2026-27 Comprehensive Program Review

Program: HEALTH

Division: PATH

Writers: Lisa Everett

SLO/SAO Point-Person: Lisa Everett

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- All HEALTH courses are Zero Textbook Cost (ZTC).
- Overall course success rate remains high at 80% success.
- Course success rates for DE are higher than Not DE (81% success in DE; 77% in Not DE)

2. Please describe your most important **challenges** in year 25-26

- Continuously updating ZTC TEXT materials for HEA 7 and HEA 11 given the constantly changing **health** and **public health** landscape under current Federal administration.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- Review recently completed ZTC TEXT materials for HEA 3.

- Run ZTC TEXT materials for HEA 1 through ComplyBot to up-design content with additional creative chunking of content and interactive elements to help make information more engaging, accessible, and attractive to navigate.
- Restart SLO process

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- CSLOs and PSLOs were not assessed during transition from ELumen to CurrIQunet.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- N/A

3. Explain potential plans to improve student outcomes and close equity gaps.

- Plan to reinitiate CSLO and PSLO assessment with new 2026-2029 assessment cycle.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- Did not find assessment in ELumen useful (only tedious and time consuming).
- Transition from ELumen to CurrIQunet was slow and long.
- Looking forward to restarting assessments with new CurrIQunet process.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- HEA productivity remains high! 620 WSCH/FTEF in F25 and 637 WSCH/FTEF in Sp26.
- Question: Why are so few students completing/earning AST Public Health??
    - A larger proportion of students report being a “Public Health Major” or a “dual major” with Public Health and Bio or pre-nursing during their Module 1 Introduction assignments. Additionally, a significant number of students are Public Health Majors according to roster data (ClassWeb, SSB). But, the number of AST Public Health degrees awarded each year is relatively low:
        - 2025-26: 9
        - 2024-25: 12
        - 2023-24: 9
- Success rates remain high: 80% overall success rate in all HEA courses in 2025-2026.
    - 81% in DE; 77% in not DE. Students who struggle with independent learning may self-select to enroll in a face-to-face sections. Additionally, HEA 1 – Intro to Personal Health was the only HEA class taught face-to-face during 2025-2026. HEA 1 is an “easy” personally relevant course ideal for first time college students and those experiencing personal and academic challenges.
- Success rates for African American (AA), Asian, and white HEA students are high: 83% AA, 85% Asian, 82% white. This is the first year that AA student enrollment count was high enough for the success rate to be meaningful, with 5% of HEA enrollments AA.
- Students who report a disability have very high success rates in HEA (85% success rate).
- Hispanic/Latino/Latine students are now the largest race/ethnicity enrolled in HEA classes (34% of HEA students during F25; 26% of enrolled HEA students in Sp26). Success rates for this race/ethnicity are the lowest demographic in HEA with only 76% success.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- The greatest disparity in HEA success rates is between Asian (85% success) and Hispanic/Latin@ (76% success).
- Since the demographic data is for All HEA courses, I do not know if Hispanic/Latino success rates vary depending on **which** HEA course these students are enrolled in. It might be worth teasing out success rates and demographic data **by COURSE**. If success rates for Hispanic students vary substantially by COURSE, then possible intervention(s) could be targeted towards the most impacted course/population.
- There are twice as many Female students as Male students. 67% of HEA students identify as Female; 33% Male; 1% Nonbinary. This is not surprising given that female students are more likely to pursue health-related degrees and careers.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- Success rates in HEA remain high: 80% overall success rate in all HEA courses in 2025-2026.
    - 81% in DE; 77% in not DE.
    - Students who struggle with independent learning may self-select to enroll in face-to-face sections.
    - HEA 1 – Intro to Personal Health was the only HEA class taught face-to-face during 2025-2026. HEA 1 might be considered an “easy” course with personally relevant content; no comprehensive exams; open note quizzes. This course is ideal for first time college students and/or those experiencing personal and academic challenges.

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are 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

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes_XX___ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- N/A

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

Mission: Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

- To increase access for ALL students: No HEA courses have pre-reqs; No HEA courses require expensive textbooks or materials fees; all HEA courses are Zero Textbook Cost (ZTC).
- All HEA TEXT materials are LGBTQ+ inclusive. TEXT includes nonbinary gender, biological sex, and sexual orientation content and perspectives, as well as inclusive assignments and discussions.
- Assignments and quizzes are open-note, open-TEXT.
- HEA 1, 3, 7, 11 satisfy GE areas in support of completion of student's transfer, degree goals.
- Associate of Science for Transfer in Public Health is available and regularly updated to align with TMC and C-ID Course Descriptors.
- All HEA assignments include reflection and application to personal &/or community health.

Vision: Las Positas College strives to support and empower students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities.

- HEA courses are designed to "empower students" to develop the knowledge, skills, abilities and dispositions that support personal and community/population health, so they can be engaged participants and leaders.
    - HEA 1 Catalog description includes – "Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors."

- HEA 3 Catalog description includes – “Focus on empowerment for primary prevention.”
- HEA 7 Catalog description includes – “Emphasis will be placed on the development of knowledge and preliminary skills to serve as an effective advocate for community and public health.”
- HEA 11 Catalog description includes – “Introduction to the health inequities specifically within the United States that stem from the unequal distribution of power, wealth, education, and services. Students will explore the social determinants of health including socioeconomic status, poverty, racism, violence, and living conditions. Agency, advocacy, community organizing, and policy development.”

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate “**regular and substantive interaction**” (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
X	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
X	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
X	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
X	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
X	Provides feedback on students’ coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
X	Responds to students’ questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
X	Facilitates student success through ongoing outreach (e.g. posts announcements; uses “Message Students Who” to encourage struggling students to attend office hours or access free tutoring)

	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- HEA courses have LARGE enrollments (46+ students per section), and a full time load is teaching 5 sections each semester, for a total of 230++ students each semester. Maintaining regular, substantive interaction with this many students (much less REALLY getting to know and remember each student) is very challenging.

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *Write responses here*
- *Add or remove bullets as needed*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT 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.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu