

Las Positas College  
ANNUAL PROGRAM REVIEW TEMPLATE  
Review of AY 2011-12

Name of Program	Division	Author(s)
Health and Nutrition	BSBA	Elizabeth Hopkins

**INSTRUCTIONS:**

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

**STATEMENT OF PURPOSE:**

- Review and reflect on the student experience, with the goals of assessing and improving
  - student learning and achievement
  - services for students
  - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

**I. MISSION**

State the current program mission

*(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)*

The mission of our program is to improve the health of our students and community through education and advocacy. Our educational practices focus on conceptualizing health as a field of science, understanding health research, evaluating health information, and utilizing credible
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information to impact behaviors and actions. Courses in the program address the foundational skills of reading, writing, and critical thinking that are necessary to succeed in college and beyond. Our program promotes healthy behaviors that support students' academic performance and ability to function productively in society. The ultimate vision for our program's students is to integrate knowledge and education tools to produce effective change and development, resulting in improved health behaviors throughout the lifespan.

Through our program's coursework, students:

- Critically evaluate and communicate health science information
- Interpret results of assessments, including: health risk appraisals, fitness assessments, diet analyses, or community-level health indicators
- Identify and implement appropriate lifestyle modification techniques and effective environmental changes based on results of assessments
- Examine barriers and enabling factors to health
- Discover the benefits of a healthy lifestyle in relation to academic performance, contributions to community, and quality of life

Our foundational Health and Nutrition courses are three (Health 1, Health 3, and Nutrition 1) of the four three-unit courses that students take for the "Areas of Health" Wellness requirement for the LPC AA GE Pattern. These three courses also fulfill the CSU Area E GE requirement.

Most of the students who enroll in our courses are in the age range of 18 to 24 years, and more female students enroll in our courses than male students. The majority of students who enroll in Health and Nutrition courses are pursuing transfer.

**The mission of Las Positas College is:**

*Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.*

**(NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

As a key component of the local requirements for the LPC AA degree and as an option for the CSU Area E GE requirement, Health and Nutrition courses directly facilitate students meeting their AA degree and transfer goals. These courses are also important for students pursuing related majors, such as Kinesiology, at LPC and for students who pursue other health and medical related majors after they transfer.

Also indirectly supporting the college's mission, our program's courses provide students the opportunity to understand and personalize behavior modification techniques to improve

health behaviors that influence learning and academic performance, such as nutrition, sleep hygiene, physical activity, managing stress, and drug use. The content of the courses are relevant to students throughout the lifespan.

## II. PROGRAM ANALYSIS

### A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

*(Highlight the appropriate box to type in an X.)*

YES  NO

**If yes,** in the table below, please list which courses will be revised or updated and the reason for the revision.

*(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)*

Course(s)	Reason for Revision
Health 3	To be current with Title 5 requirements, update textbooks, and meet requirements for IGETC Area 4 (possibly Area 4 Social and Behavioral Sciences, 4D Gender Studies, or 4G Interdisciplinary social and behavioral sciences)
Click here to enter text.	Click here to enter text.

2. Will new curriculum (*e.g.*, course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES  NO

**If yes,** please describe briefly what new curriculum is planned.

Future curriculum planning for Health has two interest areas. One area is to expand the options students have for the wellness requirement and CSU Area E GE. During a department meeting in March 2013, we discussed additional new curriculum options such as stress management, Health Psychology, or health behavior change. At this point, a decision has not yet been made for the focus of new Health curriculum but during 2013-2014, our program plans to write curriculum for an additional GE course.

The second area we want to explore is transfer degrees. According to Lashonda Shannon, administrative assistant to the Academic Senate for California Community Colleges, the Health Science Associate Degree for Transfer (ADT) will have a community health focus. Our Health faculty Elizabeth Hopkins has requested to serve on the Faculty Discipline Review Group for this degree. We originally planned to submit curriculum for a community health course this academic year (2013-2014). However because the degree

development process will be taking place, we have decided to wait on proposing this course until a similar CI-D course has been finalized. The length of this development process will influence when our department submits curriculum and applies for the degree program. While we certainly plan to work on this process during the 2014-2015 year if CI-D courses are available, we do not necessarily expect to have the degree approved by Spring 2015.

The ADT in Nutrition/Food Science/Dietetics is also an option for our department to pursue. Currently the full-time nutrition faculty Lisa Everett is serving in an interim dean position, so it is difficult to plan if or when we will pursue this degree. In order to make this degree a reality, we will need a fulltime instructor for nutrition. Also the Nutrition 3 and Nutrition 5 course outlines need to be evaluated and updated. There are many possibilities for expanding nutrition curriculum including energy metabolism, applied nutrition, lifespan nutrition, and nutrition education.

