

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2016-2017

**CURRENT YEAR: 2015-2016**

**PROGRAM: FITNESS, HEALTH, AND NUTRITION**

**CLUSTER: MATH, SCIENCE, KINESIOLOGY, AND NURSING**

**LAST YEAR CPPR COMPLETED: 2014-2015**

**NEXT SCHEDULED CPPR: 2018-2019**

**CURRENT DATE: SPRING 2016**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW.

**Note:** Degrees and/or certificates for the same program may be consolidated into one APPW.

This APPW encompasses the following degrees and/or certificates:

### GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

#### **Response:**

The Fitness, Health, and Nutrition Degree is currently the placeholder for a degree option for students interested in the discipline, but who do not want to complete AD-T in Kinesiology. When the Exercise Science Degree becomes available, this degree will be inactivated.

### DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

In addition to other data that is relevant to your program, institutional program data is available on the [SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site](#). The hyperlinks below will take you directly to each data element on the Dashboard site.

Please paste the charts into this document, and respond to the prompts for each data element. Please also comment on your program's data and how it compares to the overall college data.

**Note:** Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary.

**Response:**

The courses analyzed for this review are those that are a component of the degree and that are in the department's offerings. Several other courses, from other departments, are also a part of this degree pattern. However, those courses were not analyzed. The courses used were: HEED 202, HEED 204, HEED 206, KINE 213, KINE 214, KINE 218, and REC 204.

### Enrollment (Insert Data Chart)

- List the previous year's projection and current year's projection for enrollment (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- What strategies will be employed to meet the current year's projection?

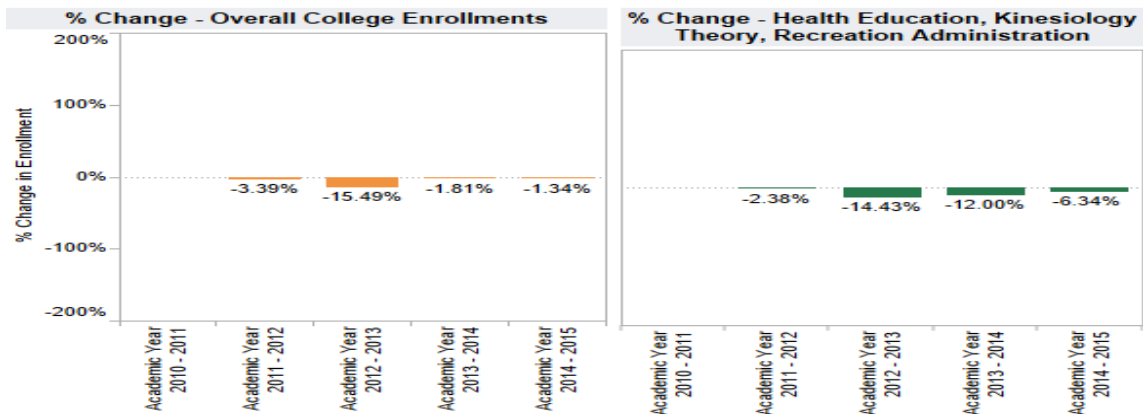
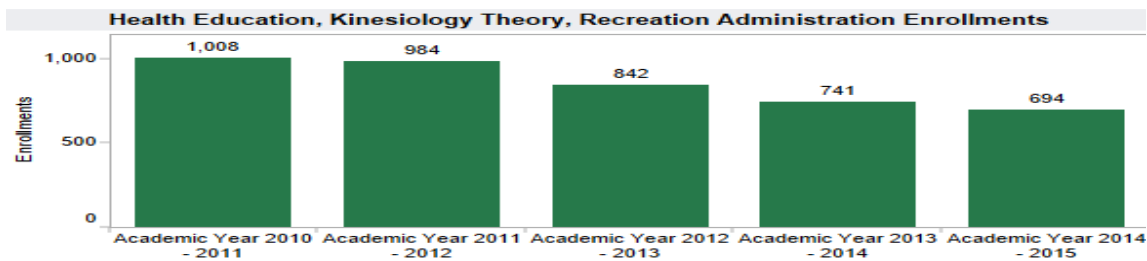
### Response:

The overall course enrollment for this degree is declining. This might be due, in part, to the demand for the AD-T in Kinesiology (students prefer that degree) and/or the declining interest in health education overall.

### SLOCCCD Program Review Data - Enrollment

Department:  
All

Course:  
Multiple values



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Student Demand (Fill Rate) (Insert Data Chart)

- List the trend (*i.e. increasing, decreasing, same*)
- List contributing factors to the trend.
- List which courses have the highest student demand and which courses have the lowest student demand.

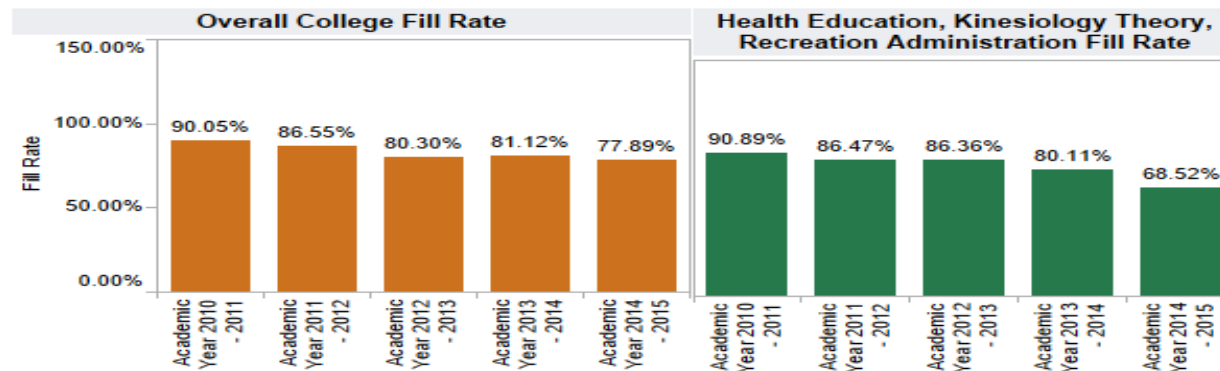
**Response:**

The student demand trend is decreasing. Moreover, the demand for the degree was significantly less than the college demand in 2014-2015. This decreasing trend was one of the rationales for developing the Exercise Science curriculum.

**SLOCCCD Program Review Data - Student Demand (Fill Rate)**

Department:  
All

Course:  
Multiple values



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Efficiency (FTES/FTEF) (Insert Data Chart)

- List the previous year's projection and current year's projection for enrollment (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- What strategies will be employed to meet the current year's projection?

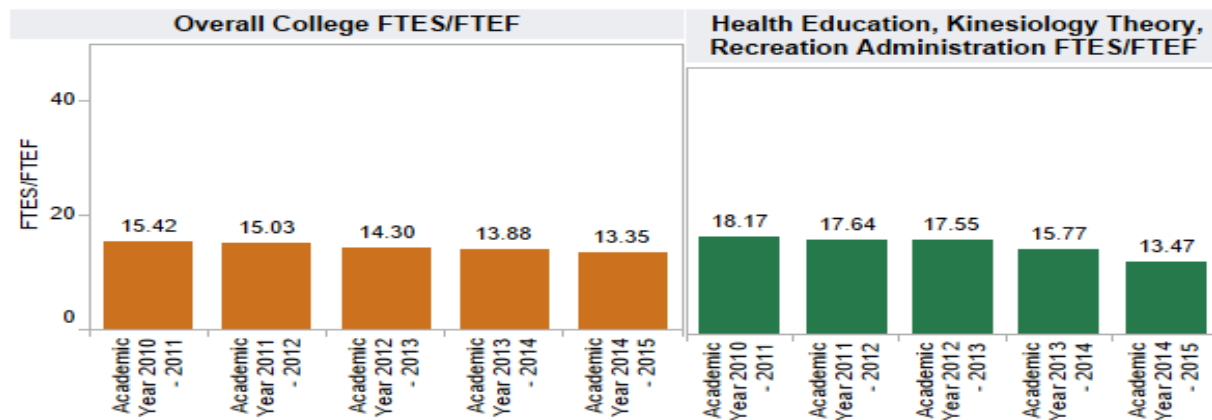
**Response:**

The degree is less efficient than the college goal. Contributing factors may be the decreasing demand for health education and/or the low enrollment caps in specific courses within the degree pattern.

**SLOCCCD Program Review Data - Efficiency (FTES/FTEF)**

Department:  
Multiple values

Course:  
Multiple values



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

### Student Success – Course Completion (Insert Data Chart)

- List strategies used during the last year in which data was reported to increase student success.
- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*).
- Based upon the trend, what strategies do you plan on implementing?

#### Response:

The successful course completion data shows an increasing trend. Moreover, the completion rate is well above the college rate, 81.11% compared to 74.70%.

