

PROGRAM REVIEW Fall 2018

Program: Health

Division: BHAWKS

Date: September 27, 2018

Writer(s): Lisa Everett

SLO/SAO Point-Person: Lisa Everett

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before _____.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by _____.

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20_____.

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

The HLTH Department has predominately offered personal health courses, such as *Health 1 – Introduction to Personal Health*, and *Health 3 – Women's Health*. These courses satisfy General Education requirements for: AA GE, CSU Area E transfer, and UC Transfer.

Fall 2017: 9 sections of HLTH 1; 1 section of HLTH 3.

Spring 2018: 9 sections of HLTH 1.

Summer 2018: 4 sections of HLTH 1.

As reported in last year's Program Review, the Health (HLTH) Department had been experiencing a decline in student enrollments from its peak in Fall 2013 of 618 enrollments to a low in Fall 2016 of 383 enrollments. This decline in enrollment was reportedly due to the reduced number of students pursuing the local AA degrees in favor of ADTs.

It now appears that HLTH enrollments have leveled off, as they are holding steady at 373 (Fall 2017). This makes sense as HLTH 1 and HLTH 3 remain CSU GE and UC transferrable. Maintaining this level of enrollments in these courses will continue to require 2.0 FTEF per semester.

HLTH student demographics remain stable. In Fall 2017, 75% of students are less than 21 years of age; 76% of students are "Freshman," with less than 30 units of college completed; and 30% are attending college for the first time.

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2017).

A significant change to the Health Department includes the addition of two new HLTH courses: *HLTH 7 – Introduction to Public Health*, and *HLTH 11 – Health and Social Justice*; and the addition of the AS-T in Public Health Science. These courses and the degree were approved in 2017-2018, and take effect Fall 2018. These courses satisfy General Education requirements for: AA/AS GE, CSU Area D transfer, and IGETC Area 4. It is expected that there will be a new demand for these courses, as they fulfill GE areas that are different from HLTH 1 and HLTH 3, and they are required for the new AS-T in Public Health Science. In order to meet the new demand, there may need to be additional FTEF. FTEF has been slowly removed with declining enrollments in HLTH 1; Some FTEF may need to be restored. The first offering of one of these new courses will be Spring 2019 with existing FTEF. The HLTH Department and Dean will need to watch enrollments carefully in Spring 2019 and determine whether additional FTEF is needed for 2019-2020 to maintain HLTH 1 and HLTH 3 enrollments AND grow HLTH 7, HLTH 11, and the AS-T Public Health Science.

The Health Department has historically focused on personal health courses, such as HLTH 1 and HLTH 3, which enhance a student’s ability to improve their personal health. Now, the Health Department will also offer public health courses, such as HLTH 7 and HLTH 11, which empower students to improve the health of communities. This new curricular paradigm will require faculty well versed in public health, epidemiology, and social justice. Acquiring department resources or reference materials that faculty can refer to and pull case studies from, and bolstering particularly part-time faculty professional development in the areas of public health, equity, and social justice are needed.

| | | | | | | |
|--|---------------------------------|----------|--|---|--------------------------|----------------------|
| Mark an X before each area that is addressed in your response. | | | | Definitions of terms: https://goo.gl/23jrxr | | |
| | Community Partnerships/Outreach | X | Facilities, Supplies and Equipment, Software | | LPC Planning Priorities | Services to Students |
| | Curriculum committee items | | Financial/Budgetary | | LPC Collaborations | SLO/SAO Process |
| X | Enrollment Management | | Human Resources | X | Pedagogy | Technology Use |
| | External Factors | | Learning Support | X | Professional Development | |

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

| Plan from 2017 Program Review | Achievement Status |
|---|--|
| Offer HLTH 7 in 2018-2019. | HLTH 7 on Spring 2019 schedule. |
| Enhance all Health faculty’s abilities to best meet the needs of first year students. | FT faculty implemented one-on-one feedback to students about their course progress 2-3 times |