### B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

*(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)*

YES  NO

**If yes,** please describe briefly what new initiatives are planned.

While our department plans to move forward in the process of applying for a Health Science transfer degree during the 2014-2015 year, the timing of this depends on the ADT development process and the human resources of our department.

### C. SLOs/SAOs

#### 1. Status of course SLOs/SAOs and assessments for AY 2011-12.

*(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.*

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
3	3	3

#### 2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

*(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.*

Health 1

One or more SLOs have been assessed in Health 1 each semester since Spring 2008. The

number of SLOs assessed during a semester ranged from 1 to 6.

### Health 3

Except for Fall 2012, two or three SLOs have been assessed in Health 3 since Fall 2010 when the course was first offered. During Fall 2012, no SLOs were assessed for this course.

### Nutrition 1

During most semesters when this course has been taught by our full time nutrition instructor, an SLO has been assessed. Semesters when all sections are taught by part-time faculty, SLOs have not been assessed or, if a SLO has been assessed, the data has not been entered into eLumen.

Our department has met the minimum requirements for frequency of SLO assessment expected by the college. Yet this data is not representative of the entire department's sections. In response to the survey results in our previous program review, faculty have been offered assistance using eLumen and designated SLOs for a specific semester's assessment in eLumen to help faculty with capturing data for our Health 1 course.

### 3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
0	N/A	N/A

### 4. Analysis of SLO/SAO data for AY 2011-12.

*(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)*

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

*(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.*

### Health 1

For Health 1 SLOs, we have participated in dialogue during discipline meetings. One meeting was held on March 12, 2012 to discuss our Fall 2011 assessment data. Our full-time health faculty member also participated in a poster session during the Spring 2012 faculty flex day by creating a poster example and explaining the Health 1 SLO development process to a small group of faculty.

We did not hold a discipline meeting in Fall 2012. In our March 19, 2013 discipline meeting, the discussion focused on strategies to facilitate data entry into eLumen by faculty in our department. Evidence of the dialogue can be found in the department meeting notes. These were distributed by email to all faculty teaching Health 1.

### Health 3

Because of the limited amount of time at discipline meetings and the situation that only one faculty member has taught Health 3, we have not had department dialogue about the outcomes of this data. The faculty member has sought advice from a librarian in developing an assignment that is used to assess two of the SLOs for this course. The third SLO was developed as a result of campus-wide dialogue on the Respect and Responsibility Core Competency. The results of this data and course improvement plans have not been discussed in a formalized manner.

### Nutrition 1

There has been limited dialogue about Nutrition 1 SLO results. Prior to this current semester, this dialogue has occurred during informal conversations between individuals instead of within meetings.

Two out of the three current part-time nutrition faculty met with the full-time health faculty member on September 20, 2013 with the intent to discuss SLO data. However the data from eLumen is from a faculty member who is not currently teaching Nutrition 1. Instead of interpreting someone else's data, the discussion moved in the direction of discussing the need for future planning and revision of the diet analysis project, which is used to assess the current SLO for the course.

### Summary

Our department continues to struggle with timely data collection, analysis, and dialogue. While some faculty have put forth a good faith effort in attempting to move our department forward in this task, some faculty continue to not participate in the SLO process. The data for our three courses in Fall 2011 and Spring 2012 is from 3 faculty members (out of 10 faculty who taught these courses). So while looking at the data in eLumen it appears we have extensive data collection (for example 1047 data points for Health 1 combined for Fall 2011 and Spring 2012), this data does not representative outcomes for the department as a whole.

Fortunately, the limited amount of data results entered into eLumen hasn't impeded improvements in teaching or future planning. However these discussions about future planning are much broader than simple SLO assessment. Perhaps this is indicative of the limited information that the current pre-experimental type of data we collect and analyze provides us. We also struggle with making discipline-wide improvements in Health and this is reflected in the lack of consistent SLO data for the discipline as a whole.

While our department hopes that the recent changes to provide compensation for part-time faculty assessing SLOs will increase participation rates of SLO "closing the loop" for part-time faculty, it already appears this will not entirely solve our department's struggles with SLOs. The previous 2010-2011 program review process included a survey of faculty to gather information on barriers to SLO participation. Both changes institution wide, such as

having the web form to submit data, and within our discipline, such as agreeing upon assessing specific SLOs during a semester, have resulted in incremental improvement. One example of this that is not captured in eLumen is the number of faculty utilizing library orientations for the behavior change project research component in Health 1. We hope in our next program review we will have SLO data from more faculty members.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

*(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)*

### Health 1

#### *Face to face sections*

As our discipline moves towards requiring students to utilize at least one academic/peer-reviewed source or their research, this needs to be well-explained in class. One option is to bring a popular magazine and scholarly journal to pass around in class for students to look at. We can also request the librarians to focus on this more during the orientations. The library already has a library guide on their website about this topic that could be utilized in class.