### SLOCCCD Program Review Data: Successful Course Completion

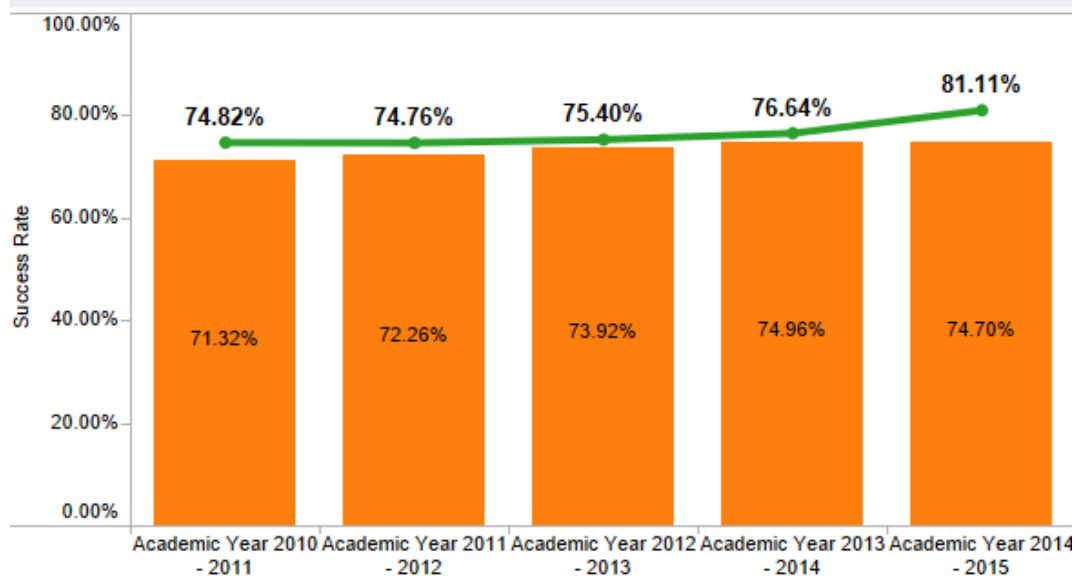
Select Department:  
Multiple values

COURSE  
All

Legend:

- Department Success Rate
- Overall College Success Rate

### Successful Course Completion - Health Education, Kinesiology Theory, Recreation Administration



### Health Education, Kinesiology Theory, Recreation Administration Success Rate Table

|                      | Academic Year<br>2010 - 2011 | Academic Year<br>2011 - 2012 | Academic Year<br>2012 - 2013 | Academic Year<br>2013 - 2014 | Academic Year<br>2014 - 2015 |
|----------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Department Success.. | 74.82%                       | 74.76%                       | 75.40%                       | 76.64%                       | 81.11%                       |
| Total Enrollments    | 2,192                        | 2,353                        | 2,256                        | 2,209                        | 2,022                        |

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

### Student Success—Course Modality (Insert Data Chart)

- List strategies used during the last year in which data was reported to increase student success.
- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*).
- Based upon the trend, what strategies do you plan on implementing?

#### Response:

The only course within the program that is taught in the online modality is Health Education 202. The data below reflects student success within the Health Education 202 courses. The data is not clear – in some semesters student success in F2F courses is higher than online and in others, the contrary is reported. Overall, the F2F and online courses have similar success rates.

