Instructional Discipline Template

A. Program Information

Program Mission Statement

Please enter your mission statement here.

The Foothill Personal Trainer certificate of achievement focuses on an integrated, scientific approach to the study of the ability of the human mind and body to create and understand movement. The certificate emphasizes the cross-disciplinary foundations of Personal Training while providing both theoretical and practical knowledge related to this profession. Faculty work collaboratively with students to increase course success for all while serving the diverse educational needs of the student population. The core curriculum aligns with a career pathway to ensure the ongoing learning outcomes of each student while emphasizing our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Faculty work collaboratively with students who are interested in becoming Personal Trainer's. Faculty goals for students include career preparation, and improving course success for our diverse student population.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Upon completion of the Personal Trainer Certificate, students will demonstrate an entry-level of knowledge and skill in a variety of personal training disciplines, including athletic training, physical therapy, strength and conditioning and emergency medical care.

Upon completion of the Personal Trainer Certificate, students will provide quality training as recognized by national professional organizations.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends

Personal Trainer-FH

	2017-18	2018-19	2019-20	2020-21	2021-22	5-yr %Inc
Unduplicated Headcount	267	250	242	219	181	-32.2%
Census Enrollment	323	324	295	259	216	-33.1%
Sections	11	11	13	10	9	-18.2%
WSCH	513	533	486	403	355	-30.7%
FTES (end of term)	34	35	32	27	23	-32.4%
FTEF (end of term)	1.0	0.9	0.9	0.8	0.8	-26.1%
Productivity (WSCH/FTEF)	502	613	518	504	471	-6.3%

1. In the data table above, what does the FTES data trend indicate?

- ☐ the data trend shows an increase in FTES
- ☑ the data trend shows a decrease in FTES
- ☐ the data trend shows no change and/or is flat in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

The five-year program data shows that the FTES decreased from 2017-2018 and reflects the impact of COVID on the program. Two reasons for the possible decreased FTES are 1. moving courses online and 2. other colleges offering similar online courses which then meant increased competition in this area. This general trend has been seen throughout the entire state and system-wide in community colleges. Specifically, at Foothill, our division has also seen fewer sections offered each year since 2017 which means we are serving fewer students.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

☑ yes

☐ no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

To increase FTES the division has discussed dual enrollment and increased marketing to local high schools for concurrent enrollment. High schools don't typically offer Kinesiology classes and it is a good way for students to see if they what to enter the field of Personal Training. The division has discussed and planned for stacking our certificates so that a student could get more than one certificate. We are in exploring partnerships so we are in better alignment with the requirements students need to attain national certifications. This would potentially increase our enrollment in the Personal Trainer program. As of this fall, we use Program Mapper to aid course planning and scheduling.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

☐ the data trend shows an increase in sections

☑ the data trend shows a decrease in sections

☐ the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

The data trend shows a slight decrease in sections offered because of COVID and the impact of having every Kinesiology class moved online.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

N/A

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

☐ the data trend shows the productivity number increased

☑ the data trend shows the productivity number decreased

☐ the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

The overall five-year data trend shows a productivity decrease from academic years 2017/18 through 2021/22 of -6.3%. However, between 2018-2019/20, the year-to-year trend data shows productivity increased each year up until (March) 2020/21 when there was a significant decrease in productivity. The reason for this drop is likely due to the pandemic that began during the winter of 2020. At that time, in-person classes were halted altogether. Instructors had to begin teaching online and the college and our division pivoted to deal with the pandemic. Our productivity was the highest in 2018-2019 because we had increased enrollment but was then impacted when the pandemic hit in the winter of 2020.

2. Does the data trend suggest changes are necessary to improve productivity?

☑ yes

☐ no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

The academic year of 2020-2021 is not a true reflection of our productivity because of the unique situation of the pandemic. We are involved in program mapping and as the college develops meta majors will hopefully positively influence enrollment numbers in the section offered in the Personal Trainer program.