It was surprising the percentage of students who were successful on the MyPyramid SLO. Sixty one percent were proficient or higher in Fall 2011. The instructor's perception was fewer students were being successful, but the data shows that perception was inaccurate. This SLO will need to be revised as MyPyramid has been replaced by MyPlate.

There are still concerns with student performance on generating APA citations. Over 58% were unsuccessful in Fall 2011 at this skill in the sections assessed. Steps for improvement include asking the librarian to put greater emphasis on this skill during the orientation or creating an "assignment checklist" for students to review before turning in the assignment. Requiring students to show at least two sources to the instructor in class as an assignment prior to when the research summaries are due is useful.

#### *Distance Education sections*

An issue of concern is the number of students who do not turn in assignments throughout the semester. The faculty member is not sure if this is because they see their lower percentage of points more clearly than the students struggling in the face to face sections and decide to discontinue with the class versus continuing to attend and turning in poorer quality assignments. There are a large number of topics in the Health 1 course outline. For face to face sections, in the past few semesters at least one faculty member has left a few topics out because by the end of the semester there was not enough time to adequately address them in class. However, in the online sections she is still covering the greater

number of topics and chapters. Could the volume of topics and assignments be too much for students? This is an area to discuss when our discipline revises the course outline.

### *Comparison of Results*

Comparing the Distance Education SLO results to the face to face section results for Fall 2011 is not a valid comparison. The only face to face section assessed was part of the Basic Skills English-Health Learning Community. This sample is a self-selected or counselor recommended group of students all qualified for English 105 and likely had different demographic characteristics than the students who self-select to enroll in the distance education sections. Also the level of support given to students in the learning community is higher than a typical section.

### Spring 2012

The following are percentages of students achieving proficient or higher:

<b>SLO</b>	<b>Face to face</b>	<b>Distance education</b>
Successful completion of HLTH 1 will enable a student to locate and evaluate sources in the appropriate database related to their selected topic for individual behavior change	61%	34%
Successful completion of HLTH 1 will enable a student to generate accurate APA citations for health information sources	59%	61%
Successful completion of HLTH 1 will enable a student to integrate scientific research into his or her individual behavior change process	84%	61%
Demonstrate a positive increase in attitude towards personal health self-responsibility	82%	77%

Two main concerns stand out from this comparison. First, students in distance education sections need more support in utilizing the library databases to find suitable sources. Second, students in distance education sections need more support related to integrating scientific research into their behavior change process. Both of these SLOs are assessed in the third step of the behavior change project. This step consists of two assignments. The first is four research summaries of credible health information. The second is creating an individualized behavior change plan. The instructor does have a key difference regarding this behavior change project step for face to face and distance education sections. For face to face sections, students are required to turn in both assignments or they do not receive any credit for this step of the project. This works well for the face to face format. The instructor hesitates to also employ this policy for the distance education sections because of a higher percentage of students who miss assignments. Because of the large point value of this step, failing to receive any points for this step of the project significantly impacts a student's grade in the course. However, perhaps the instructor needs to

consider this policy change or make a different change in the assignment set-up.

An issue that seems to impact students' performance on the step of the behavior change project is procrastination. The instructor has put into place some strategies to address this in the face to face sections, such as having students show the beginning of their research as an in-class assignment a few weeks before the research summaries are due and to have a 'peer-review' session of their APA references by a classmate prior to turning in the assignment. The instructor discussed the issue of students waiting until close to assignment due dates to complete (or perhaps even to start) their work in the distance education sections with the Instructional Technology/Open Learning Coordinator in The Teaching and Learning Center during Spring 2013. The instructor has increased the frequency of email announcements to the class urging students to begin assignments early. She will continue to explore other strategies to improve these learning outcomes for the distance education sections.

Students already are asked to use the "You quote it, You cite it" tutorial and a video on accessing the appropriate databases provided by the library. These resources were adopted in Fall 2011, so Spring 2012 was the second semester they were in use. In addition, the library guide for this project is linked within Blackboard. An easy step to monitor student's use of these resources could be to utilize the "statistics tracking" feature in Blackboard to see if students are viewing the resources provided. This could be a first step in determining if the resources need to be revised or if another strategy needs to be used to increase students' use.