## PROGRAM REVIEW DATA - Course Level Successful Course Completion



SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

(1) Select Term:  
All

(2) Select Department:  
Health Education

(3) Select Variables:  
Modality

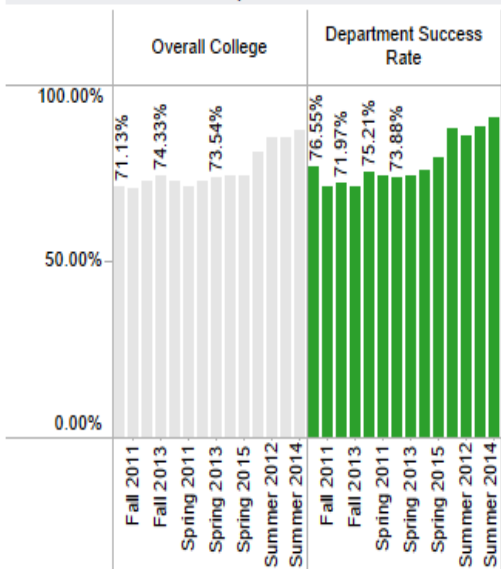
Department Level Success Dashboard



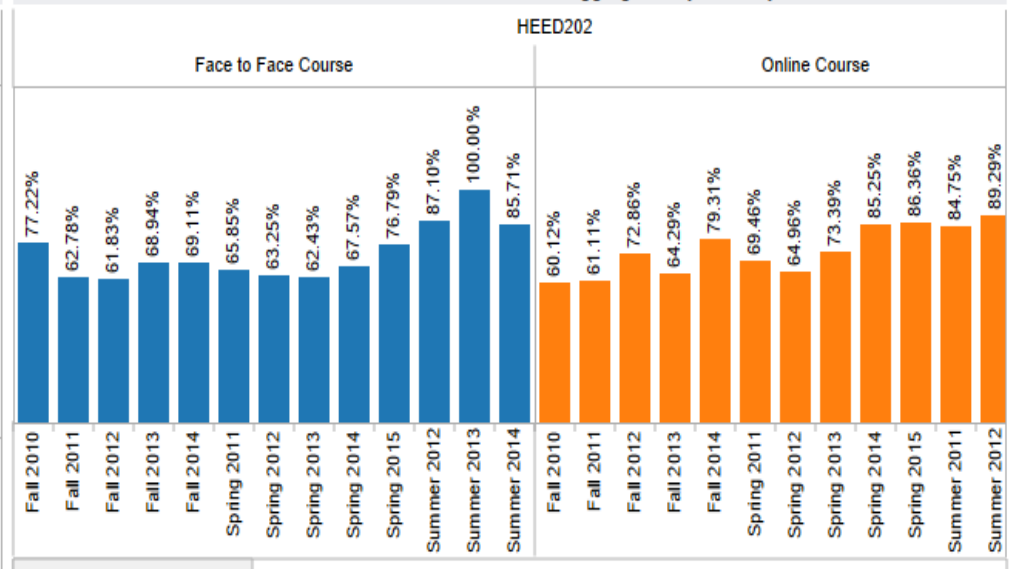
Advanced Success Dashboard



Health Education Department Success Rates



Health Education Success Rates Disaggregated by Modality



Health Education Course Success Rates Disaggregated by Modality

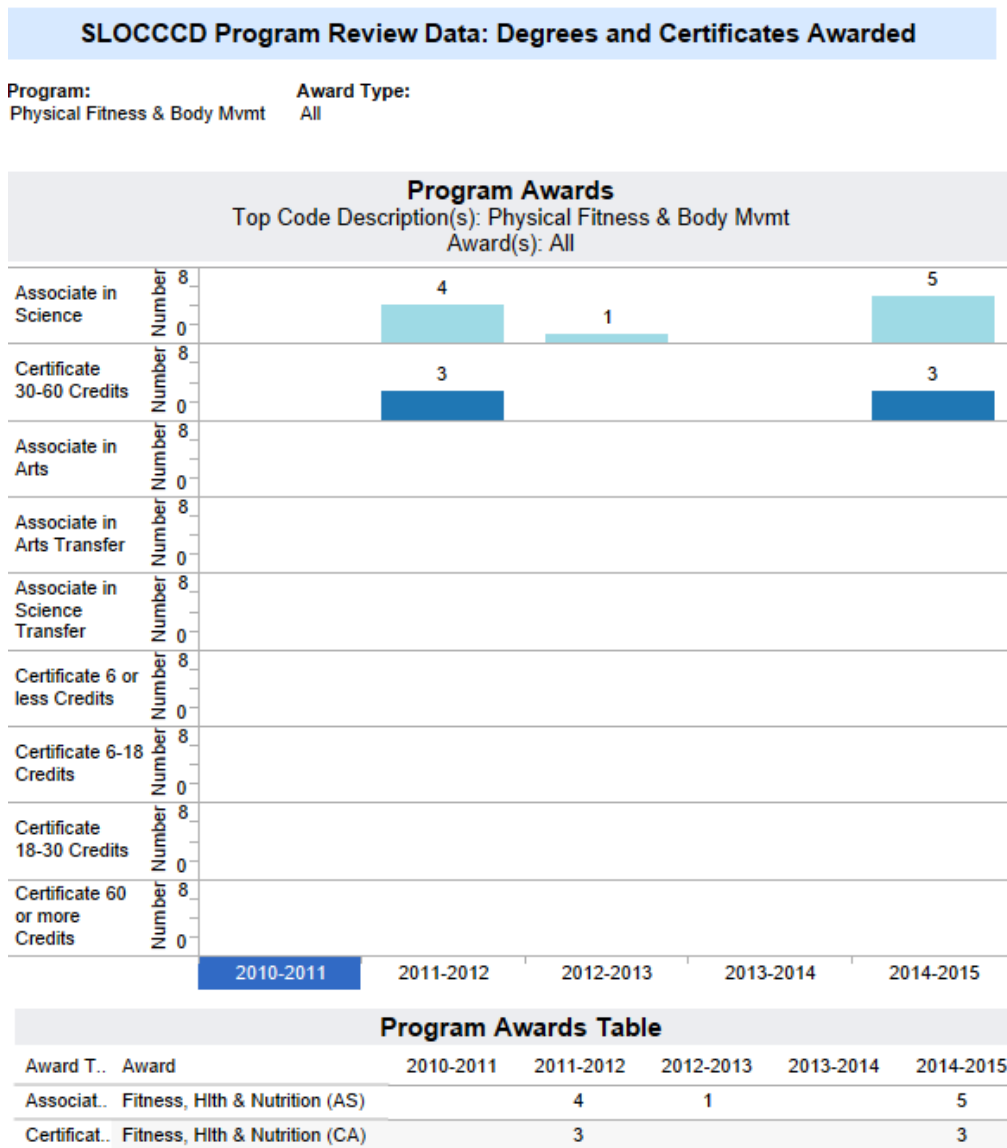
| Health Education Department Crosstabs |                       |       | HEED202     |            | HEED203     |            | HEED204     | HEED206     | HEED208     |            | HEED209     |
|---------------------------------------|-----------------------|-------|-------------|------------|-------------|------------|-------------|-------------|-------------|------------|-------------|
| Overall                               |                       |       | Face to F.. | Online C.. | Face to F.. | Online C.. | Face to F.. | Face to F.. | Face to F.. | Online C.. | Face to F.. |
| Summer 2014                           | Total Enrollments     | 224   | 7.0         | 60.0       | 21.0        | 58.0       |             |             | 20.0        | 59.0       |             |
|                                       | Department Success .. | 90.6% | 85.71%      | 86.67%     | 90.48%      | 100.00%    |             |             | 95.00%      | 84.75%     |             |
| Summer 2013                           | Total Enrollments     | 210   | 8.0         | 65.0       | 15.0        | 32.0       |             |             | 31.0        | 59.0       |             |
|                                       | Department Success .. | 88.1% | 100.00%     | 90.77%     | 86.67%      | 90.63%     |             |             | 90.32%      | 81.36%     |             |
| Summer 2012                           | Total Enrollments     | 247   | 31.0        | 56.0       | 27.0        | 32.0       |             |             | 37.0        | 64.0       |             |
|                                       | Department Success .. | 85.4% | 87.10%      | 89.29%     | 81.48%      | 90.63%     |             |             | 78.38%      | 84.38%     |             |
| Summer 2011                           | Total Enrollments     | 187   |             | 59.0       |             | 43.0       |             |             | 43.0        | 36.0       |             |