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| | <p>per semester. FT faculty sat down with each face-to-face student and reviewed his/her progress (or lack of progress) in Canvas Grades. It became evident that students were not monitored their own progress, so this was an opportunity to show students how to do this on their own, discuss their progress or lack of progress in the course, and discuss strategies to improve their academic performance.</p> <p>FT faculty shared this practice with PT faculty, some of whom have adopted this effective practice as well. Proactive communication with each student regarding their progress (or lack of progress) has been extended to all online HLTH students, since the FT faculty is teaching all online sections as well.</p> <p>Since the majority of HLTH 1 students are first time college students, they need assistance learning how to be successful college students, including how to monitor their own progress, how to ask for help and advocate for their own learning, and how to be self-directed learners.</p> |
| <p>Explore why HLTH 3 success rates (48% success in Fa15, 59% success in Fa16) were substantially lower than HLTH 1 success rates (65%), and substantially lower than previous semesters.</p> | <p>In 2014-2015, the one FT HLTH faculty went out on leave, and then resigned. There was no FT HLTH faculty on-campus in 2014-2015, and no FT HLTH faculty at all in 2015-2016.</p> <p>HLTH 3 was taught by the same PT faculty member in Fall 15, Fall 16, and part of Fall 17. In Fall 17, this PT faculty withdrew from her teaching responsibilities part way through the semester, and the course was assigned to another PT faculty member. It became evident that the course was not well organized and course expectations were not clear to students.</p> <p>There is evidence to suggest that the HLTH 3 success rates were substantially lower because of variations in faculty ability to deliver a well organized course with clear expectations for students. After three semesters of not replying to assignment offers, this part timer is now being removed from the part time seniority list.</p> |
| <p>Focus on CSLO “Upon completion of Health 1, the student will be able to identify his/her modifiable and non-modifiable risk factors for personal health.”</p> | <p>CSLO was edited in 2017-2018 to be more gender inclusive – his/her was changed to their.</p> <p>A common assessment was developed to assess this CSLO.</p> <p>Common assessment was deployed in Spring 2018 and Fall 2018.</p> |

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| Mark an X before each area that is addressed in your response. | | | | Definitions of terms: https://goo.gl/23jrxt | | |
| | Community Partnerships/Outreach | | Facilities, Supplies and Equipment, Software | | LPC Planning Priorities | Services to Students |
| | Curriculum committee items | | Financial/Budgetary | | LPC Collaborations | X SLO/SAO Process |
| | Enrollment Management | | Human Resources | X | Pedagogy | Technology Use |
| | External Factors | | Learning Support | | Professional Development | |

D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page:
<http://www.laspositascollege.edu/research/outcomes.php>

2017-2018 HLTH Success Rate was 75%, which is up from 65% for 2014-15, 2015-16, and 2016-17.

There is no significant difference between face-to-face and online student success in Health courses; HLTH Course Rate was 75% for “Non-Distance Education,” and 74% for “Distance Education.”

There may be a disproportionate impact on Latino students compared to White students. HLTH Success Rates by Race-Ethnicity:

- African American 76% (N is only 37)
- Hispanic/Latino 70%
- Multi-Ethic 77%
- White 78%

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| Mark an X before each area that is addressed in your response. | | | | Definitions of terms: https://goo.gl/23jrxt | | |
| | Community Partnerships/Outreach | | Facilities, Supplies and Equipment, Software | | LPC Planning Priorities | Services to Students |
| | Curriculum committee items | | Financial/Budgetary | | LPC Collaborations | SLO/SAO Process |
| | Enrollment Management | | Human Resources | | Pedagogy | Technology Use |
| | External Factors | X | Learning Support | | Professional Development | |

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

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| None | | | | | | | |
| Mark an X before each area that is addressed in your response. | | | Definitions of terms: https://goo.gl/23jrxt | | | | |
| <input type="checkbox"/> | Community Partnerships/Outreach | <input type="checkbox"/> | Facilities, Supplies and Equipment, Software | <input type="checkbox"/> | LPC Planning Priorities | <input type="checkbox"/> | Services to Students |
| <input type="checkbox"/> | Curriculum committee items | <input type="checkbox"/> | Financial/Budgetary | <input type="checkbox"/> | LPC Collaborations | <input type="checkbox"/> | SLO/SAO Process |
| <input type="checkbox"/> | Enrollment Management | <input type="checkbox"/> | Human Resources | <input type="checkbox"/> | Pedagogy | <input type="checkbox"/> | Technology Use |
| <input type="checkbox"/> | External Factors | <input type="checkbox"/> | Learning Support | <input type="checkbox"/> | Professional Development | <input type="checkbox"/> | |

F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).

