Community Health Worker Pathway</p>	In-Progress	<p>Coursework is being reviewed by Constituents of the Gerontology Review Board</p>	<p>Pathway will be aligned with the Public Health ADT requirements</p>

Develop curriculum that have been approved for the new Wellness Coach pathway. The new courses were approved by the curriculum committee in the Fall 2018.	Completed	HLTH 230 Health Psychology was approved and created.	HLTH 230 Health Psychology is being offered Fall 2020 for the first time.
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.	Completed	<ul style="list-style-type: none"> All new courses have been created. The program now has ANFP accreditation. Potential preceptors agreements are being established. 	All classes required for this certificate will be offered at some point during the 20-21 year. Dept is waiting on the course catalog addendum to be submitted in Fall 2020 to begin marketing the CDM program on the website and social media.
Develop curriculum for Public Health ADT and corresponding Community Health Worker Certificate. This curriculum has been suggested by Community employers as necessary for best practices as well as articulation with local 4-year institutions.	In Progress	Discussions are being held regarding the courses that should be a part of a community health worker certificate.	Public Health ADT is approved and waiting at the state level to be transitioned to "ACTIVE" in Banner

Response to Program and Department Review Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Crosslisting courses in multiple disciplines when appropriate to help students find courses in Gerontology and Kinesiology	In Progress	All GERO certificate courses have been crosslisted to appear under the GERO prefix. KIN courses submitted
Changing Gerontology to Aging Studies	In Progress	Addressing after course name changes to be consistent in terminology.

Program Planning and Communication Strategies

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

- students enrolling late and never getting the textbook for the course
- a correlation between online students who do not log-on and get started the first week and failing grades in the courses
- students being content with a passing grade who stop work when the point total for a C is reached
- students only completing assignments with large point totals and skipping groups of assignments with smaller totals that still add up to percentage of their final grade
- students not responding to communications from the instructor.
- students unable to get their textbooks in a timely manner due to insufficient stock at the bookstore and slow financial aid payments which puts them at a disadvantage.

For both our Certified Dietary Manager and Gerontology programs, Advisory committee members have worked on identifying ways and locations in which the students can gain the necessary hands on experiential requirements. The department is navigating the new regulations set forth as a response to the COVID pandemic as it relates to human/client interaction restrictions. 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.

Coastline Pathways

Members of our department have attended meetings and presentations related to guided pathway updates and have participated in some of these discussions as well. Our two full time faculty members are on two subgroups and one is championing the onboarding pathways group. As a department we have worked on setting up the degree program mapping to help identify the most applicable courses within the various transferable pathways for our discipline areas. Members of the department have also met to review and discuss how Health Science Departments at other school have integrated their degree and certificate programs within guided pathways.

Implications of Change

This program review has highlighted some key areas that the Department of Health Sciences can focus on over the next year. There has been a decline in growth rate across many of the Health Science Programs consistent with that seen in other areas of the college. It is probable that numbers in student retention, enrollment, and success are correlated in part to the implementation of Proctorio in all online course sections. Faculty members are working on ways to continue using Proctorio to identify cases of financial aid fraud and cut down on cheating while lessening the perceived barrier the program can pose for students. Additionally, department faculty are continuing to look for ways to increase student enrollment, success, and retention in current courses. This includes utilizing OER resources in more courses when high quality materials are available and utilizing alert systems when student activity drops during the course. Lastly, the Department will continue to evaluate current programs & coursework to increase students' reported confidence in each of the PSLO's.

Section 2: Human Capital Planning

Staffing

Staffing Plan

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

Last year we were able to hire a full-time faculty member that came to us as a practicing clinical dietitian. She has a very diverse cultural background, having not been raised in the United States and brings a wealth of knowledge regarding how nutrition and clinical work is implemented in other countries. With the current state of budget and enrollment in flux, hiring of part time instructors is on hold. We are however, encouraging all faculty to explore different means of professional development in the areas of equity in health care.

Professional Development

Professional Development

Name (Title)	Professional Development	Outcome
Fabie Albert	Yoga Instructor Training – CEU	Opportunity for offering sections of Yoga at different campuses
Nancy Parent	Association of Community & Continuing Education (ACCE)	Professional growth and development opportunities for community, continuing, and contract education providers.
Jackie Larson	Annual Food and Nutrition Conference (2019)	Keep current on relevant research in the field of nutrition to disseminate in current courses and help build curriculum for new CDM program.
Robert Flores	CPR/First Aid Instructor Training - CEU	Completion of Instructor Training provides Health Sciences Department with the ability to Offer 1 credit CPF/First Aid course if needed.
Lorie Eber	National Academy of Sports Medicine – Behavior Change Specialist Certification	Credential recommended for Wellness Coaches for which Coastline has a Certificate Program.
Laurie Runk	Association of Nutrition and Food Service Professionals- Certified Dietary Manager Program Certification	Completed required curriculum design and accreditation review with ANFP for new Certified Dietary Manager program.
Elaf Farahat	Association of Nutrition and Food Service Professionals- Certified Dietary Manager Program Certification	Completed required curriculum design and accreditation review with ANFP for new Certified Dietary Manager program.