E. Enrollment by Student Demographics

Enrollment Distribution

Enr Distribution by Student Demographics
Personal Trainer-FH

by Gender

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	193	60%	171	53%	143	48%	147	57%	112	52%
Male	127	39%	147	45%	148	50%	111	43%	103	48%
Unknown gender	3	1%	6	2%	4	1%	1	0%	1	0%
Total	323	100%	324	100%	295	100%	259	100%	216	100%

by Ethnicity

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	75	23%	86	27%	63	21%	62	24%	50	23%
Black	24	7%	38	12%	30	10%	17	7%	20	9%
Filipinx	25	8%	24	7%	28	9%	18	7%	7	3%
Latinx	77	24%	73	23%	66	22%	67	26%	84	39%
Native American	3	1%	1	0%	2	1%	0	0%	0	0%
Pacific Islander	3	1%	2	1%	2	1%	3	1%	2	1%
Unknown ethnicity	7	2%	5	2%	19	6%	5	2%	5	2%
White	109	34%	95	29%	85	29%	87	34%	48	22%
Total	323	100%	324	100%	295	100%	259	100%	216	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

☐ the data trend shows an increase in the female enrollment rates

☑ the data trend shows a decrease in the female enrollment rates

☐ the data trend shows no change and/or is flat in the female enrollment rates

Males

- [x] the data trend shows an increase in the male enrollment rates
- [ ] the data trend shows a decrease in the male enrollment rates
- [ ] the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

- [ ] the data trend shows an increase in the non-binary enrollment rates
- [ ] the data trend shows a decrease in the non-binary enrollment rates
- [x] the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

The data shows an increase in male enrollment and a decrease in female enrollment although we do not have an understanding as to why. The enrollment by gender/sex is still consistent with the college overall.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2021-22 = 51% Female, 47% Male, 2% Unknown)

- [ ] yes
- [ ] no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

N/A

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu/programreview/prg-rev-docs/22-23-enroll-by-gender-and-declared-major.pdf

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

- [x] the data trend shows an increase in the female enrollment of the declared major
- [ ] the data trend shows a decrease in the female enrollment of the declared major
- [ ] the data trend shows no change and/or is flat in the female enrollment of the declared major

Males

- [ ] the data trend shows an increase in the male enrollment of the declared major
- [x] the data trend shows a decrease in the male enrollment of the declared major
- [ ] the data trend shows no change and/or is flat in the male enrollment of the declared major

Non-Binary

- [ ] the data trend shows an increase in the non-binary enrollment rates
- [ ] the data trend shows a decrease in the non-binary enrollment rates
- [x] the data trend shows no change and/or is flat in the non-binary enrollment rates

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- [x] the data trend shows an increase in the African Americans enrollment rates

- [ ] the data trend shows a decrease in the African Americans enrollment rates
- [ ] the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

- [ ] the data trend shows an increase in the Asian enrollment rates
- [ ] the data trend shows a decrease in the Asian enrollment rates
- [x] the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

- [ ] the data trend shows an increase in the Filipinx enrollment rates
- [x] the data trend shows a decrease in the Filipinx enrollment rates
- [ ] the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

- [x] the data trend shows an increase in the Latinx enrollment rates
- [ ] the data trend shows a decrease in the Latinx enrollment rates
- [ ] the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

- [ ] the data trend shows an increase in the Native American enrollment rates
- [ ] the data trend shows a decrease in the Native American enrollment rates
- [x] the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

- [ ] the data trend shows an increase in the Pacific Islander enrollment rates
- [ ] the data trend shows a decrease in the Pacific Islander enrollment rates
- [x] the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

- [ ] the data trend shows an increase in the White enrollment rates
- [x] the data trend shows a decrease in the White enrollment rates
- [ ] the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

- [ ] the data trend shows an increase in the Decline to State enrollment rates
- [ ] the data trend shows a decrease in the Decline to State enrollment rates
- [x] the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2021-22 = 5% African American, 27% Asian, 5% Filipinx, 30% Latinx, 1% Native American, 1% Pacific Islander, 28% White, 5% Unknown)

- [ ] yes
- [ ] no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

African American: The enrollment count is too small to draw any conclusions

Asians: the enrollment distribution was flat

Filipinx: The enrollment count is too small to draw any conclusions

Latinx: The enrollment is up and specifically in Kins 9 . Planning on doing a survey on why they are taking this course and how this information can be used to increase enrollment in other courses in the program

Native American: Enrollment was flat

Pacific Islander: Enrollment was flat

White: The enrollment is down and not sure why, but will be trying to find out why (survey).

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

☐ yes

☑ no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

N/A

F. Student Course Success

Student Population Areas of Focus

Limits: **Course Credit Status** Credit

Course Success
Personal Trainer-FH

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	252	78%	246	76%	220	75%	204	79%	175	81%
Non Success	47	15%	51	16%	44	15%	11	4%	14	6%
Withdrew	24	7%	27	8%	31	11%	44	17%	27	13%
Total	323	100%	324	100%	295	100%	259	100%	216	100%

Course Success by Race/Ethnicity
Personal Trainer-FH

Course Success for Black, Latinx, and Filipinx Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	87	69%	85	63%	76	61%	79	77%	71	78%
Non Success	27	21%	37	27%	30	24%	5	5%	6	7%
Withdrew	12	10%	13	10%	18	15%	18	18%	14	15%
Total	126	100%	135	100%	124	100%	102	100%	91	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	165	84%	161	85%	144	84%	125	80%	104	83%
Non Success	20	10%	14	7%	14	8%	6	4%	8	6%
Withdrew	12	6%	14	7%	13	8%	26	17%	13	10%
Total	197	100%	189	100%	171	100%	157	100%	125	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- [x] the data trend shows an increase in the students' course success percentage
- [ ] the data trend shows a decrease in the students' course success percentage
- [ ] the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

There is no clear trend from the data , but the overall success rate is similar to that of the college.