### Health 3

It seems helpful to discuss a multitude of issues with media literacy at once in the beginning of the semester rather than spreading discussions out over the course of the semester. Specifically asking students to mark the term "false empowerment" in their notes when discussing the article by Maddy Coy seemed to improve the success on the SLO related to this question on the assignment. Fall 2011 was the first semester the library guide was available for Health 3. It seemed beneficial, but students appear to need more support in the process of evaluating the credibility of health information. The SLO "locating credible health information" needs to be changed for this assignment as students are being asked to weigh the factors of credibility versus show proficiency in responding to a request to locate credible sources. A number of students who do not reach proficiency have not turned in the assignment. This course appears to have greater attrition than the face to face Health 1 class. The instructor is not sure at this point how to address this issue. An area for future changes in this course is to revise the Health 3 journals to have greater differences from the Health 1 behavior change project.

### Nutrition 1

Spring 2012 was the first semester that the diet analysis project was broken down into 8 steps for students to submit throughout the semester. As students submitted their work

throughout the semester, they received feedback so that the project as a whole could be improved. The next step is to assess if this made a difference in students' performance.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Health

It would be helpful to have funds to compensate part-time faculty for attending our discipline planning meetings. We expect this would make it easier for part-time faculty to pay for childcare, reschedule clients, etc. to participate in our meetings.

Nutrition

The limited results and lack of dialogue support the request for hiring a full-time nutrition instructor.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

Health

The next step to plan for SLOs in 2014-2015 is to schedule a discipline meeting for faculty to decide which SLOs and rubrics to use.

Nutrition

The department plans to have a nutrition diet analysis project meeting in Spring 2014 to plan for Fall 2014. The current SLO for Nutrition 1 is based on students' performance on the diet analysis project. As part of revising the project, we also plan to evaluate the SLO and rubric. This would allow a new cycle of SLO assessment to begin in Fall 2014.

#### D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

*(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.*

Health

A meeting for health faculty was scheduled during September 2013 to discuss this student data, along with SLO data. However, only one faculty member attended the meeting. So instead of discussing the data with department faculty, the full-time health instructor met with the Institutional Researcher for dialogue. Informal notes were recorded during this meeting.

Nutrition

Dialogue about the student data took place in a nutrition department meeting on September 20, 2013. Notes were taken to capture main points of this discussion. The full-time health faculty also discussed the nutrition data with the Institutional Researcher.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

*(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)*

Health

A large drop in the student headcount from 966 in Fall 2009 to 692 in Fall 2010 stands out in the discipline's data. College-wide headcount dropped from 10,053 from Fall 2009 to 9440 in Fall 2010; this was a decrease of 6%. The decrease in enrollment for Health was 28% between Fall 2009 and Fall 2010. Two issues account for this dramatic decrease in students. Fall 2009 enrollment management data combines the Health offerings with the courses that are now in the Health Sciences department. Enrollments from the courses Health 52, 55, 61, 70A, 70B, and 81 are included in our discipline's data, even though the FTEF did not come from our department. In addition like the other disciplines across the college, Health experienced a decrease in FTEF allocation when the college was forced to slash its FTEF. In Fall 2008 and Fall 2009, there were 2.8 FTEF of Health sections offered. In Fall 2010, there was 2.6 FTEF. In Fall 2011, there was 2.0 FTEF. As fill rates increased from 100% in Fall 2007 to 115% in Fall 2011, productivity also increased by almost 75 from 672.6 in Fall 2007 to 747.3 in Fall 2011. This level of productivity is higher than campus-wide productivity of 491.7 in Fall 2007 and 522.5 in Fall 2011. Again the FTES data that illustrates the decrease in the number of students our department is serving includes enrollments from the Health Sciences courses in 2009. Our FTES has gone down with our FTEF cuts, though not as dramatically as the 38.5% drop (from 111.5 FTES in Fall 2009 to 68.6 FTES in Fall 2010) in the enrollment management data implies.

The data on FTEF from full-time faculty is another area of interest. The enrollment management data shows an increase in FTEF from full-time faculty. In Fall 2007, FTEF from full-time faculty was 0.2. In Fall 2008, this went up to 1.2 with the hire of our full-time health instructor. FTEF from full-time faculty has continued to increase to 1.6 in Fall 2011. This has occurred as full-time Kinesiology faculty have taught more Health 1 sections as Kinesiology/Physical Education courses were cut. Forty-six percent of FTEF (1.0 divided by total FTEF of 2.2) in Fall 2011 was taught by full-time faculty whose primary discipline is Health. This parallels the college-wide 43% FTEF from full-time faculty.

