Annual Program Review Update

Instructions
The Annual Update is conducted district-wide by each program/discipline and consists of a) analysis of general changes, staffing, resources, facilities, equipment and other needs, as well as b) reporting of curricular changes and outcomes assessment.

The questions on the subsequent pages are intended to assist you in planning for your program or area. **Input should be sought from all campuses.** It should be submitted or renewed every year by the designated date in anticipation of budget planning for the next fiscal year.

Institutional data used to document program/discipline statistics and trends will be provided by Institutional Research.

Please include pertinent documents such as student learning outcomes assessment reports and data analysis to support any requests for new faculty, facilities, equipment, etc. Retain this information for your discipline’s use,

Submit an electronic copy of your Annual Update Document and supporting data to the Program Review Committee. Also submit a copy of these documents to your Division Chair, Director, or Campus Lead Faculty.
Annual Program Review Update
*Be sure to include information from all three campuses.

Program/Discipline: Health Education
Submitted by (names): Marla Gleave
Contact Information (phone and email): ext. 4241
Date: October 8, 2008

1. Program/Discipline Changes
   Has there been any change in the status of your program or area since your last
   Annual Update? (Have you shifted departments? Have new degrees or certificates
   been created by your program? Have activities in other programs impacted your area
   or program? For example, a new nursing program could cause greater demand for
   life-science courses.)
   Note: curricular changes should be addressed under 12 (Curriculum).

   ☑ No (go to next question)
   ☑ Yes  Describe the changes below:

2. Program/Discipline Trends
   Refer to the data provided (data link is located at
   http://inside.redwoods.edu/Assessment/ProgRev/TrendData.asp) and describe the
   trends in enrollment, retention, success rates, and student demographics. If
   applicable, describe how changes in these areas are impacting your discipline and
   describe efforts within your area to address these impacts.

   Enrollments in Health Education courses remain strong. In 2006-2007 HED
   courses generated 26.78 FTES, in 2007-2008 they generated 25.83. Success Rates
   were 77% in 2005-6 and 78% in 2006-7.

3. Labor Market Review (for occupational programs)
   Occupational programs must review their labor market data. Links to various reports
   and information, as well as instructions on how to create program-specific reports,
   can be found at
   http://inside.redwoods.edu/Assessment/ProgRev/LaborMarketResources.asp.
   Institutional Research (IR) is available to help with surveys and reviews. All survey
   data (whether collected by your program or the institution) should be sent to IR to be
   kept on record.
   a. Meets a documented labor market demand,
   b. Does not represent duplication of other training programs (in the region), and
   c. Is of demonstrated effectiveness as measured by the employment and
      completion success of its students.

4. Budget Resources
   List your area’s budget for the following categories in the table below. Restricted
   funds have a sponsor/grantor/donor (federal, state, local government, etc). The
funds are restricted by the sponsor/grantor/donor. Everything else is unrestricted.

<table>
<thead>
<tr>
<th>Category</th>
<th>Unrestricted Funds</th>
<th>Restricted Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply and printing budget</td>
<td>Share with PE/Athletics</td>
<td></td>
</tr>
<tr>
<td>Equipment replacement and repair budget</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Work-study funding</td>
<td>share with PE/Athletics</td>
<td></td>
</tr>
</tbody>
</table>

Additional Budget Items

Is the funding for these areas adequate? _☐_ Yes  _☒_ No
If not, describe the impact of unaddressed needs on your discipline or program.
No budget funds available to attend conferences or workshops out of the area. It is from these conferences that current trends in fitness and up-to-date health research information is discussed. It is through conferences that instructors can incorporate the most current information into the Health Education curriculum.

5. Learning Resource Center Resources

Is the level of resources provided by the Academic Support Center and Library (Learning Resource Center) adequate? _☒_ Yes  _☐_ No
If not, explain.

6. Student Services Resources

Complete the following grid concerning Student Services Areas.

<table>
<thead>
<tr>
<th>Student Services Area</th>
<th>Does the area satisfy the needs of your discipline?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and Records</td>
<td>There is a connection to this discipline/program and YES the student services area does satisfy the needs of the discipline.</td>
</tr>
<tr>
<td>Counseling</td>
<td>There is a connection to this discipline/program and NO the student services area does not satisfy the needs of the discipline.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Uncertain about the student service area provided or how it connects to this discipline/program</td>
</tr>
<tr>
<td>Career Services</td>
<td></td>
</tr>
<tr>
<td>Disabled Student Programs and Services (DSPS)</td>
<td></td>
</tr>
<tr>
<td>Extended Opportunities Programs and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If a lack of support was indicated in the table above, describe your program/discipline need.