2. Do the data suggest changes are necessary to improve student course success?

- [ ] yes
- [x] no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

N/A

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- [x] the data trend shows an increase in the course success percentage
- [ ] the data trend shows a decrease in the course success percentage
- [ ] the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Unknown student groups?

- [x] the data trend shows an increase in the course success percentage
- [ ] the data trend shows a decrease in the course success percentage
- [ ] the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Unknown student groups?

- [x] yes
- [ ] no

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

Our success gaps are consistent with the college's overall success rates and our gaps have decreased. Going online may be the main reason that has led to this change in the gap rate. The gap number has decreased from 13% to 9%.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

- [ ] yes
- [x] no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

N/A

G. Student Course Success by Demographics

a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Limits: **Course Credit Status** Credit

Success Rates by Gender
Personal Trainer-FH

	2021-22							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	89	79%	6	5%	17	15%	112	100%
Male	85	83%	8	8%	10	10%	103	100%
Unknown gender	1	100%	0	0%	0	0%	1	100%
All	175	81%	14	6%	27	13%	216	100%

	2020-21							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	117	80%	8	5%	22	15%	147	100%
Male	86	77%	3	3%	22	20%	111	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Unknown gender	1	100%	0	0%	0	0%	1	100%
All	204	79%	11	4%	44	17%	259	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	112	78%	17	12%	14	10%	143	100%
Male	105	71%	26	18%	17	11%	148	100%
Unknown gender	3	75%	1	25%	0	0%	4	100%
All	220	75%	44	15%	31	11%	295	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	127	74%	28	16%	16	9%	171	100%
Male	115	78%	22	15%	10	7%	147	100%
Unknown gender	4	67%	1	17%	1	17%	6	100%
All	246	76%	51	16%	27	8%	324	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	151	78%	27	14%	15	8%	193	100%
Male	99	78%	20	16%	8	6%	127	100%
Unknown gender	2	67%	0	0%	1	33%	3	100%
All	252	78%	47	15%	24	7%	323	100%

Success Rates by Ethnicity

Personal Trainer-FH

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	48	96%	1	2%	1	2%	50	100%
Black	16	80%	2	10%	2	10%	20	100%
Filipinx	6	86%	0	0%	1	14%	7	100%
Latinx	65	77%	6	7%	13	15%	84	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	2	100%	0	0%	0	0%	2	100%

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Unknown ethnicity	4	80%	1	20%	0	0%	5	100%
White	34	71%	4	8%	10	21%	48	100%
All	175	81%	14	6%	27	13%	216	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	55	89%	2	3%	5	8%	62	100%
Black	14	82%	1	6%	2	12%	17	100%
Filipinx	14	78%	0	0%	4	22%	18	100%
Latinx	51	76%	4	6%	12	18%	67	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	1	33%	0	0%	2	67%	3	100%
Unknown ethnicity	3	60%	1	20%	1	20%	5	100%
White	66	76%	3	3%	18	21%	87	100%
All	204	79%	11	4%	44	17%	259	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	55	87%	4	6%	4	6%	63	100%
Black	8	27%	14	47%	8	27%	30	100%
Filipinx	25	89%	1	4%	2	7%	28	100%
Latinx	43	65%	15	23%	8	12%	66	100%
Native American	1	50%	0	0%	1	50%	2	100%
Pacific Islander	1	50%	0	0%	1	50%	2	100%
Unknown ethnicity	15	79%	3	16%	1	5%	19	100%
White	72	85%	7	8%	6	7%	85	100%
All	220	75%	44	15%	31	11%	295	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	73	85%	6	7%	7	8%	86	100%
Black	19	50%	15	39%	4	11%	38	100%
Filipinx	19	79%	4	17%	1	4%	24	100%
Latinx	47	64%	18	25%	8	11%	73	100%
Native American	1	100%	0	0%	0	0%	1	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Pacific Islander	1	50%	1	50%	0	0%	2	100%
Unknown ethnicity	4	80%	1	20%	0	0%	5	100%
White	82	86%	6	6%	7	7%	95	100%
All	246	76%	51	16%	27	8%	324	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	68	91%	2	3%	5	7%	75	100%
Black	15	63%	7	29%	2	8%	24	100%
Filipinx	18	72%	5	20%	2	8%	25	100%
Latinx	54	70%	15	19%	8	10%	77	100%
Native American	2	67%	1	33%	0	0%	3	100%
Pacific Islander	0	0%	3	100%	0	0%	3	100%
Unknown ethnicity	6	86%	1	14%	0	0%	7	100%
White	89	82%	13	12%	7	6%	109	100%
All	252	78%	47	15%	24	7%	323	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. In the data table above, what does the data indicate about program course success by gender?

