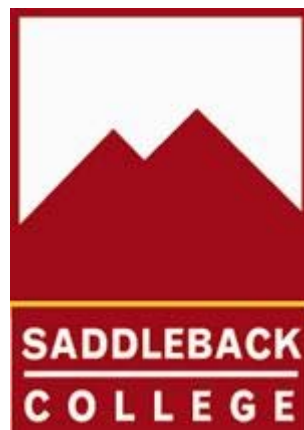


Saddleback College Program Review for Health



Submitted Fall 2007

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Program Review Team Members and Approvals

Program Review Team Chair:

Jan Duquette

Program Review Team Members:

**Nancy Bessette
Mark Blethen
Claire Elkins
Karen Jacobsen
Sommer McCartney
Brad McReynolds**

Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

| Date Completed | Action |
|----------------|---|
| Fall 2006 | Contact Program Review Chair for orientation |
| Fall 2006 | Form Program Review Team |
| Fall 2006 | Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets) |
| Spring 2007 | Solicit input from faculty and students |
| Spring 2007 | Determine if additional research is needed |
| Spring 2007 | Contact College Research Analyst if necessary |
| Fall 2007 | Write Program Review report |
| Fall 2007 | Submit report to Dean and Program Review Chair for approval |
| Fall 2007 | Report submitted to Academic Senate for approval |
| Fall 2007 | Report submitted to Office of Instruction for approval |
| Fall 2007 | Report submitted to College President and the Office of Institutional Effectiveness |
| Fall 2007 | Report posted to the IE web site |
| | Presentation to the Planning and Budget Committee |

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

Health provides an essential component to the overall mission of Saddleback College. Health Education is one of the four core areas in the Division: Health, Kinesiology, Recreation, and Dance. The learning opportunities offered in this area can be an essential factor to the optimum development of a student in all areas of life; physical, mental, emotional, and social. Health courses that are offered include: Health 1 – Contemporary Issues in Health; Health 2 – Responding to Emergencies/First Aid; and Health 3 – Women's Health. These courses contribute significantly toward the achievement of desirable educational outcomes, such as transfer to four-year colleges and universities, and prepares students for successful outcomes through the means of learning healthy issues related to living a balanced life.

Health 1 and 3, both satisfy Area E: Life Skills for transfer to CSU colleges, and General Education Requirements for the AA degree.

B. Historical Background and Unique Characteristics of the Program

Health 1 is a very productive course offering in our Division. Currently, there are nine sections of Health offered various times to satisfy student demands. Next year, there will be 12 sections offered including 2 night classes, 2 afternoon classes, and one Friday morning class. These courses have grown, and there are several excellent full time faculty who lecture in this subject. The topics covered are personal and critical to the safe and healthy life style students need current information. Changing the title of Health 1 from Health Education reflects a more current trend.

C. Progress Since the Last Program Review

It has been nearly 10 years since an extensive program review has been completed. At that time only one or two faculty participated in the writing of the document. This Fall nearly 6 faculty members contributed to this document, and extensive data was collected, including a student survey, to reflect the various aspects of the Health program.

D. Current Strengths, Opportunities, and Challenges

Hiring new, full time faculty specifically for instructing health classes has been a great help, especially faculty with computer skills, and knowledge and energy to bring forth a learning environment which students enjoy, and critical thinking is pursued.

The Health classes are full Fall and Spring semesters including Summer. Students are able to attend at various locations on campus; PE 304, PE 501, PE 600, and the Village on the lower campus. All rooms have current technology, but need upgrades such as new carpet, blinds, desks, and instructor desks.

Challenges facing instructors include technology which is not consistently reliable, rooms which are not cleaned, temperatures which fluctuate to extreme at times, desks which are old, carpet which is unsanitary and needs to be replaced, and rooms being used by other groups.

Health I should be pursued as a General Education Requirement. This 3 unit class should be a must for all students attending Saddleback College.

Consider the importance of the key areas covered in Health I:

- **Taking Charge of your Health**
- **Stress, the Constant Change**
- **Psychological Health**
- **Intimate Relationships and Communication**
- **Sexuality, Pregnancy, and Childbirth**
- **Contraception and Abortion**
- **The Use and Abuse of Psychoactive Drugs**
- **Alcohol and Tobacco**
- **Nutrition Basics (Fast Foot Restaurants)**
- **Exercise for Health and Fitness**
- **Weight Management**
- **Cardiovascular Disease and Cancer**
- **Immunity and Infection**

Health 2 students completing this course obtain certification in CPR, AED, and First Aid

Section II: Review Report

A. Faculty and Staff

Full Time Faculty - Claire Elkins, Nancy Bessette, Mark Blethen, Karen Jacobsen, Sommer McCartney; and Part-Time Faculty - Brad McReynolds, Cindy Wilson, Jamee Morales, and Laura Dill

B. Curriculum and Instruction

Numerous class offerings, various days and hours to fulfill students needs. Fall 2006 changed to new titles, which has worked well. Customizing the text book for Health I has been an improvement. The condensed text that the publisher tailored to the specific chapters has helped cut costs for students, possibly making the class more accessible. Some instructors have instituted the use of a classroom response system (aka, a “clicker”). This radio frequency clicker system allows the instructor to anonymously gather responses from all students on every classroom question or topic – even the most sensitive of subjects. This has the effect of engaging the whole class rather than allowing it to be dominated by the most vocal students. The system also allows the instructor to offer quizzes and exams to the class with virtually instantaneous feedback. The response from the students has been extremely favorable and technique should be continued as part of class protocols. The only drawback is that Saddleback College has no campus wide standard for they systems which means there are two currently in use that are not compatible.