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| N/A | | | | | | | |
| Mark an X before each area that is addressed in your response. | | | Definitions of terms: https://goo.gl/23jrxt | | | | |
| <input type="checkbox"/> | Community Partnerships/Outreach | <input type="checkbox"/> | Facilities, Supplies and Equipment, Software | <input type="checkbox"/> | LPC Planning Priorities | <input type="checkbox"/> | Services to Students |
| <input type="checkbox"/> | Curriculum committee items | <input type="checkbox"/> | Financial/Budgetary | <input type="checkbox"/> | LPC Collaborations | <input type="checkbox"/> | SLO/SAO Process |
| <input type="checkbox"/> | Enrollment Management | <input type="checkbox"/> | Human Resources | <input type="checkbox"/> | Pedagogy | <input type="checkbox"/> | Technology Use |
| <input type="checkbox"/> | External Factors | <input type="checkbox"/> | Learning Support | <input type="checkbox"/> | Professional Development | <input type="checkbox"/> | |

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

Finding time to meet with part time faculty remains a challenge.

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| Mark an X before each area that is addressed in your response. | | | | Definitions of terms: https://goo.gl/23jrxt | | |
| | Community Partnerships/Outreach | | Facilities, Supplies and Equipment, Software | | LPC Planning Priorities | Services to Students |
| | Curriculum committee items | | Financial/Budgetary | | LPC Collaborations | SLO/SAO Process |
| | Enrollment Management | | Human Resources | | Pedagogy | Technology Use |
| | External Factors | | Learning Support | | Professional Development | |

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

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| <p>Submit HLTH 1 (Everett) to CVC-OEI.</p> <p>Offer high quality HLTH 7 course in Spring 2019.</p> <p>Publicize new degree AS-T Public Health Science.</p> <p>Confirm that Fall 2019 Catalog is accurate for Health, especially in terms of transferability of HLTH courses.</p> | | | | | | |
| Mark an X before each area that is addressed in your response. | | | | Definitions of terms: https://goo.gl/23jrxt | | |
| | Community Partnerships/Outreach | | Facilities, Supplies and Equipment, Software | | LPC Planning Priorities | Services to Students |
| | Curriculum committee items | | Financial/Budgetary | | LPC Collaborations | SLO/SAO Process |
| | Enrollment Management | | Human Resources | X | Pedagogy | Technology Use |
| | External Factors | | Learning Support | X | Professional Development | |

I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

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| None | | | | | | |
| Mark an X before to each area that is addressed in your response. | | | | Definitions of terms: https://goo.gl/23jrxt | | |
| | Community Partnerships/Outreach | | Facilities, Supplies and Equipment, Software | | LPC Planning Priorities | Services to Students |
| | Curriculum committee items | | Financial/Budgetary | | LPC Collaborations | SLO/SAO Process |
| | Enrollment Management | | Human Resources | | Pedagogy | Technology Use |

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| | External Factors | | Learning Support | | Professional Development | | |
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Section Two: Current Topics (Required for All Programs)

- A. **Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:**

http://www.laspositacollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

A1. Educational Excellence – Address the educational needs of a diverse student population...

*CVC-OEI approval for online offering of HLTH 1 (Everett) signifies that the online course is well designed and supports the needs of a diverse student population.

*Continue regular feedback to students about their individual progress in the course, and use this as an opportunity to help students acquire skills to monitor their own progress and academic success.

A3. Educational Excellence – Create accessible class schedule...

*Continue to offer day, evening, and online courses to meet the needs of students.

A4. Educational Excellence – Address the needs of basic skills students

*Continue regular feedback to students about their individual progress in the course, and use this as an opportunity to help students acquire skills to monitor their own progress and academic success.

*Continue Library Orientations to support student's development of information competency and research skills.

A5. Educational Excellence – Assist underprepared students

*Continue regular feedback to students about their individual progress in the course, and use this as an opportunity to help students acquire skills to monitor their own progress and academic success.

*Continue Library Orientations to support student's development of information competency and research skills.

A7. Educational Excellence – Provide student opportunities to be informed, ethical, and engaged.