Student demographics data gives interesting information about the students who take Health. In general, younger students are taking Health. Over half of the students enrolled

in Health 1 or Health 3 are age 21 or younger. In Fall 2011, 56% percent of students were 19 years or younger and an additional 19% of students were ages 20-21. Seventy-five percent of students enrolled in Health during Fall 2011 were 21 or younger compared to 54% campus-wide. As enrollments have decreased, the number of students in older age categories has gone down. In Fall 2007, 15 students aged 50 or older were enrolled in Health. In Fall 2011, just 4 students aged 50 or older were enrolled. The number of students with a bachelor's degree has also dropped from 4% in Fall 2007 to 1% in Fall 2011. A higher percentage of students enrolled in Health (57%) attend school full-time than campus-wide (38%), and only 7% of students enrolled in Health were taking 5.5 units or less in Fall 2011. Campus-wide the percentage (27%) of students taking less than 5.5 units is 20% higher.

Looking at variables of race and ethnicity, there is a lower percentage (7%) of Asian students enrolled in Health during Fall 2011 compared to campus-wide (12%). The percentages of other race and ethnicity categories are relatively similar to campus-wide percentages, although over 50% of students in enrolled in Health during Fall 2011 were white. The campus-wide percentage of white students in Fall 2011 was 47%.

A higher percentage of students who are first-time college students enroll in Health. Campus-wide this percentage hovered at around 20% for Fall semesters 2007 through 2011. For Health enrollments, this percentage has been around 30%, except for a peak in Fall 2010 at 38%. Health enrollments of continuing students have been inconsistent. Overall, the number of continuing students increased from 52% in Fall 2007 to 61% in Fall 2011, but was lower at 48% in both Fall 2008 and Fall 2010. There has also been a shift in students' educational goals. In 2008, 2009, and 2010 Fall semesters, about 60% of students enrolled in Health were pursuing transfer. This increased to 75% in Fall 2010 and 73% in Fall 2011. This has corresponded to a decrease in students pursuing occupational certificates or job training from about 13% in Fall 2008 to just 6% in Fall 2011. This is lower than the campus-wide percentage of 12% of students pursuing a certificate or job training in Fall 2011.

Our Health courses have completion rates in the mid to high 80s, which is just slightly above the college-wide completion rates. Students enrolled in Health courses have similar success rates as students college-wide. Unfortunately, the gap between success rates in face to face sections and distance education sections of Health 1 has been increasing. In Fall 2010, the success rate in distance education sections was 10% less than face to face sections. In semesters Fall 2008 and Fall 2009 this increased to 15% and 16% respectively. In Fall 2010, the difference dropped to 13%, yet in Fall 2011 increased to 21%.

Health enrollments have had a different pattern than the campus-wide enrollments of female students. In Fall 2007, 55% of students enrolled in Health were female. In semesters Fall 2008 and Fall 2009 this percentage decreased slightly to 53% and 52% respectively. In both Fall 2007 and Fall 2009, campus-wide percentage of female students was 55% and 54%. There was a drop in the percentage of female students campus-wide in

Fall 2011 to 51%. In Health enrollments, the percentage of female students went up to 58% in both Fall 2010 and Fall 2011 semesters. A possible explanation for this increase in percentage of female students is Health 3 Women's Health, which was first offered in Fall 2010. Enrollment in this course typically is 90% or higher female students.

### Nutrition

As with Health, enrollment numbers for Nutrition have gone down. Student headcount in semesters Fall 2007 and Fall 2009 were in the mid-180s. Headcount went up in Fall 2008 to 209. However in semesters Fall 2010 and Fall 2011 headcount was 148 and 155 respectively. The number of students served peaked in Fall 2008 with FTES of 20.8. FTES dropped to 14.7 in Fall 2010 and 15.1 in Fall 2011. This decrease in FTES corresponds to a decrease in FTEF for nutrition courses. In Fall 2007, 2008, and 2009 semester, 0.8 FTEF was used for Nutrition courses. In Fall 2010 and Fall 2011, this decreased to 0.6 FTEF as we offered three sections instead of four. Just as in Health even though enrollments have decreased, the fill rate and productivity have both increased. The fill rate for Nutrition courses was already above capacity at 103% in Fall 2007. It peaked at 117% in Fall 2008, dropped down to 104% in Fall 2009, and then increased to 115% in Fall 2011. Productivity for Nutrition has ranged from around 700 all the way up to 787 in Fall 2008 and 775.0 in Fall 2011.

The majority of students enrolled in Nutrition are pursuing a transfer degree, with a smaller percentage pursuing certificates or job training. In Fall 2007, 61% of students enrolled in Nutrition courses were pursuing a transfer degree. This increased to 74% in Fall 2011. The percentage of students pursuing certificates or job training has fluctuated between 7% and 14% from Fall 2007 to Fall 2011. From semester Fall 2007 and Fall 2008, the percentage of students undecided about their educational goal decreased from 17% and 19% respectively to 12% in Fall 2011. Twenty percent more of students enrolled in Nutrition who attend school full-time (58%) compared to campus-wide (38%).