New Title: Health I – Contemporary Health Issues

New Title: Health 2 – Responding to Emergencies/First Aid

New Title: Health 3 – Women’s Health Issues

C. Student Success

Students use power point for class presentations in some courses. Students use lecture, video, or group discussion to present topics. Faculty do touch on all aspects of life and students are learning from lectures, class discussions, guest speakers, research papers, and personal health projects. Change does happen.

Students in Health II present First Aid situations to class, and there is a positive response from the new title change; Responding to Emergencies vs. Standard First Aid.

D. Facilities, Technical Infrastructure, and Resources

Facilities need to be updated. New carpet, new cabinets with keys for instructors only, new window blinds, new desks for students, including left handed desks, and a need for a video resource cabinet. A problem arises when other groups use the room, such as Football, or outside groups. Equipment has been tampered with and computers have been used.

PE 304 - Needs ability to control room temperature, reliable technology, the carpets are often very dirty, and trashy

PE 600 – Problematic because it is hard to view projected media due to the inability to darken the room because of its open interface with the fitness area. This lack of division also can be distracting to the students even though the fitness area is unused during lectures.

Village – Some of the classrooms there are more conducive to learning than others. They all have adequate access to technology, each room having internet access, a computer projection system and DVD/VCR capability. There have been some media incompatibility with certain videos that are used for instruction (they work in some rooms but not others).

E. Service, Community Outreach, and Economic Development (optional)

Section III: Needs Assessment

A. Human Resource Needs

The staff in human resources has been helpful during the Search Committees meetings to find new, full time faculty and staff. Most of our hiring process experiences have been positive and successful.

B. Instructional Needs

During the next 5 years there will be approximately 5+ full time faculty retiring. It is **IMPERATIVE** to replace these certificated faculty positions! Most of our instructors in the Division of Kinesiology and Athletics have a 55% coaching assignment, along with their teaching assignment at least one semester, and some have a coaching assignment for both Fall and Spring Semesters. Faculty who do not have coaching assignments, are teaching these Health classes and when new faculty are hired, Health or lecture background experience is essential.

Video/DVD Library categorized with addition of topics; Addiction, Aging, Drugs, Heart Disease, and Stress.

Internet or on-line classes in Health is being pursued, and these classes would be a huge asset to enrollment, and convenience to students who are working and need to complete this course.

C. Research Needs

Saddleback College has a full time Research and Planning Analyst. This is an excellent resource for researching statistical data related to any aspect of programs, student tracking, success, and so on.

D. Technical, Equipment and Other Resource Needs

Equipment needs to be upgraded which would involve an increase in our current budget. Repair of all the equipment should also be increased to accommodate the needs of all the Health classrooms.

E. Facilities Needs

See comments on previous page. Rooms need to be modernized: New carpet, new desks, window blinds, instructor's desk, and cabinets need to go.

F. Marketing and Outreach Needs

Section IV: Appendices

A. PE/Kinesiology and Athletics Organizational Chart

**Dean and Athletic Director
Tony Lipold**

Senior Administrative Asst.

Maggie Cheng

Admin. Asst. (Athletics)

Jess Perez

Athletics – Coaches

| | | | |
|----------------|------------------|-----------------|--------------------|
| Baseball | Jack Hodges | Soccer | Brandee Craig |
| Basketball M | Bill Brummel | Softball/Golf W | Nick Trani |
| Basketball W | Fentriss Winn | Swimming M | Pat Higginson |
| Cross Country | Mark Blethen | Swimming W | Jennifer Higginson |
| Football | Mark McElroy | Tennis M | Alec Horton |
| Golf M | Mike Rae | Tennis W | Jay Amos |
| Volleyball | Carmen Stratton | Water Polo MW | Jennifer Higginson |
| Asst. Baseball | Sommer McCartney | Asst. Football | Steve Crapo |

Equipment Specialists

Jim Fagen
Efren Malagon
Kathleen Brennan

Athletic Trainers

Brad McReynolds
Debbie Kerr

Dance, Health, Kinesiology, Recreation

Academic Chair

Jan Duquette

Dance

Dorothy Garant
Sharon Haas

Health

Nancy Bessette
Mark Blethen
Claire Elkins
Karen Jacobsen
Sommer McCartney

Kinesiology

Nancy Bessette
Mark Blethen
Bill Brummel
Brandee Craig
Steve Crapo
Jan Duquette
Claire Elkins
Sharon Haas
Jennifer Higginson
Jack Hodges
Karen Jacobsen
Sommer McCartney
Mark McElroy