*This better be occurring in every HLTH class! Continue Behavior Change Project in all HLTH 1 courses. Develop a community engagement project for new HLTH 7 course.

D5. Organizational Effectiveness – Monitor and analyze student performance.

*Continue to monitor and analyze student performance through annual program review process.

B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? yes no

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.

None

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

Lots of opportunities for PD available – On Course, Teaching Men of Color, Canvas training, CVC-OEI Course Design Academy.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

Developing new knowledge and skills through the various PD opportunities is great, BUT... we need time to work with our part-time faculty around course pedagogy, assignments, teaching approaches etc... We need time to enhance the collective strength of programs, not just the individual skills of instructors.

E. Program Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year’s Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

| |
|---|
| Circle One: CSLO |
| Course, Program Name, or Student Service Area: Health 1 |
| Text of CSLO/PSLO/SAO: Upon completion of Health 1, the student will be able to identify his/her modifiable and unmodifiable risk factors for personal health. |
| If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO. |

B. Below, report on your program’s progress on the plan described in Question (A) above.

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|--|
| Text of CSLO/PSLO/SAO: Text of all HLTH 1 and HLTH 3 CSLOs was modified to be more gender inclusive, and grammatical. For example - Upon completion of Health 1, students will be able to identify their modifiable and non-modifiable risk factors for personal health. |
| SLOs: Assessment data collected from <u>4</u> sections over <u>the SP18</u> semesters. SAOs: Assessment data collected from _____ students over _____ semesters. |
| Describe the quantitative or qualitative results: 63% of students assessed achieved Mastery of this CSLO. 25% achieved Above Average. 7% achieved Average. 6% achieved Below Average 0% demonstrated no achievement |

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| <p>Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:</p> <p>Overall, 88% of students demonstrated Mastery or Above Average in identifying modifiable Spring 2018 was the first semester that all FT and PT Health 1 faculty were asked to assess the same SLO with the same assessment tool (4 shared MC questions). 4 out of the 5 sections of on-campus Health 1 assessed this CSLO and entered data and reflections into eLumen.</p> |
| <p>What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?</p> <p>N/A</p> |
| <p>DO you plan to continue tracking this SLO in the next year? Explain.</p> <p>We will continue to assess this CSLO for Fall 2018 and Spring 2019. This CSLO will also be assessed in the online sections of HLTh 1 starting in Fall 2018. We hope to acquire consistent and meaningful data to inform our teaching. At this point, one faculty member has already identified the need to differentiate between modifiable and non-modifiable risk factors for CANCER; they will attempt to address this in Fall 2018.</p> |

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year’s program review). (Copy the box below as needed.)

| |
|--|
| <p>Circle One:</p> <p>CSLO</p> |
| <p>Course, Program Name, or Student Service Area:</p> <p>Health 1</p> |
| <p>Text of CSLO/PSLO/SAO:</p> <p>Upon completion of Health 1, students will be able to identify their modifiable and non-modifiable risk factors for personal health.</p> <p>We will continue to assess this CSLO for Fall 2018 and Spring 2019. This CSLO will also be assessed in the online sections of HLTh 1 starting in Fall 2018. We hope to acquire consistent and meaningful data to inform our teaching. At this point, one faculty member has already identified the need to differentiate between modifiable and non-modifiable risk factors for CANCER; they will attempt to address this in Fall 2018.</p> |
| <p>If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.</p> |

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

Thank you for all the eLumen training 😊 But, eLumen is just not intuitive; nor is processing all SLOs through eLumen accommodating or friendly.

Section Four: Curriculum Review (Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

No courses require updates.

Health 1 – Intro to Personal Health: update effective Spring 2018; Due for next update Spring 2023.

Health 3 – Women's Health: update effective Fall 2016; Due for next update Fall 2021.

Health 7 – Intro to Public Health: update effective Fall 2018; Due for next update Fall 2023.

Health 11 – Health and Social Justice: update effective Fall 2018; Due for next update Fall 2023.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

No Degree requires updates.

AS-T Public Health Science: new degree effective Fall 2018.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

No plans to propose new distance education.

HLTH 7 and HLTH 11 will be offered in distance education format in future (they were already approved for DE through regular New Course Proposal curriculum process).