Over three-fourths (77%) of students enrolled in Nutrition in Fall 2011 were continuing students. As this percentage increased from 2007, it has remained well above the campus-wide percentages. This makes sense as MATH 65 and CHEM 30A are now 'strongly recommended' for Nutrition 1. The percentage of first-time college students enrolling in Nutrition decreased from Fall 2007 to Fall 2011. While three-fourths of the students enrolling in Health are freshmen, about 60% of students enrolling in Nutrition are freshmen.

In terms of gender, the percentage of female students enrolled in Nutrition 1 has decreased; however in Fall 2011 this percentage was still higher than the campus-wide percentage. In semesters Fall 2007 and Fall 2008, the percentages of female students enrolled in Nutrition were 70% and 66% respectively. This percentage dropped in to 61% in Fall 2011. We anticipated this change in our 2010-2011 program review as we expected more male students to enroll in Nutrition 1 for CSU GE Area E and the LPC AA Wellness requirement. The higher percentage of women entering the nursing and dietetics fields is

likely the cause of the high female enrollments that Nutrition has experienced. As other programs such as the Kinesiology major grow and more students discover Nutrition 1 as a means to fulfill a GE requirement, we expect the percentage of female students might continue to decrease slightly. In regards to race and ethnicity, Nutrition enrolls a very small percentage of African American students. This percentage decreased from 3% in Fall 2007 to 2% in Fall 2011 after a peak of 6% in both Fall 2009 and Fall 2010. The Institutional Researcher explained this fluctuation could be the result of a coding change. Interestingly, a higher percentage of students (10%) report multi-ethnicity enrolled in Nutrition than campus-wide (5%).

In recent fall semesters, Nutrition has had high rates of completion. In semesters Fall 2008, Fall 2010, and Fall 2011, course completion was equal to or higher than 90%. This is higher than the campus-wide rates in the mid-80s. However, the course success rates are about equal or slightly lower than the college-wide success rates. In semesters Fall 2007 and 2008, the success rates in distance education sections were actually higher than the success rates in face to face sections. The higher success rates in the distance education sections could be due to pedagogical changes described in the SLO section or the difference could simply be due to lower student performance in the face to face sections those two semesters. The face to face success rates went up in Fall 2010 and Fall 2011. There were no distance education sections offered in Fall 2010 and Fall 2011.

FTEF taught by full-time faculty is an area of concern. During Fall 2010 and Fall 2011, 0% of FTEF were taught by full-time faculty. This was due to our full-time nutrition instructor being on sabbatical. While she has returned from her sabbatical, she is currently serving in an interim administrative position. If her teaching position remains unfilled, we will continue to have 0% FTEF taught by full-time Nutrition faculty.

- c. To what extent, and how, do the student data results support resource requests?

*(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)*

The student data on Nutrition FTEF taught by full time faculty supports our request for hiring a full-time nutrition instructor.

## 2. Enrollment Management (**Instructional programs only**)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

	Health FTEF	Nutrition FTEF	Total FTEF
<b>Summer 2012</b>	0.4	0	<b>0.4</b>
<b>Fall 2012</b>	2.2	0.8	<b>3.0</b>
<b>Spring 2013</b>	2.0	0.8	<b>2.8</b>

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

In Summer 2012, 0.2 less FTEF of Health 1 was offered than in Summer 2011. In Fall 2012, 0.2 more FTEF was offered than in Fall 2011.

	Health FTEF	Nutrition FTEF	Total FTEF
<b>Summer 2011</b>	0.6	0	<b>0.6</b>
<b>Fall 2011</b>	2.2	0.6	<b>2.8</b>
<b>Spring 2012</b>	2.2	0.8	<b>3.0</b>

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

The only change in course offerings we anticipate for 2014-2015 is to offer one section of Nutr 5 Nutrition for Sports and Performance.

New health curriculum proposed during 2013-2014 most likely won't be offered until 2015-2016 as it will need to go through the articulation process and be approved for CSU GE Area E.

### E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

(<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
2.8	1.6	57%

\* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

\*\* If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	N/A	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	N/A	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	N/A	Click here to enter text.	Click here to enter text.	Click here to enter text.

\* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

\*\* regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES  NO

**If No**, briefly describe. Provide any data which support these needs.

We need to hire a full-time nutrition instructor. Without an additional faculty member, our department's ability to serve students is compromised. It is difficult to have consistency in SLO assessment and dialogue, leadership and mentorship for part-time nutrition faculty, and effective planning for this discipline without a full-time instructor dedicated to nutrition. At the time of this writing, it is unknown if Lisa Everett will return to her faculty position. If she remains in an administrative position, our department needs to hire a nutrition instructor to replace her. If she does return to teaching, as in previous years she will serve within three disciplines (Kinesiology, Health, and Nutrition). As the Kinesiology department as has its own degree and heavy load of curriculum and other tasks, she is pulled between these two departments and is limited in how much she can serve both departments at once. Even if Dr. Everett returns to her faculty position, our department needs to hire an additional instructor to successfully move the nutrition discipline forward in developing new curriculum, applying for a transfer degree, and maintaining continuous quality improvement for student learning. Our department has submitted a request to the Faculty Hiring Prioritization Committee for this position to hire for Fall 2014.

3. Are there Staff Development needs for the academic year 2014-15?

YES  NO **If yes**, elaborate. Provide any data which support these needs.

Our department would benefit greatly from more staff development on both broader pedagogical topics and more discipline specific learning opportunities. The loss of mandated flex days has narrowed the opportunity for group staff development. Our department's opportunity for this occurs only within our discipline meetings, which have not had full participation of faculty teaching within our department. Also these meetings often take place under limited time constraints so adequate time is not available to address all our staff development needs. More institutionalized, systematic group opportunities for staff development would be beneficial in helping our department to continue improving teaching and student learning.

**F. Technological Resources**Are there any **new** technological needs for the academic year 2014-15?*(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)*YES  NO **If yes**, briefly describe. Provide any data which support these needs.*(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)*

Our department needs a website and the support of a college-wide webmaster. One purpose will be to communicate with current and prospective students about our coursework, department purpose and philosophies, and other department-related resources. Another purpose is for faculty. We want a website to post our department meeting minutes and to assist faculty in sharing materials electronically. Pages for our disciplines currently exist at <http://www.laspositascollege.edu/HLTH/index.php> and <http://www.laspositascollege.edu/NUTR/index.php>, but we do not have access to them. Since the program review writing in 2010-2011, our department has requested twice through our division office for access to the website, but it has not yet been granted. In today's digital world, our department feels a website is an important tool in reaching students.

**G. Facilities, Equipment, and Supplies Resources**Are there any **new** facility, equipment or supply needs for the academic year 2014-15?*(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)*YES  NO **If yes**, briefly describe. Provide any data which support these needs.*(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)*

At this time, our department does not have any specific requests regarding new facilities,

equipment, or supplies.

#### H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES  NO

If yes, please briefly describe amount and general uses.

We have requested money for a budget in previous program reviews, but have not received any funds. Funds could be used for compensation for part-time faculty to participate in department meetings.

2. Are there any **new** financial needs for the academic year 2014-15?

*(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)*

YES  NO

If yes, briefly describe. Provide any data which support these needs.

We do not anticipate any new financial needs in 2014-2015.

#### I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

If our department does pursue a transfer degree in Health Science, we will need to ask the Vice President of Academic Services and the STEMPS division to work with us on evaluating solutions to address the confusion that likely be created by this degree title. If this degree is established, we would have a "Health Science" titled transfer degree in the Health and Nutrition department with another department on campus named "Health Science" in a different division with degree programs in surgical technology, pharmacy technology, and administrative medical assistant.

### III. SUMMARY

#### A. Summarize objectives accomplished since the Program Review Update (2012)

*(The 2012 Academic Program Review Updates can be found on the Grapevine*

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

*(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)*

Our department has successfully collaborated with library faculty to support student learning in information competency and library research skills. Our department continues to utilize library guides for Health 1 and Health 3 projects with many health faculty scheduling library orientations for students in face to face classes. We hope the upcoming library remodel will improve the learning environment for students utilizing computers during the orientations. The library continues to meet our departments' needs in terms of direct support for students and collection development. We appreciate the collaborative relationship between department faculty and library faculty.

We have had the resources for the equivalent of an online library orientation in use by one faculty member teaching Health 1 for four semesters. This consists of both tutorial and how-to videos. During Fall 2012, a librarian created an updated video on using Noodle Tools as the software had change due to upgrade. However it is unclear if all faculty teaching Health 1 online utilize these resources.

#### B. Summarize objectives not accomplished since the program review update (2012) and why not.

*(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)*

We have yet to expand curriculum offerings in our department. Faculty has not had the time to adequately research possible offerings and propose new curriculum.

We submitted an instructional equipment request in Spring 2012 to fund the administration of the American College Health Association survey to provide our department, the Health and Wellness Center and the college community with more current and accurate student-health data. This request was not funded (PBC determined a survey did not meet the definition of instructional equipment) and through the request process the Office of Institutional Research determined it did not have the capacity to undertake the logistics of administering the survey even if funding was secured from another source. Instead the Health and Wellness Center collaborated with the Office of Institutional Research to include some health-related questions in the Student Satisfaction Survey administered in Fall 2012. At least one faculty member has already incorporated some of this newer data into Health 1 discussion material. While we did not meet our objective to complete the American College Health Association survey, we do now have some usable, more accurate and current data.