Recreation

Mark McElroy

B. Five-Year Program Staffing Profile

Five-Year Program Staffing Profile

| Position | Staffing Levels for Each of the Previous Five Years | | | | | % Change from Year 1 to Year 5 |
|------------------------------------|---|------|------|------|------|--------------------------------|
| | 2002 | 2003 | 2004 | 2005 | 2006 | |
| Administration | 2 | 2 | 2 | 2 | 1 | 50% |
| Bargaining Classified Staff FT | 2 | 2 | 2 | 2 | 2 | 0 |
| Bargaining Classified Staff PT | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-bargaining Classified Staff FT | 0 | 0 | 0 | 0 | 0 | 0 |
| Non-bargaining Classified Staff PT | 0 | 0 | 0 | 0 | 0 | 0 |
| Student Workers | 0 | 0 | 0 | 0 | 0 | 0 |
| Faculty FT | 5 | 5 | 5 | 5 | 5 | 0 |
| Faculty PT | 1 | 1 | 1 | 2 | 2 | 50% |

C. SLO Assessments

HEALTH
May 2007

| I | II | III | IV |
|--|--|--|--|
| Expanded Statement of Institutional Purpose | Program Student Learning Outcomes | Assessment Method and Criteria for Success | Assessment Results |
| <p>SC Goal: Provide educational programs leading to the Associate in Arts degree.</p> <p>Health Goal: Health courses provide students with holistic and traditional topics as they relate to the individual, family, community, and society which promotes optimal healthful living based on behavior choices lifestyles, and strategies for improvement.</p> | <p>1. Students in health classes will describe behavior patterns, lifestyles, and value systems which govern behavior choices.</p> | <p>1. Using a rubric, a majority of the students will score at least 70% on a journal or research paper which focuses on selected topic related to health.</p> | <p>1. 90% of the students scored at least 70% on journals submitted on the selected topic related to health.</p> |

| I | II | III | IV |
|---|---|--|---|
| Expanded Statement of Institutional Purpose | Program Student Learning Outcomes | Assessment Method and Criteria for Success | Assessment Results |
| | 2. Students will classify and explain the effects of substance abuse. | 2. 70% of the students in health will demonstrate greater knowledge by scoring higher on a post test on substance abuse. | 2. More than 85% of the students in health scored higher on the post test examination on substance abuse. |

| I | II | III | IV |
|---|--|---|---|
| Expanded Statement of Institutional Purpose | Program Student Learning Outcomes | Assessment Method and Criteria for Success | Assessment Results |
| | 3. Students will demonstrate knowledge of health topics such as fitness and nutrition. | 3. 70% of students will correctly answer embedded questions on health assignment. | 3. 85% of the students correctly answered the embedded questions on the health assignment on fitness and nutrition. |

D. Health Program Review Data

The following pages include:

1. **Course Section Count**
2. **C1 & End of Term Headcount**
3. **Overview of Courses, Grades, Success/Retention**
4. **Course Grades, Success/Retention**
5. **Health and Recreation Program Students' Duplicated Headcount**
 - a. **Gender**
 - b. **Zip Code**
 - c. **Age Groups**
 - d. **Ethnicity**
 - e. **Educational Goal**

**Data Source: SOCCCD Management Information System (MIS) Data
Warehouse November 2006**

**Prepared by Shouka Torabi, Research and Planning Specialist, Saddleback
College**

Course Section Count

Health and Recreation Courses Course and Section Count by Term and Year

| | Fall | | | | | Summer | | | | | | |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| | Section Count | Section Count | Section Count | Section Count | Section Count | Section Count | Section Count | Section Count | Section Count | Section Count | Section Count | Section Count |
| HLTH 1 | 10 | 10 | 10 | 8 | 9 | 1 | 2 | 2 | 4 | 4 | 3 | |
| HLTH 2 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | |
| HLTH 3 | 1 | 2 | 2 | 2 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | |
| REC 104 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Total | 13 | 14 | 12 | 10 | 14 | 2 | 3 | 2 | 4 | 4 | 3 | |

C1 Headcount

Health and Recreation Courses C1 Headcount by Course/Term/Year

| | Fall | | | | | Summer | | | | | | |
|---------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| | C1 Headcount | C1 Headcount | C1 Headcount | C1 Headcount | C1 Headcount | C1 Headcount | C1 Headcount | C1 Headcount | C1 Headcount | C1 Headcount | C1 Headcount | C1 Headcount |
| HLTH 1 | 309 | 317 | 298 | 280 | 304 | 41 | 74 | 59 | 116 | 100 | 84 | 2 |
| HLTH 2 | 53 | 54 | . | . | 47 | . | . | . | . | . | . | . |
| HLTH 3 | 15 | 56 | 69 | 60 | 45 | 27 | 24 | . | . | . | . | . |
| REC 104 | . | . | . | . | . | . | . | . | . | . | . | . |
| Total | 377 | 427 | 367 | 340 | 396 | 68 | 98 | 59 | 116 | 100 | 84 | 3 |

