Program: Health
Division: BHAWK
Date: September 25, 2017
Writer(s): Lisa Everett
SLO/SAO Point-Person: Lisa Everett

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

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

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. 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 is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here: https://goo.gl/23jrxt

Help: Contact Karin Spirn: 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 13.*

4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 16*

Links:

Program Review Home Page: https://goo.gl/XATgjJ
Fall 2016 Program Review Updates : https://goo.gl/YV8QOt
Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (https://goo.gl/WuR9cQ)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

This year, the Health and Nutrition departments are filing separate program reviews. Since both of these programs will be implementing separate AS-T degrees in the upcoming year, it makes sense to separate out these programs for the Program Review process.

The Health (HLTH) department has been experiencing an overall decline in enrollments. Health enrollments were at their peak during the Fall 2013 semester - 618 student enrollments, 2.4 FTEF, and 11 sections of Health on schedule. Enrollments have been slowing declining each year to Fall 2016 numbers of - 383 student enrollments, 1.8 FTEF, and 9 sections of Health on schedule. The health department has been experiencing approximately n 11-16% decline in enrollments each year from 2013 to 2016.

It appears that students are turning away from the local AA degree, which included "Wellness" as a required area, with Health 1 being a key course to satisfy that requirement. Students are pursuing transfer and ADT degrees in larger numbers, rather than local AA degrees, and this shift may have resulted in a decline in health enrollments and a corresponding decrease in FTEF on schedule.

It is very important to note, however, that while overall enrollments have declined, Health remains one of the most productive departments on campus with a WSCH/FTEF of 638 in Fall 2016. As enrollments have gone down, we have tightly managed the number of sections offered; and fill rates remain extremely high at 97%.

Student demographics remain fairly stable. 50% of Health students are 19 years or younger; and almost 90% of them are below the age of 25. More than 75% of Health students are "freshman," with less than 30 units of college completed; and 30% of them are attending college for the "first time." The percentage of Latino students has progressively increased in line with institutional numbers. In Fall 2016 35% of Health students were Latino.

B. **Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).**

The Associate in Science in Public Health Science for Transfer Degree was approved by Curriculum in Fall 2016. The Associate in Science in Public Health Science for Transfer Degree is designed to prepare students for a seamless transfer into the California State University (CSU) system to complete a baccalaureate degree in a public health science related major such as: Health Science, Health Science with Health Education option, Health Science with Public Health option, Health Science with Community Health Option, Health Science with Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology with Health Education, Kinesiology with Health Science option, Kinesiology with Health and Wellness Promotion, Kinesiology with Health Promotion and Disease Prevention, Collaborative Health, and Human Services with Community Health option. The AS-T in Public Health Science includes Health 1 – Introduction to Personal Health, and adds two new Health courses to the department's repertoire: Health 7 – Introduction to Public Health; and Health 11 – Health and Social Justice. The AS-T Public Health Science also includes a number of courses from a variety of other departments on campus. This new degree and the new Health courses take effect Fall 2018. The Health department will be looking to put these new courses on schedule with additional FTEF.	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
	X	Curriculum*
		Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
		SLO/SAO Process
		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

C. **Reflection: What plans from the 2016 Program Review Update or any previous Program Reviews/Updates have been achieved and how?**

Plans identified in the Fall 2016 Program Review were: 1. Boost student's course success rates. 2. Update CSLOs 3. Increase CSLO assessment rates among all faculty. 4. Propose curricular changes to support a new degree – Associate in Science in Public Health Science for Transfer Degree (AS-T). 1. Unfortunately, student's course success rates did not improve from Fall 2015 to Fall 2016. When we look more	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
	X	Curriculum*
		Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary

closely at the data, we can see that Health 1 success rates have held stable at 65% for the past three years. We can also see that Health 3 success rates dropped from 64% to 48%. 2. All Health CSLOs were updated in Spring 2017. A Health Department meeting attended by both full and part-time faculty was held on April 27, 2017. We reviewed what CSLOs are, guidelines for CSLOs, clarified the differences between objections and outcomes, and reiterated that each course will have a single set of CSLOs that is common to all sections of the course. After reviewing the existing 4 CSLOs on record for Health, we updated all of them. The Associate in Science in Public Health Science for Transfer Degree was approved by Curriculum in Fall 2016. 3. Since CSLOs were updated in Spring 2017, the goal is to increase meaningful CSLO assessment rates among faculty for the 2017-2018 year. 4. The AS-T in Public Health Science was approved by Curriculum in Fall 2016. This degree adds two new Health courses to the department's repertoire: Health 7 – Introduction to Public Health; and Health 11 – Health and Social Justice. The degree and two new courses are effective Fall 2018.		Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
	X	SLO/SAO Process
		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

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

No response.	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1

	Pedagogy
	Professional Development
	Services to Students
	SLO/SAO Process
	Technology Use
*Curriculum will also be addressed in Part 2 (Curriculum Review).	
**Facilities will also be addressed in Question H.	