Section 3: Facilities Planning

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 saw 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. All Physical Activity courses have been put on hold as a result of COVID, but we are discussing the possibility of live-stream activity courses for future delivery methods. When in person courses resume, Tai Chi will continue to be offered at the Westminster Le Jao Campus as well as Yoga at Newport Beach to meet course offering requirements for the Kinesiology ADT completion.

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. All faculty members trained on Canvas and have all previous courses & newly approved courses have successfully been developed as Master courses

Section 5: Ongoing/New Initiatives

Initiative 2: Market the newly approved Certified Dietary Manager Program. This program was designed to 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. This program is possible to complete fully online which is of great need in the current Pandemic especially.

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 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. Additionally, coursework within this program will offer students valuable certifications such as Food Safety and Sanitation which is required nationally for all food handlers.

What college goal does the initiative support? Select one

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

This program provides a shorter-term goal for students to work towards that has clear career outcomes. This certificate will also allow students to transition into a variety of degree options for both transfer (Nutrition ADT) or associate's completion.

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

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:

To meet the accreditation standards of this program, we must utilize the Instructor Curriculum Package which includes all necessary materials for new course designs. These materials are updated every 5 years. The next update will come during the 20-21 school year. The cost of these course materials is \$1000. Additional fees to maintain accreditation include:

- Five-Year Program Renewal Fee \$100
- Annual Maintenance Fee:
 - (up to 50 students) \$250
 - (51-100 students annually) \$350
 - (101 or more students annually) \$450

What is the anticipated outcome of completing the initiative?

Additional students finding jobs in healthcare 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.

The required program curriculum will be completed by the end of 2019. At this time, the accreditation process will begin and will take between 1 and two semesters. The process should be completed no later than Fall 2020.

Initiative 3: Develop curriculum for Public Health ADT (awaiting state approval) and corresponding Community Health Worker Certificate. This curriculum has been suggested by Community employers as necessary for best practices as well as articulation with local 4-year institutions.

Describe how the initiative supports the college mission:

Based upon the new funding model, this initiative would support further development of the newly approved Public Health ADT. This initiative is designed to prepare students in the study of public health science and provide comprehensive preparation for upper-division work. Finalizing a Community Health Worker Certificate will also provide an additional certificate option for students to complete within the Health Sciences Department.

What college goal does the initiative support? Select one

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes by 20% (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

This will increase the number of pathways offered within the Health Sciences that could lead to awards granted. Certificates aligned with the Public Health degree for transfer will provide students with the ability to get entry level jobs in the field while furthering their degree at a 4-year institution should they choose to do so.

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

BLS data has projected significant growth in Community Health Workers. New offerings, especially when offered in an online modality attract and retain students. Additionally, there is a growing market demand for Home Health Aides, it is important that our students are competitive and well-equipped when applying for these positions. Each of these occupations fall under the Public Health umbrella which would provide students to continue on to a 4-year institution upon completion at Coastline.

Recommended resource(s) needed for initiative achievement:

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 finding jobs in healthcare after completing courses that provide them with the desirable training that employers are looking for with the opportunity to continue their education at a 4-year institution.

Provide a timeline and timeframe from initiative inception to completion.

The ADT is currently in review at the state level and is awaiting the C-ID approval of two courses that are not within the Health Science discipline. While waiting on approval, we will seek to evaluate courses currently being offered in other disciplines that can be incorporated into the Community Health worker certificate prior to designing further curriculum. The target date of completing curriculum review is Spring 2021.

Section 6: Prioritization

List and prioritize initiative requests.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Market Certified Dietary Manager Program	ANFP Approved Instructor Course Material Package, Course development stipends when appropriate, Funding for professional networking/certifications Annual Maintenance Fee:	\$1000 (based on student enrollment) <\$450	On-going accreditation requirements certifications	NA	External market research, student interest surveys	Achievement	Fall 2021	1
Develop courses for Community Health Worker Certificate as part of Public Health ADT	Course development stipends when appropriate; funding for community networking events/conference attendance to stay current in best practices		One time (stipends) On-going (certifications)	NA	Community surveys, focus groups	Achievement	SPRING 2021	2

Prioritization Glossary

Initiative: Provide a short description of the plan

Resource(s): Describe the resource(s) needed to support the completion of the initiative

Est. Cost: Estimated financial cost of the resource(s)

Funding Type: Specify if the resource request is one-time or ongoing

Health, Safety Compliance: Specify if the request relates to health or safety compliance issue(s)

Evidence: Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)

College Goal: Specify what College goal the initiative aligns with

Complete 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 **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of 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.