End of Term Headcount

Health and Recreation Courses End of Term Enrollment by Course/Term/Year

| | Fall | | | | | Summer | | | | | | 2001 |
|--------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | |
| | End of Term Enrollment | End of Term Enrollment | End of Term Enrollment | End of Term Enrollment | End of Term Enrollment | End of Term Enrollment | End of Term Enrollment | End of Term Enrollment | End of Term Enrollment | End of Term Enrollment | End of Term Enrollment | End of Term Enrollment |
| HLTH 1 | 318 | 318 | 304 | 284 | 306 | 46 | 77 | 59 | 120 | 103 | 85 | 246 |
| HLTH 2 | 62 | 63 | 0 | 0 | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| HLTH 3 | 17 | 58 | 69 | 61 | 46 | 28 | 24 | 0 | 0 | 0 | 0 | 30 |
| REC 104 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 397 | 439 | 373 | 345 | 403 | 74 | 101 | 59 | 120 | 103 | 85 | 321 |

Summary of Courses, Grades, Success/Retention

Health and Recreation Courses Summary of All Courses by Grade/Success/Retention

| | | Grades | | | | | | | | |
|------|--------|--------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | A | B | C | CR | D | F | I | NC | W |
| | | Count | Count | Count | Count | Count | Count | Count | Count | Count |
| 2001 | Spring | 127 | 68 | 33 | 1 | 8 | 35 | 3 | 3 | 26 |
| | Summer | 48 | 9 | 3 | 1 | 1 | 2 | 1 | 0 | 3 |
| | Fall | 155 | 74 | 53 | 4 | 10 | 37 | 5 | 1 | 42 |
| 2002 | Spring | 152 | 84 | 50 | 4 | 12 | 32 | 1 | 1 | 37 |
| | Summer | 63 | 21 | 4 | 0 | 0 | 4 | 1 | 0 | 2 |
| | Fall | 143 | 103 | 49 | 2 | 14 | 55 | 4 | 1 | 48 |
| 2003 | Spring | 186 | 91 | 39 | 2 | 6 | 43 | 13 | 2 | 54 |
| | Summer | 27 | 14 | 6 | 1 | 0 | 3 | 0 | 0 | 3 |
| | Fall | 148 | 75 | 40 | 2 | 11 | 32 | 13 | 1 | 34 |
| 2004 | Spring | 164 | 78 | 30 | 1 | 5 | 44 | 2 | 2 | 30 |
| | Summer | 82 | 15 | 4 | 0 | 2 | 6 | 2 | 0 | 3 |
| | Fall | 153 | 53 | 31 | 0 | 5 | 45 | 6 | 1 | 39 |
| 2005 | Spring | 134 | 67 | 28 | 4 | 10 | 30 | 2 | 2 | 21 |
| | Summer | 51 | 25 | 11 | 1 | 1 | 5 | 1 | 0 | 5 |
| | Fall | 155 | 81 | 44 | 3 | 10 | 48 | 7 | 0 | 31 |
| 2006 | Spring | 179 | 65 | 20 | 5 | 13 | 29 | 7 | 0 | 38 |
| | Summer | 50 | 18 | 3 | 0 | 0 | 2 | 0 | 0 | 5 |

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students duplicated with A, B, C, CR, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students duplicated with A, B, C, D, F, CR, NC, W, I, XX).

Summary of HLTH 1 by Grade/Success/Retention

Health and Recreation Courses Courses by Grade/Success/Retention

| | | | Grades | | | | | | | | |
|-----------|------|--------|--------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | | A | B | C | CR | D | F | I | NC | W |
| | | | Count | Count | Count | Count | Count | Count | Count | Count | Count |
| HLTH 1 | 2001 | Spring | 91 | 55 | 28 | 1 | 7 | 30 | 0 | 3 | |
| | | Summer | 37 | 2 | 0 | 1 | 0 | 1 | 0 | 0 | |
| | | Fall | 125 | 59 | 42 | 4 | 10 | 34 | 5 | 0 | |
| | 2002 | Spring | 85 | 64 | 37 | 1 | 4 | 22 | 1 | 1 | |
| | | Summer | 53 | 14 | 2 | 0 | 0 | 3 | 0 | 0 | |
| | | Fall | 91 | 78 | 41 | 1 | 13 | 47 | 2 | 0 | |
| | 2003 | Spring | 119 | 58 | 30 | 1 | 4 | 33 | 10 | 0 | |
| | | Summer | 27 | 14 | 6 | 1 | 0 | 3 | 0 | 0 | |
| | | Fall | 119 | 66 | 34 | 0 | 8 | 23 | 13 | 1 | |
| | 2004 | Spring | 111 | 62 | 26 | 1 | 4 | 28 | 2 | 2 | |
| | | Summer | 82 | 15 | 4 | 0 | 2 | 6 | 2 | 0 | |
| | | Fall | 115 | 47 | 27 | 0 | 5 | 41 | 6 | 1 | |
| | 2005 | Spring | 117 | 58 | 23 | 3 | 8 | 22 | 1 | 1 | |
| | | Summer | 51 | 25 | 11 | 1 | 1 | 5 | 1 | 0 | |
| | | Fall | 114 | 66 | 39 | 1 | 8 | 40 | 4 | 0 | |
| | 2006 | Spring | 119 | 60 | 19 | 0 | 9 | 27 | 4 | 0 | |
| | | Summer | 50 | 18 | 3 | 0 | 0 | 2 | 0 | 0 | |