|                                       | Department Success .. | 87.8% |             | 84.75%     |             | 86.05%     |             |             | 88.37%      | 94.44%     |             |
| Spring 2015                           | Total Enrollments     | 684   | 112.0       | 66.0       | 117.0       | 76.0       | 82.0        |             | 130.0       | 101.0      |             |
|                                       | Department Success .. | 79.3% | 76.79%      | 86.36%     | 78.63%      | 89.47%     | 86.59%      |             | 81.54%      | 62.38%     |             |
| Spring 2014                           | Total Enrollments     |       | 148.0       | 61.0       | 167.0       | 76.0       | 80.0        |             | 146.0       | 102.0      | 1           |

### Degrees and Certificates Awarded (Insert Data Chart)

- List the previous year's projection and current year's projection for degrees and certificates awarded (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- What strategies will be employed to meet the current year's projection?

### Response:

The data available for this prompt did not match the degree. There was no degree category titled, "Fitness, Health, and Nutrition," (the actual name of the degree. The most similar title was, "Physical Fitness and Body Movement." That data was used.





### OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Please provide and comment on any other data that is relevant to your program such as State or National certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

### PROGRAM OUTCOMES ASSESSMENT AND IMPROVEMENTS CHECKLIST AND NARRATIVE

#### CHECKLIST:

- ☒ Location of current SLO assessment cycle calendar is: being revised, but currently on the PE Drive.
- ☒ Date SLO assessment cycle calendar was last updated: 2014-2015
- ☒ Location of current Course or Program Assessment Summary (CPAS) for each of the degrees/certificates in the program is: PE Drive.
- ☒ Date CPAS was last updated: Spring 2013.

#### **Narrative:**

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. (Please refer to Item 5 on your CPAS: "Effectiveness of Previous Improvement Plans.") *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

#### **Response:**

*NONE.*

### PROGRAM PLANS / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program learning outcomes (Please refer to Item 6 on your CPAS: "Recommended Changes & Plans for Implementation of Improvements".)
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

#### **Response:**

As stated earlier, this program will be deactivated when the Exercise Science Degree is approved by the Chancellor's Office.

## **SURVEY**

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/9JXNBQD>