Females

- ☐ the data trend shows an increase in the female course success rates
- ☐ the data trend shows a decrease in the female course success rates
- ☑ the data trend shows no change and/or is flat in the female course success rates

Males

- ☑ the data trend shows an increase in the male course success rates
- ☐ the data trend shows a decrease in the male course success rates
- ☐ the data trend shows no change and/or is flat in the male course success rates

Non-Binary

- ☐ the data trend shows an increase in the non-binary course success rates
- ☐ the data trend shows a decrease in the non-binary course success rates
- ☑ the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

Men seem more successful although we do not have an understanding of why. It could be an anomaly in the year-over-year data.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

- ☐ yes

☑ no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

N/A

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

☑ the data trend shows an increase in the African Americans course success rates

☐ the data trend shows a decrease in the African Americans course success rates

☐ the data trend shows no change and/or is flat in the African Americans course success rates

Asian

☑ the data trend shows an increase in the Asian course success rates

☐ the data trend shows a decrease in the Asian course success rates

☐ the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

☑ the data trend shows an increase in the Filipinx course success rates

☐ the data trend shows a decrease in the Filipinx course success rates

☐ the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

☑ the data trend shows an increase in the Latinx course success rates

☐ the data trend shows a decrease in the Latinx course success rates

☐ the data trend shows no change and/or is flat in the Latinx course success rates

Native American

☐ the data trend shows an increase in the Native American course success rates

☐ the data trend shows a decrease in the Native American course success rates

☑ the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

☑ the data trend shows an increase in the Pacific Islander course success rates

☐ the data trend shows a decrease in the Pacific Islander course success rates

☐ the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

☐ the data trend shows an increase in the White course success rates

☑ the data trend shows a decrease in the White course success rates

☐ the data trend shows no change and/or is flat in the White course success rates

Decline to State

☐ the data trend shows an increase in the Decline to State course success rates

☑ the data trend shows a decrease in the Decline to State course success rates

☐ the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

White students show a decrease in course success rate. The reason why needs to be explored. A suggestion would be to investigate what reason(s) people drop particular classes on a quarterly or yearly basis.

Declined to state there are not enough students to make any conclusions.

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- [x] yes
- [ ] no

If yes, describe the reasons for the gap in course success.

African Americans: Have shown a positive increase in course success. A possible reason why is moving to all online courses.

Filipinx: The data trend shows an increase in the Filipinx course success rates. The low number of students makes it hard for any reason why this has occurred

Latinx: Has shown an increase in success although we do not have an understanding as to why.

Pacific Islander. The data trend shows an increase in the Pacific Islander course success rates, but there are so few students that there is no way to draw any conclusions about course success.

White has shown a decrease in success. A possible reason is a decrease in the enrollment of white students.

3. Do the data suggest that changes are necessary to improve program course success equality?

- [ ] Yes
- [x] No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

Using Surveys to discover possible ways to improve program course success equality.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

There continues to be growth in the fitness industry and there is a clear need for Personal Trainers. The Personal Trainer program at Foothill provides the needed skills for students to enter this field. The program is ready to grow and meet the needs of not only students but employers in the future for those choosing this as a profession or choosing to become a Personal Trainer as a second income or as a gateway to other careers in health and fitness. Other areas to look at would be to try and understand what is the reason the Latinix student is taking Kins 9 and whether they are then taking other courses in the Personal Trainer certificate program and how we can get them to take more courses in the program. It would also be good to look at why certain students like taking online classes.

Self-Study Checklist

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- [x] Attended the Writer Orientation/Training in November
- [x] Responses are supported by the data
- [x] Engaged in discussion with IR Coach
- [x] The Self-Study Report was written collaboratively with other program stakeholders
- [x] The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.