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (num

Summary of HLTH 2 by Grade/Success/Retention

Health and Recreation Courses Courses by Grade/Success/Retention

| | | | Grades | | | | | | | |
|-----------|------|--------|--------|-------|-------|-------|-------|-------|-------|-------|
| | | | A | B | C | CR | D | F | I | W |
| | | | Count | Count | Count | Count | Count | Count | Count | Count |
| HLTH 2 | 2001 | Spring | 26 | 5 | 1 | 0 | 0 | 2 | 0 | |
| | | Fall | 19 | 14 | 11 | 0 | 0 | 3 | 0 | 10 |
| | 2002 | Spring | 22 | 8 | 5 | 0 | 5 | 3 | 0 | 0 |
| | | Fall | 28 | 14 | 5 | 0 | 1 | 5 | 0 | 5 |
| | 2003 | Spring | 29 | 9 | 0 | 1 | 1 | 4 | 0 | 10 |
| | 2005 | Fall | 24 | 10 | 3 | 0 | 0 | 3 | 1 | 3 |
| | 2006 | Spring | 39 | 2 | 0 | 3 | 1 | 2 | 0 | 4 |

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, CR, D, F, CR, NC, I*, XX).

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, I*, XX).

Summary of HLTH 3 by Grade/Success/Retention

Health and Recreation Courses Courses by Grade/Success/Retention

| | | | Grades | | | | | | | | |
|-----------|------|--------|--------|-------|-------|-------|-------|-------|-------|-------|----|
| | | | A | B | C | CR | D | F | I | NC | V |
| | | | Count | Count | Count | Count | Count | Count | Count | Count | Co |
| HLTH 3 | 2001 | Spring | 10 | 8 | 4 | 0 | 1 | 3 | 3 | 0 | |
| | | Summer | 11 | 7 | 3 | 0 | 1 | 1 | 1 | 0 | |
| | | Fall | 11 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | |
| | 2002 | Spring | 29 | 7 | 2 | 1 | 2 | 5 | 0 | 0 | |
| | | Summer | 10 | 7 | 2 | 0 | 0 | 1 | 1 | 0 | |
| | | Fall | 24 | 11 | 3 | 1 | 0 | 3 | 2 | 1 | |
| | 2003 | Spring | 16 | 9 | 6 | 0 | 1 | 2 | 3 | 1 | |
| | | Fall | 29 | 9 | 6 | 2 | 3 | 9 | 0 | 0 | |
| | 2004 | Spring | 28 | 7 | 2 | 0 | 1 | 6 | 0 | 0 | |
| | | Fall | 38 | 6 | 4 | 0 | 0 | 4 | 0 | 0 | |
| | 2005 | Spring | 8 | 6 | 2 | 0 | 1 | 2 | 0 | 1 | |
| | | Fall | 17 | 5 | 2 | 2 | 2 | 5 | 2 | 0 | |
| | 2006 | Spring | 6 | 3 | 0 | 0 | 0 | 0 | 2 | 0 | |

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (num

Gender by Year/Term

**Health and Recreation Courses
Gender by Year/Term
Duplicated Headcount**

| | | F | | M | | X | |
|------|--------|-------|-------|-------|-------|-------|-------|
| | | Count | Row % | Count | Row % | Count | Row % |
| 2001 | Spring | 179 | 55.8% | 142 | 44.2% | 0 | |
| | Summer | 49 | 66.2% | 25 | 33.8% | 0 | |
| | Fall | 190 | 47.9% | 207 | 52.1% | 0 | |
| 2002 | Spring | 215 | 55.4% | 173 | 44.6% | 0 | |
| | Summer | 75 | 74.3% | 26 | 25.7% | 0 | |
| | Fall | 229 | 52.2% | 210 | 47.8% | 0 | |
| 2003 | Spring | 271 | 58.7% | 191 | 41.3% | 0 | |
| | Summer | 33 | 55.9% | 26 | 44.1% | 0 | |
| | Fall | 196 | 52.5% | 176 | 47.2% | 1 | |
| 2004 | Spring | 183 | 49.5% | 187 | 50.5% | 0 | |
| | Summer | 69 | 57.5% | 51 | 42.5% | 0 | |
| | Fall | 187 | 54.2% | 158 | 45.8% | 0 | |
| 2005 | Spring | 146 | 47.2% | 163 | 52.8% | 0 | |
| | Summer | 63 | 61.2% | 40 | 38.8% | 0 | |
| | Fall | 206 | 51.1% | 197 | 48.9% | 0 | |
| 2006 | Spring | 178 | 47.1% | 200 | 52.9% | 0 | |
| | Summer | 47 | 55.3% | 37 | 43.5% | 1 | |