Eureka campus is limited in counseling positions per capita of students. Long term planning options to four-year schools related to student interest is lacking. Our current system is just focused on what student needs are right now and next semester. Need to reach out to students on four-year institution planning.

7. Faculty Resource Needs

Complete the Faculty Employment Grids below (data link is provided at http://inside.redwoods.edu/Assessment/ProgRev/FacultyLoadDistribution.asp).

Please list full- and part-time faculty numbers in separate rows:

**Faculty Load Distribution in the Program**

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for fall 2007 term</th>
<th>% of Total Teaching Load by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from fall 2006</th>
<th>% Change from fall 2005</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED</td>
<td>21.75</td>
<td>79.3</td>
<td>20.7</td>
<td>20.7</td>
<td>20.7</td>
<td>One adjunct-taught class in Fall 07</td>
</tr>
</tbody>
</table>

**Faculty Load Distribution in the Program**

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for spring 2008 term</th>
<th>% of Total Teaching Load by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from spring 2007</th>
<th>% Change from spring 2006</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED</td>
<td>17.25</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
a. Describe the status of any approved, but unfilled **full-time** positions.

b. If you are requesting a **Full-Time Faculty** position develop an attachment to this report that addresses the following criteria (as listed in AR 305.03)
   - The ratio of full-time to associate faculty
   - Current availability of associate faculty
   - Relation to program review recommendations
   - Effect on diversity of the faculty
   - Effect on academic offerings and ability to serve students and the community
   - Effect on the vitality and future direction of a program and/or the college
   - Effect on student learning

c. If your **Associate Faculty** needs are not being met, describe your efforts to recruit Associate faculty and/or describe barriers or limitations that prevent retaining or recruiting Associate Faculty

Our division has submitted a full-time position with the PE program review. This position is a blend of our division needs. Please see PE program review for details.

**8. Staff Resources**

Complete the **Classified Staff Employment Grid** below (please list full- and part-time staff). This does not include faculty, managers, or administration positions. If a staff position is shared with other areas/disciplines, estimate the fraction of their workload dedicated to your area.

<table>
<thead>
<tr>
<th>Assignment (e.g., Math, English)</th>
<th>Full-time (classified) staff (give number)</th>
<th>Part-time staff (give number)</th>
<th>Gains over Prior Year</th>
<th>Losses over Prior Year (give reason: retirement, reassignment, health, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education/Athletics Division Administrative Assistant</td>
<td></td>
<td>1</td>
<td></td>
<td>loss of -.50% of our division administrative assistant. Previous admin. assistant position was 100% but upon her reassignment to Eureka</td>
</tr>
</tbody>
</table>
Do you need more full-time of part-time classified staff? ☒ yes ☐ no
If yes, explain why.
The loss of 50% of our administrative assistant position has affected the students. The assistant is the person students seek out in order to answer their questions related to our division's course offerings, facility navigation, instructor questions, as well as general campus information. The division of Physical Education includes athletics, health education, and dance. The need for a full-time administrative assistant was documented a couple of years ago and the position was up-graded at that time and remained 100% until spring of 2008. Our needs have not decreased over time. In fact, with the addition of major fundraising projects, there is more workload then ever before.

9. Facilities, and Classroom Technology
Are teaching facilities adequate for achieving the educational outcomes of this discipline/program? ☐ Yes ☒ No
If No was checked, complete and attach Facility Form (facilities.form) for each instructional space that does not meet the needs of this discipline/program:

10. Equipment
Is the available equipment (other than classroom specific equipment described in the facilities section) adequate to achieve the educational outcomes of your program/discipline? ☒ Yes ☐ No
If No was checked, complete the following grid for each piece of equipment being requested for this area/discipline:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Approximate Price</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
</table>

Equipment Repair
Is the equipment used for your discipline/program in need of repair, which is outside your current budget allotment? This does not include classroom specific equipment repair described in the facilities section. ☐ Yes ☒ No
If Yes was checked, provide the following information to justify a budget allotment request:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Repair Cost</th>
<th>Number of</th>
<th>Describe how the equipment</th>
</tr>
</thead>
</table>
revising repair | Annual maintenance cost | students using equipment each semester | allows achievement of program/discipline educational outcomes

<table>
<thead>
<tr>
<th>Program Outcomes (Not all disciplines have program-level outcomes)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Learning Outcomes Assessment Update.

List all expected program-level outcomes, whether you have completed the assessment loop (use of results) or not. For each outcome, identify the means of assessment and the criteria for success. Summarize the data that have been collected in the ‘Assessment Results’ column. If no data have been collected and analyzed for a particular outcome, use the ‘Assessment Results’ column to clarify when these data will be collected and analyzed. In the fourth column, indicate how the assessment results are being used to improve the program.

List all course-level student learning outcomes for which some assessment activity (assessment, analysis, or use of results) has taken place since the most recent program review, and complete the table below as appropriate.

<table>
<thead>
<tr>
<th>Student Learning Outcomes (course-level)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discuss the extent to which part-time faculty (if applicable) have been involved in the dialogue about assessing student learning outcomes:

There has been one section, averaged once a year, that has been taught by an associate faculty member. She was involved in course outline discussions in the Fall of 2007.

12. Curriculum Update

Identify curricular revisions and innovations undertaken

a. in the last year.

HE2, HE1, were updated within the last year.
b. planned for the coming year.
   1. An Exercise Nutrition course is in the process of being developed with an anticipated first offering date of Spring 2010.

Complete the grid below. The course outline status report can be located at: http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum_Course_Outlines.htm

<table>
<thead>
<tr>
<th>Course</th>
<th>Year Course Outline Last Updated</th>
<th>Year Next Update Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE2</td>
<td>2008</td>
<td>2013</td>
</tr>
<tr>
<td>HE1</td>
<td>2008</td>
<td>2013</td>
</tr>
<tr>
<td>HE7</td>
<td>2006</td>
<td>2011</td>
</tr>
</tbody>
</table>

If the proposed course outlines updates from last year’s annual update (or comprehensive review) were not completed, please explain why.

13. Communication
   Are the current lines of administrative, faculty, and staff communication adequate to meet the needs of this discipline/program? Describe representative example of effective or ineffective communication. Communication between faculty and Director is adequate to meet needs of the students and the program. Faculty communication exists on course material and SLO's.

   List any action plans submitted since your last annual update. Describe the status of the plans. If they were approved, describe how they have improved your area. No action plans were submitted for Health Education.

15. Goals and Plans
   If you have recently undergone a comprehensive review, attach your Quality Improvement Plan (QIP) if applicable.
   QIP Attached
   If you do not have a QIP, refer to the goals and plans from your previous annual update. For each goal and/or plan, comment on the current status. List any new goals and plans your area has for the coming year, and indicate how they are aligned with the goals/objectives in CR’s Strategic Plan. (CR’s strategic plan is located on the web at http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp).
   1. The exploration and potential adoption of renaming and reclassifying all PE and health education lecture courses into one discipline of Kinesiology. This potential change will aid our transfer students by creating a smoother articulation to the CSU and UC systems.
   2. Create additional Health Education introductory courses that encumpass current trends in wellness and exercise science.
Facilities, and Classroom Technology Form  
Program/Disciplines: Health Education  
Year: 2008  
Submitted by: Marla Gleave

List classroom or instructional space name/number: **PE 200, PE201**

Check if any of the following are not adequate:

- [ ] Ventilation / room temp
- [ ] ADA access
- [ ] Number of seats / work stations
- [x] Technology (computers, projectors, internet)
- [ ] Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

**Classroom Facilities and Classroom Technology**

All three of the courses offered in our Health Education discipline as well as three lecture courses offered in our Physical Education curriculum, pilates, and yoga are taught in the two classrooms located in the PE building. The classroom numbers are PE 200 and PE 201.

There are many diet analysis programs, fitness assessment programs, and research sites that we could be using in our day-to-day classroom teachings. The lack of internet to our classrooms prevents the teaching of up-to-date methods, concepts, and research in health and fitness. The internet is a classroom lecture tool and we in the Physical Education Division do not understand how our classrooms do not get the merit for internet that other teaching classrooms on campus have received.

There have been requests to bring in internet, plus additional requests to add a computer docking station and overhead projector. The internet request has yet to be granted. Our department was told that bond money would be used to update classroom technology but our building’s classrooms have remained non-accessible to internet connection. In January of 2008 our division was informed that classroom 201 would be updated to include internet during winter session. The classroom received a computer and projector, an Elmo projector and a new screen. The projector was never made permanent, internet was never made available, a computer from another area was recycled to room 201, and the screen was placed over ½ of the lecture board. It remained this way throughout the spring semester of 2008. It is now Fall of 2008 and we still do not have internet access, the screen interferes with the ability to use the full board for lecture notes, and the computer and projector were stolen because they were never secured. If the job started in January of 2008 had been completed during winter, room 201 would be a classroom of the 21st century.

ADA access: both classrooms are located at the top of a flight of stairs. There is not elevator
access. If a physically handicapped student registers for the class, the classroom is reassigned to another handicapped accessible classroom on campus.

Ventilation: The room is either too hot or too cold. Fans are ran during the hot days to attempt to cool the room. If the room is too cold, students are encourage to dress in layers.

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 12  Students: 388