Career and Technical Education Programs Addendum 2022

A. Re-Accreditation Information

1. When was your last re-accreditation visit?

N/A

2. Did the program maintain accreditation?

- ☐ yes
- ☐ no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

N/A

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

N/A

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

N/A

6. If applicable, what areas of concern were noted during the annual accreditation report?

N/A

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

- ☑ yes
- ☐ no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

- ☑ yes
- ☐ no

3. Web link to meeting minutes?

Have so far been unable to find a link to the advisor notes.

4. Were there any advisory board commendations/special mentions identified?

none

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

none

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

N/A

C. Regional Labor Demand

Visit https://foothill.edu/programreview/prg-rev-docs/cte-labor-demand-22-23.pdf to view your program data.

1. In the data table, what does the regional labor demand data trend indicate?

- ☑ the data trend shows an increase in labor demand
- ☐ the data trend shows a decrease in labor demand
- ☐ the data trend shows no change and/or is flat in labor demand

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

Personal Training continues to show an increase in demand as it has become more accessible online, in health clubs, in the home, and at work sites.

D. Regional Labor Supply

Visit https://foothill.edu/programreview/prg-rev-docs/cte-labor-supply-22-23.pdf to view your program data.

1. In the data table, what does the regional labor supply data trend indicate?

- ☐ the data trend shows an increase in labor supply
- ☑ the data trend shows a decrease in labor supply
- ☐ the data trend shows no change and/or is flat in labor supply

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

Because of the pandemic, many gyms and health clubs closed and reduced their workforce. Gym employers mentioned that when they reopened many of the former qualified Personal Trainers had found other employment and did not return. The advisory board mentioned that they are still unable to find enough qualified Personal Trainers to meet demand.

E. Regional Wages

Visit https://foothill.edu/programreview/prg-rev-docs/cte-regional-wages-22-23.pdf to view your program data.

1. In the data table, what does the wage data trend indicate?

- ☑ the data trend shows an increase in wages
- ☐ the data trend shows a decrease in wages
- ☐ the data trend shows no change and/or is flat in wages

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

The wages have shown an increase with wages rising faster than the cost of living. What may also affect wages is the number of people doing Personal Training part-time as they begin transitioning to a full-time career in the field and not yet working the full-time 25 hours per week.

F. Program 13.5 Course Completion

Program 13.5 Course Completion

Unduplicated Headcount	2017-18	2018-19	2019-20	2020-21	2021-22
Accounting	660	677	726	619	483
Horticulture	50	57	44	44	26
Personal Trainer	6	11	5	8	8
Vet Tech / Assisting	58	54	61	66	61

CTE courses offered between 2017-18 and 2021-22 that were used to retrieve completion counts include the following:
Accounting: ACTG 1A, 1B(H), 1C(H), 51ABC, 52-54, 58-60, 64AB, 65-67, 68AB, 75, 76.
Horticulture: HORT 10, 15, 21-26, 30, 31, 40, 45, 52CEGH, 54ABCJKL, 55A, 60BCDFJ, 80ABCDI, 90CDGHIMPQSUVXYZ, 91AC.
Personal Trainer: KINS 8A, 8B, 9, 15, 48, 53, 81.
Vet Tech / Assisting: VT 50ABCDEF, 51, 51ABCDEF, 52AB, 53ABC, 54AB, 55, 56, 57L, 58L, 60, 61, 66, 70, 70R, 71R, 72, 72R, 73R, 75ABC, 81, 83, 84, 84L, 85, 86, 87AB, 88A, 89, 91-93, 95.

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

- ☑ the data trend shows an increase in the number of students completing the 13.5 CTE units
- ☐ the data trend shows a decrease in the number of students completing the 13.5 CTE units
- ☐ the data trend shows no change and/or is flat in the number of students completing the 13.5 CTE units

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

The data indicates that they were better before the pandemic. Because gym and health clubs were closed and no jobs led to fewer students taking the courses, we are now seeing recovery in completion rates since the reopening of gym and health clubs.

G. Program Graduate Employment Rates

Visit https://foothill.edu/programreview/prg-rev-docs/cte-graduate-employment-rates-22-23.pdf to view your program data.

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

- ☐ the data trend shows an increase in graduate employment
- ☐ the data trend shows a decrease in graduate employment
- ☑ the data trend shows no change and/or is flat in graduate employment

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

The data only represents the numbers pre-pandemic so there is a lack of current data. Clearly, there is a need for Personal Trainers as gyms, health clubs are back open and hiring which should lead to more students taking the courses which should lead to an increase in completers. Employment is a lagging indicator for at least one year to two so we may not have a clear picture of the employment rate of completers. We need to message more of the students about employment opportunities in this field.

Self-Study Checklist

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