Health and Recreation Courses by Zip Code

Health and Recreation Courses by Zip Code
Duplicated Headcount

| | | Saddleback | | Irvine | | Out of District | |
|------|--------|------------|-------|--------|-------|-----------------|---|
| | | Count | Row % | Count | Row % | Count | R |
| 2001 | Spring | 291 | 90.7% | 7 | 2.2% | 23 | |
| | Summer | 62 | 83.8% | 2 | 2.7% | 10 | |
| | Fall | 328 | 82.6% | 12 | 3.0% | 57 | |
| 2002 | Spring | 346 | 89.2% | 8 | 2.1% | 34 | |
| | Summer | 92 | 91.1% | 4 | 4.0% | 5 | |
| | Fall | 373 | 85.0% | 16 | 3.6% | 50 | |
| 2003 | Spring | 410 | 88.7% | 14 | 3.0% | 38 | |
| | Summer | 52 | 88.1% | 2 | 3.4% | 5 | |
| | Fall | 320 | 85.8% | 6 | 1.6% | 47 | |
| 2004 | Spring | 319 | 86.2% | 11 | 3.0% | 40 | |
| | Summer | 104 | 86.7% | 2 | 1.7% | 14 | |
| | Fall | 290 | 84.1% | 15 | 4.3% | 40 | |
| 2005 | Spring | 277 | 89.6% | 5 | 1.6% | 27 | |
| | Summer | 90 | 87.4% | 2 | 1.9% | 11 | |
| | Fall | 346 | 85.9% | 13 | 3.2% | 44 | |
| 2006 | Spring | 333 | 88.1% | 9 | 2.4% | 36 | |
| | Summer | 80 | 94.1% | 3 | 3.5% | 2 | |

Age Distribution by Year/Term

Health and Recreation Courses Age Group Distribution by Year/Term Duplicated Headcount

| | | Age Groups | | | | | | | | | | |
|------|--------|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | Below 17 | | 18-21 | | 22-25 | | 26-35 | | 36-50 | | 50+ |
| | | Count | Row % | Count | Row % | Count | Row % | Count | Row % | Count | Row % | Count |
| 2001 | Spring | 6 | 1.9% | 218 | 67.9% | 51 | 15.9% | 25 | 7.8% | 19 | 5.9% | 2 |
| | Summer | 1 | 1.4% | 33 | 44.6% | 17 | 23.0% | 14 | 18.9% | 8 | 10.8% | 1 |
| | Fall | 5 | 1.3% | 277 | 69.8% | 62 | 15.6% | 30 | 7.6% | 20 | 5.0% | 3 |
| 2002 | Spring | 7 | 1.8% | 249 | 64.2% | 56 | 14.4% | 43 | 11.1% | 26 | 6.7% | 6 |
| | Summer | 2 | 2.0% | 34 | 33.7% | 28 | 27.7% | 18 | 17.8% | 16 | 15.8% | 3 |
| | Fall | 6 | 1.4% | 297 | 67.7% | 79 | 18.0% | 29 | 6.6% | 23 | 5.2% | 5 |
| 2003 | Spring | 17 | 3.7% | 296 | 64.1% | 67 | 14.5% | 48 | 10.4% | 29 | 6.3% | 3 |
| | Summer | 2 | 3.4% | 24 | 40.7% | 9 | 15.3% | 11 | 18.6% | 10 | 16.9% | 3 |
| | Fall | 8 | 2.1% | 289 | 77.5% | 43 | 11.5% | 22 | 5.9% | 10 | 2.7% | 1 |
| 2004 | Spring | 2 | .5% | 257 | 69.5% | 57 | 15.4% | 32 | 8.6% | 18 | 4.9% | 4 |
| | Summer | 24 | 20.0% | 57 | 47.5% | 17 | 14.2% | 14 | 11.7% | 5 | 4.2% | 3 |
| | Fall | 8 | 2.3% | 250 | 72.5% | 48 | 13.9% | 26 | 7.5% | 11 | 3.2% | 2 |
| 2005 | Spring | 4 | 1.3% | 234 | 75.7% | 48 | 15.5% | 11 | 3.6% | 11 | 3.6% | 0 |
| | Summer | 7 | 6.8% | 57 | 55.3% | 18 | 17.5% | 12 | 11.7% | 8 | 7.8% | 1 |
| | Fall | 3 | .7% | 292 | 72.5% | 69 | 17.1% | 21 | 5.2% | 14 | 3.5% | 4 |
| 2006 | Spring | 4 | 1.1% | 271 | 71.7% | 57 | 15.1% | 28 | 7.4% | 16 | 4.2% | 1 |
| | Summer | 9 | 10.6% | 49 | 57.6% | 15 | 17.6% | 7 | 8.2% | 4 | 4.7% | 1 |