We still have not received a department budget. We unsuccessfully attempted to fund some projects through other sources, and we still lack compensation for part-time faculty to attend department meetings or provide department specific professional development.

One of our faculty members collaborated with two English faculty to request Basic Skills funding to continue the English-Health Learning Community. This request was not fulfilled. Our department is interested in future opportunities to contribute to another type of learning community, such as a learning community for athletes or a wellness and weight management learning community.

In the 2010-2011 program review process, larger and more flexible teaching space was identified as a need to facilitate more active learning experiences by allowing students to easily move around the classroom. The two classrooms in the second floor of the PE Building (2500) PE 209 and PE 212 are full with approximately 50 desks. It is difficult for students move around the classroom with ease without moving the desks. The desks are cumbersome to move and fall over easily. In Fall 2012, our department experimented with moving the desks into groups of six instead of the traditional lecture rows in PE 209. While this layout facilitates group work collaboration, it does result in students facing sideways to the projector screen and white board. One of our faculty members who taught three sections in this classroom that semester felt the layout worked ok and feedback from one part-time faculty teaching in the room was positive. No negative feedback was received. The following semester the desks and chairs were moved back to the traditional rows. Our department has requested the desks and chairs be replaced in these two classrooms using the Facilities Small Project form as the current desks pose a safety hazard with they are moved.

Another objective is the department website. Please see F. Technological Resources in II Program Analysis.

**C. What are the objectives for the academic year 2014-15?**

*(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)*

We plan to propose a new GE course during 2013-2014. This would allow the course to be approved for CSU Area E GE in 2015. Our department still needs to finalize its decision on the focus of this new course.

If CI-D health science courses are established, we want to begin expanding curriculum in this area during 2014-2015. Once the degree is available, our department plans begin the degree application process if we have adequate resources to take on this endeavor.

Our department wants to continue exploring the opportunity for new nutrition curriculum and transfer degree. Hopefully we will have a full-time nutrition instructor in 2014-2015 to

lead this future effort.

During 2013-2014, we hope to gain access to a department website. If this does not occur, we wish to then pursue this objective during 2014-2015.

Continuing in Spring 2014 and beyond, we want to continue to refine and standardize the behavior change project for Health 1 to improve instruction and provide students with consistency across sections.

**D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.**

*(This brief summary should capture the effects on students and the program if the needs are met or unmet.)*

New curriculum and degree programs will increase students' opportunities to achieve their educational goals.

Refining the behavior change project could result in improved learning outcomes for students in Health 1. Multiple SLOs are related to this project.

A department website can increase students' understanding of our coursework and possibly result in higher demand in classes. It would also create the opportunity to document department work, such as meeting minutes and shared assignments.

**Continue to the next page to complete the form.**

Name of Program	Division	Author(s)
Health and Nutrition	BSBA	Elizabeth Hopkins

#### IV. PROGRAM EFFECTIVENESS PLAN

**Instructions:** In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

**Suggested: 0-5 Objectives** (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective†	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	<i>Continue to refine and standardize the behavior change project for HLTH 1</i>	<i>Successful completion of HLTH 1 will enable a student to evaluate the credibility of health information; successful completion of HLTH 1 will enable a student to locate and evaluate sources in the appropriate database related to their selected topic for individual behavior change; successful</i>		<i>Dialogue at discipline meetings</i>	<i>Human and Financial</i>	<i>Financial compensation for part-time faculty's participation in discipline meetings</i>	<i>Not sure</i>

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			<p><i>completion of HLTH 1 will enable a student to generate accurate APA citations for health information sources; successful completion of HLTH 1 will enable a student to integrate scientific research into his or her individual behavior change process; demonstrate a positive increase in attitude towards personal health self-responsibility</i></p>					
<b>2</b>	2	New GE course.	Will need to establish SLOs for new course		Approval of course outline	Human	Faculty time and effort	Curriculum committee
<b>3</b>	2	Access to department website	No direct link to current		Use of website	Technology	College web-master	Not sure

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			SLOs					
4	3	Establish transfer degree in Health Science or Nutrition (or both disciplines)	Course SLOs and program SLOs would need to be established		State approval of degree would be first step. Students' success rates at completing program would be future criteria.	Human and financial	Faculty time and effort to propose degree. Continued time and effort to maintain and evaluated degree program. Adequate FTEF to offer degree courses.	CI-D, Curriculum, Enrollment Management
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

\*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.