

## PROGRAM REVIEW Fall 2019

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**Program:** Health

**Division:** BHAWKS

**Date:** August 15, 2019

**Writer(s):** Lisa Everett

**SLO/SAO Point-Person:** Lisa Everett

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**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.

**Please note:** Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

**Time Frame:** This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. 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 a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

**Topics:** The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

**Help:** Contact Karin Spirn: [kspirn@laspositascollege.edu](mailto:kspirn@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 October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

### **Links:**

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

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## No Significant Changes Option

XX

Contact person: Lisa Everett

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 Snapshot was submitted in the following semester: Fall 2019.

### Section One: Program Snapshot

- 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.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

No significant changes other than HLTH 7 was offered for first time in Spring 2019.

- B. 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: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

(Data for AY18-19 will be available at the links above by the beginning of Fall 2019).

No significant changes to Headcount; Enrollment; Student Demographics, Enrollment Status, Unit Load, Educational Goal or Level, or Performance; or Enrollment Management Data.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>				
<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"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

**C. 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

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>				
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

**D. Accomplishments: What plans from the [2018 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. Please highlight any positive impacts to students.**

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>				
<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

	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

**G. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?**

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

**E. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.**

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

**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 20-21.**

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>				
<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
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

**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).**

Mark an X before to each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>				
<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
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**Section Two: Current Topics (Required for All Programs)**

**A. Program-Set Standard (Instructional Programs Only):** The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

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

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?  
 yes  no

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

Not Applicable
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**B. SLOs/SAOs:** Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): HLTH 1
SLO or SAO: Upon completion of Health 1, students will be able to identify their modifiable and non-modifiable risk factors for personal health.
Describe the quantitative or qualitative results: Majority of students achieved Mastery or Above Average for this CSLO.
Discuss any actions taken so far (and results, if known): One instructor realized that students were not scoring well on the cancer question embedded in shared assessment. This instructor reports focusing more time on cancer's modifiable and non-modifiable risk factors. No results of this action known at this time.

Discuss your action plan for the future:  
Need to assess all/multiple CSLOs every semester, rather than focusing on one.

**C. Program SLOs (Degree/Certificate granting programs only):** Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: ADT Public Health Science was approved starting Fall 2018, with one of the core courses being offered for the first time in Spring 2019. No 2018-2019 data available at this time.

Program SLO:

Describe the quantitative or qualitative results:

Discuss any actions taken so far (and results, if known):

Discuss your action plan for the future:

**D. DLO/SAO Progress Review: SLO and SAO results should be reported at least once every three years. To see if your program is up to date with the creation and assessment of SLOs, please consult the list available here: [this link will be added by the beginning of Fall 2019].**

**D1. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be written as soon as possible; please work with your SLO/SAO coordinator for help submitting new SLOs/SAOs to the SLO Committee.**

All Health courses have SLOs approved.

**D2. List any courses or service areas that do have approved SLOs/SAOs but do not have any SLOs or SAOs that do not have recorded assessments during the past three years (Fall 2016-Spring 2019).**

Health 7

Health 7 was offered for first time in Spring 2019.

Embedded assessment did not work, so there is no SLO data to report. Infographic assignment has been reworked and there are plans to assess the following CSLO in Spring 2020 when the course is offered again.

**D3. Describe your plans for assessing the SLOs or SAOs listed under Question D2 above.**

The following CSLO will be assessed in Spring 2020 when course is offered again.  
*Upon completion of HLTH 7, the student will be able to communicate orally and in writing utilizing public health specific discipline language.*

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

Hopefully the errors in eLumen have been cleaned up by now.  
Make expectations about assessment cycle clear. It seems like the expectation that **ALL** CSLOs be assessed this past year (rather than on the every 2-3 year cycle) was a change that was not communicated out to faculty.

**F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.**

<b>Goals for SCFF Projects</b>
<ul style="list-style-type: none"><li>• Ensuring eligible students receive financial aid, if desired</li><li>• Removing barriers that hinder students from moving toward their goals</li><li>• Offering additional information and support about educational pathways</li><li>• Offering academic support that increases English/math completion in the first year</li><li>• Enhancing career readiness through coursework</li><li>• Increasing completion of degrees and certificates</li><li>• Increasing transfers and transfer readiness</li></ul>

**F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.**

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)



- If you did not take any actions in support of the goals above, you may write “N/A.”

We regularly post announcements in Canvas for all my students about upcoming Smartshops, financial aid workshops and due dates, and scholarship due dates.

**F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?**

Not applicable

**G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.\***

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

\*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDd>

**G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to**

increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

We continuously strive to improve our course content, pedagogies, and relationships with all students to improve retention, completion, and success. 2017-2018 and 2018-2019 HLTH Success Rates were above 75%, which is up significantly from the previous years when success rates hovered around 65%.

**G2. E**

**quity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).**

Not applicable

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

**Section Three: 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 updates needed at this time.

**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 updates needed at this time.

**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.

HLTH 7 curriculum was approved for DE in 2017. This course may be offered in DE format in 2020-2021.

HLTH 1 (Everett) approved July 2019 for CVC-OEI.

LPC needs to implement online cross enrollment system, so that LPC courses can be offered as part of the CVC-OEI.

**Section Four: CTE Updates  
(CTE Programs Only)**

**A. Labor Market Conditions:** Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

**B. Advisory Boards:** Has your program complied with advisory board recommendations? If not, please explain.

**C. Strong Workforce Program Metrics:** Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?