Ethnicity by Year/Term

**Health and Recreation Courses
Ethnicity by Year/Term
Duplicated Headcount**

| | | Ethnic Groups | | | | | | | | | | | |
|------|--------|---------------|-------|------------------|-------|----------|-------|--------------------------------|-------|-------|-------|------------------|-------|
| | | Asian | | African American | | Hispanic | | American Indian/Alaskan Native | | Other | | Pacific Islander | |
| | | Count | Row % | Count | Row % | Count | Row % | Count | Row % | Count | Row % | Count | Row % |
| 2001 | Spring | 16 | 5.0% | 4 | 1.2% | 39 | 12.1% | 2 | .6% | 2 | .6% | 4 | 1.2% |
| | Summer | 5 | 6.8% | 1 | 1.4% | 12 | 16.2% | 0 | .0% | 0 | .0% | 1 | 1.4% |
| | Fall | 19 | 4.8% | 22 | 5.5% | 52 | 13.1% | 4 | 1.0% | 8 | 2.0% | 4 | 1.0% |
| 2002 | Spring | 16 | 4.1% | 16 | 4.1% | 56 | 14.4% | 3 | .8% | 4 | 1.0% | 4 | 1.0% |
| | Summer | 9 | 8.9% | 1 | 1.0% | 18 | 17.8% | 1 | 1.0% | 1 | 1.0% | 0 | .0% |
| | Fall | 26 | 5.9% | 21 | 4.8% | 60 | 13.7% | 4 | .9% | 7 | 1.6% | 5 | 1.1% |
| 2003 | Spring | 34 | 7.4% | 8 | 1.7% | 51 | 11.0% | 1 | .2% | 4 | .9% | 5 | 1.1% |
| | Summer | 5 | 8.5% | 2 | 3.4% | 3 | 5.1% | 1 | 1.7% | 1 | 1.7% | 1 | 1.7% |
| | Fall | 13 | 3.5% | 28 | 7.5% | 48 | 12.9% | 4 | 1.1% | 2 | .5% | 7 | 1.9% |
| 2004 | Spring | 21 | 5.7% | 14 | 3.8% | 49 | 13.2% | 1 | .3% | 4 | 1.1% | 9 | 2.4% |
| | Summer | 12 | 10.0% | 7 | 5.8% | 14 | 11.7% | 1 | .8% | 0 | .0% | 3 | 2.5% |
| | Fall | 24 | 7.0% | 13 | 3.8% | 22 | 6.4% | 2 | .6% | 4 | 1.2% | 3 | .9% |
| 2005 | Spring | 21 | 6.8% | 14 | 4.5% | 44 | 14.2% | 2 | .6% | 4 | 1.3% | 2 | .6% |
| | Summer | 14 | 13.6% | 5 | 4.9% | 9 | 8.7% | 1 | 1.0% | 1 | 1.0% | 3 | 2.9% |
| | Fall | 38 | 9.4% | 22 | 5.5% | 58 | 14.4% | 2 | .5% | 6 | 1.5% | 9 | 2.2% |
| 2006 | Spring | 20 | 5.3% | 10 | 2.6% | 49 | 13.0% | 3 | .8% | 4 | 1.1% | 7 | 1.9% |
| | Summer | 4 | 4.7% | 2 | 2.4% | 8 | 9.4% | 1 | 1.2% | 2 | 2.4% | 2 | 2.4% |

