Instructional Discipline Template A. Program Information

Please enter your mission statement here.

- Students will be able to articulate the foundational principles of a comprehensive health and fitness program
- Students will be able to apply the cognitive and/or movement experiences from the Physical Education curriculum in order to participate in lifelong fitness.
- Students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Students will be able to recognize the importance of physical activity and its impact on wellness, including physical, mental, and emotional health: enjoyment; challenge; self-expression; learning readiness; and social interaction.
- Students will be able to identify a variety of fitness and recreational activities that help promote lifelong health and wellness.
- Students will be able to create a personal health and fitness inventory and routine to keep them engaged in lifelong physical activity.

Enrollment Trends

Kinesiology and Athletics - Physical Education-FH

1,779	1,547	1,302	894	1,253	-29.6%
2,786	2,307	1,856	1,305	1,871	-32.8%
332	269	228	97	161	-51.5%
2,867	2,303	1,855	1,306	1,869	-34.8%
200	161	130	91	131	-34.5%
7.5	5.5	4.7	2.1	3.2	-58.2%
381	422	392	622	593	55.9%

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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
\mathbf{Z}	the data trend shows no change and/or is flat in the non-binary enrollment rates
	trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is sed, or decreased.
	ur program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2021-22 = 50% 9% Male, 1% Unknown)
\checkmark	yes
	no
	indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and psed/planned actions is the program taking to achieve parity?

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

	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
$lefootnote{\checkmark}$	the data trend shows a decrease in the Asian enrollment rates
	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
$lefootnote{lark}$	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	
$lefootnote{lark}$	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 Ame	erican
	the data trend shows an increase in the Native American enrollment rates
	the data trend shows a decrease in the Native American enrollment rates
$lefootnote{lark}$	the data trend shows no change and/or is flat in the Native American enrollment rates
Pacific Isla	nder
	the data trend shows an increase in the Pacific Islander enrollment rates
	the data trend shows a decrease in the Pacific Islander enrollment rates
	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
	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
lefootnotesize	the data trend shows no change and/or is flat in the Decline to State enrollment rates
-	ur program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by p? (College 2021-22 = 4% African American, 35% Asian, 6% Filipinx, 27% Latinx, 0% Native American, 1% Pacific Islander, 20% Unknown)
$lefootnote{lark}$	yes
	no
If yes, looking by bullet po	ing at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group pint).

yes □ no no	within a p	articular group?		
	\checkmark	yes		
		no		

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

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

\checkmark	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
\mathbf{V}	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
	trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each ach ethnic group by bullet point).
BlacFilip	an 2017/18 92% 2021/22 88% ck 2017/18 83%, 2021/22 87% sinx 2017/18 84%, 2021/22 80% nx 2017/18 89%, 2021/22 84% ive
2. Do the d	lata indicate a gap in course success for any of the ethnic groups as compared to other groups?
\checkmark	yes
	no
If yes, desc	cribe the reasons for the gap in course success.
3. Do the d	lata suggest that changes are necessary to improve program course success equality?
⊻	Yes
	No
	proposed actions for stabilizing/improving the course success by ethnicity.

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

Attended the Writer Orientation/Training in November

Responses are supported by the data

☑ Engaged in discussion with IR Coach

The Self-Study Report was written collaboratively with other program stakeholders

☑ The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.