Educational Goals by Year/Term

**Health and Recreation Courses
Educational Goals by Year/Term
Duplicated Headcount**

| | 2001 | | | | 2002 | | | | 2003 | | | | 2004 | | |
|------------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|
| | Spring | | Fall | | Spring | | Fall | | Spring | | Fall | | Spring | | |
| | Count | Column % | Count | Column % | Count | Column % | Count | Column % | Count | Column % | Count | Column % | Count | Column % | Count |
| AA/AS and transfer | 104 | 32.4% | 124 | 31.2% | 121 | 31.2% | 146 | 33.3% | 158 | 34.2% | 152 | 40.8% | 145 | 39.2% | 147 |
| Transfer w/o AA/AS | 39 | 12.1% | 43 | 10.8% | 42 | 10.8% | 41 | 9.3% | 56 | 12.1% | 33 | 8.8% | 46 | 12.4% | 26 |
| AA/AS w/o transfer | 1 | .3% | 5 | 1.3% | 6 | 1.5% | 0 | .0% | 4 | .9% | 3 | .8% | 1 | .3% | 1 |
| 2-yr Voc. w/o transfi | 4 | 1.2% | 11 | 2.8% | 10 | 2.6% | 11 | 2.5% | 22 | 4.8% | 10 | 2.7% | 12 | 3.2% | 7 |
| Voc. certif. w/o trans | 21 | 6.5% | 46 | 11.6% | 42 | 10.8% | 50 | 11.4% | 55 | 11.9% | 53 | 14.2% | 52 | 14.1% | 40 |
| Discover interests | 30 | 9.3% | 30 | 7.6% | 26 | 6.7% | 30 | 6.8% | 22 | 4.8% | 21 | 5.6% | 13 | 3.5% | 18 |
| Acquire job skills | 31 | 9.7% | 33 | 8.3% | 35 | 9.0% | 41 | 9.3% | 38 | 8.2% | 26 | 7.0% | 21 | 5.7% | 33 |
| Update job skills | 3 | .9% | 8 | 2.0% | 5 | 1.3% | 9 | 2.1% | 8 | 1.7% | 6 | 1.6% | 4 | 1.1% | 6 |
| Maintain cert. or lisc | 1 | .3% | 3 | .8% | 2 | .5% | 1 | .2% | 2 | .4% | 1 | .3% | 1 | .3% | 2 |
| Ed. development | 24 | 7.5% | 25 | 6.3% | 28 | 7.2% | 24 | 5.5% | 23 | 5.0% | 8 | 2.1% | 18 | 4.9% | 12 |
| Basic Skills | 2 | .6% | 1 | .3% | 1 | .3% | 0 | .0% | 0 | .0% | 2 | .5% | 1 | .3% | 3 |
| HS or GED | 4 | 1.2% | 1 | .3% | 1 | .3% | 3 | .7% | 7 | 1.5% | 1 | .3% | 2 | .5% | 5 |
| Undecided | 57 | 17.8% | 67 | 16.9% | 69 | 17.8% | 83 | 18.9% | 66 | 14.3% | 57 | 15.3% | 53 | 14.3% | 45 |
| Unknown | 0 | .0% | 0 | .0% | 0 | .0% | 0 | .0% | 1 | .2% | 0 | .0% | 1 | .3% | 0 |
| Total | 321 | 100.0% | 397 | 100.0% | 388 | 100.0% | 439 | 100.0% | 462 | 100.0% | 373 | 100.0% | 370 | 100.0% | 345 |

Program Review – Student Questionnaire (500) Response Summary

The majority of students answering these questions were undeclared in their majors, a mixture of both full and part time students, and taken at least one physical education class.

New classes suggested by students included: Core Training, Cross Training, Triathlon Training, Flag Football, Beach Activities (Kayaking, Rowing, Sailing), Equestrian, Dance Styles, and various martial arts (Jujitsu, Tae Kwon Do, etc.)

Reasons for dropping classes at Saddleback involved: Overloaded with academic classes; Work Related; Dissatisfied with Instructor; Class was not what they expected; Personal (bored, bad time, too difficult, driving distance, family, stress, medical, and immaturity); and Limits on Repeatability.

LOCKER ROOMS: Most students do NOT use the locker room or showers, those who do, are mostly swimmers. Many do not know where they are. Some state they do not have time to use. Others prefer showering at home. Restrooms are dirty. Students do NOT like community showers. Need to improve cleanliness. Water temperature needs regulating.

SAFETY: In the women's locker rooms, students do NOT feel safe. Most anyone, male or female, may walk in at any time. There is no security. Students NEVER see an Attendant. (Top of door should be kept open). Women's locker room seems deserted and is uncomfortable being there alone.

FACILITIES: More AIR in PE 600 for Spin classes. Too HOT in the GYM. Ants. Most need CLEANING. Yoga Room (306) too COLD. Hard to concentrate when temperature is too HOT. Weight training room (307) too HOT. Mirrors are broken, unsafe, unstable (GYM). Gym floor dirty. Doors to Gym dirty. Bathroom doors in 300 building don't work. Showers unsanitary. Carpets not Clean in 304.

CLEANLINESS: 307 Floor is continually DIRTY. Most rooms in 300 building are horrible! Dirt can be seen and felt everywhere. All rooms need REGULAR CLEANING. Filthy, grimy, walls & mirrors dirty.

CLASS DAYS/TIMES: Most students prefer mornings. Others evenings. Days for most are MW and TR. Saturdays too.

INSTRUCTORS: Most students feel Kinesiology Instructors are Outstanding. Knowledgable, kind, helpful.

DESIRED COURSES: Team Bowling, Yoga for Kids, Archery, Foxtrot, Salsa, Ice Skating, Equestrian, Mountain Biking, Snowboarding, OPEN LAP TIME IN POOL, African Dance, Lacrosse, Fencing, Kendo, JuJitsu, Kung Fu, Tae Bo, Roller Hockey, Kayaking, Hiking, Racquetball, Hip Hop Dance.

COMMENTS

- More Summer School classes
- More SS evening offerings of Health and PE 107
- No Heat in fitness classes (Except Yoga)
- PE should be more units to motivate lifelong fitness
- Turn OFF music in PE 600 – Lifetime Fitness Center
- Why doesn't MTVU televisions work in PE 600?
- Clean Classrooms
- Love that Saddleback offers PE to keep people healthy
- Clean Bathrooms – they smell
- Do NOT limit REPEATS in FITNESS classes
- Offer bowling Spring and Fall too
- Very pleased with Saddleback
- Clean --- Vacuum
- More evening options
- Nice to be able to make up missed classes