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

Making the **assessment** of CSLOs meaningful remains a challenge. Both full and part-time faculty attended a department meeting about CSLOs in Spring 2017; and participants were excited to participate in discussions about CSLOs, and we had consensus about what outcomes we believe all Health 1 students should achieve as a result of successfully completing Health 1. CSLOs were updated and subsequently uploaded into eLumen. The next department meeting needs to focus on lesson plans to achieve CSLOs, and assessment of CSLOs. We need more consistent use of rubrics for assessment, so that we can have more consistent data in eLumen, and thus make sense of the data in eLumen.	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt

	Community Partnerships/Outreach
	Curriculum*
	Enrollment Management
	External Factors
	Facilities,** Supplies and Equipment (Including Software)
	Financial/Budgetary
	Human Resources
	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
	Professional Development
	Services to Students
X	SLO/SAO Process
	Technology Use
*Curriculum will also be addressed in Part 2 (Curriculum Review).	
**Facilities will also be addressed in Question H.	

F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

Offer Health 7 – Introduction to Public Health during 2018-2019. Offering this course will either require additional FTEF or will require us to trade out one of the Health 1 sections. Since HLTH 1 remains a GE course satisfying CSU Area E – Lifelong Understanding, and HLTH 7 meets a different GE area, namely – Social and Behavioral Sciences, it seems that adding FTEF rather than taking away from Health 1 FTEF would be the right direction to proceed. Enhance all Health faculty's ability to best meet the needs of first year students. Explore why HLTH 3 success rates are substantially lower than HLTH 1 success rates. Health 3 success rates dropped from 64% in Fall 2014 to 48% in Fall 2015, and then up to 59% in Fall 2016. (All considerably lower than the 65% course success rate observed in HLTH 1).	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
		Curriculum*
	X	Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
	X	Professional Development
		Services to Students
		SLO/SAO Process
		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

G. 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).

No response.	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary

	Human Resources
	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
	Professional Development
	Services to Students
	SLO/SAO Process
	Technology Use
*Curriculum will also be addressed in Part 2 (Curriculum Review).	
**Facilities will also be addressed in Question H.	

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

Classroom space at peak times remains a challenge.

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

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

The Health Department continues to offer HLTH 1 and HLTH 3, which meet CSU GE requirements for Lifelong Understanding.

The new Health courses – HLTH 7 and HLTH 11 meet the Social and Behavioral Sciences GE requirement.

Hence, all HLTH courses support the COMPLETION of student's transfer and/or degree goals.

The AS-T in Public Health Science supports the COMPLETION of student's transfer and/or degree goals.

All Health Department offerings are consistent with the college's mission.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ____yes __X___no

(This data can be found here: https://goo.gl/b59nCy)

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

The program-set standard target for 2016-2017 was 66%. The standard was not met. A 65% success rate was achieved in Health. Looking more closely at the course success rates, we can see that Health course success rates have held stable at 65% for the past three years. So, while the program set standard was not met, student success rates did not go down. Given that the program-set standard target is set using a five year rolling average, the target will go down next year.

K. SLO/ SAO

Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Health 1
Text of the CSLO, SAO, or PSLO: Upon completion of Health 1, students will be able to demonstrate utilization of www.mypyramind.gov (old, out dated CSLO; but still effective in eLumen as of Spring 2017)
Describe the quantitative or qualitative results: This CSLO had not been assessed by any instructors in years. No quantitative or qualitative data available. The MyPyramid tool was out-dated and obsolete.
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: At a Health department meeting in Spring 2017 it was determined: • CSLO was out dated and obsolete • Updating this CSLO to the current tool – MyPlate was not needed; because the specificity of this CSLO made it more of an objective than an outcome. • CSLO was deactivated.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? No response.

Course Name, Program Name or Student Service Area: Health 1
Text of the CSLO, SAO, or PSLO:

Upon completion of Health 1, the student will be able to locate health information related to his/her individual behavior change process and evaluate the credibility of those sources.
Describe the quantitative or qualitative results:
If we do look at the quantitative numbers – 0% of students achieved a 3 or 4 in Fall 2014 indicating that none of the students were adept at locating and evaluating sources of health information. In Spring 2017 the percentage of students achieving a 3 or 4 went up to 75%. We have implemented more LPC Library Orientations, and students (including online students) are being specifically directed to the Health Library Guide. But, it still seems implausible that the numbers would go from 0% to 75% achievement in this timeframe. I suspect some errors or inconsistencies in reporting/assessment are also at play.
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: It is difficult to assess how students are doing towards this CSLO as not all instructors assessed this CSLO last year (the N remains low), and instructors are not using consistent assignments/assessments. If we do look at the quantitative numbers – 0% of students achieved a 3 or 4 in Fall 2014 indicating that none of the students were adept at locating and evaluating sources of health information. In Spring 2017 the percentage of students achieving a 3 or 4 went up to 75%. We have implemented more LPC Library Orientations, and students (including online students) are being specifically directed to the Health Library Guide. But, it still seems implausible that the numbers would go from 0% to 75% achievement in this timeframe. I suspect some errors or inconsistencies in reporting/assessment are also at play.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?
See above. No additional response.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO
Course, Program Name, or Student Service Area: Health 1
Text of CSLO/PSLO/SAO: Upon completion of Health 1, the student will be able to identify his/her modifiable and unmodifiable risk factors for personal health.
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. N/A

Section Two: Curriculum Review
(Programs with Courses Only)

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

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

Curriculum Updates

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

> No courses require updates.
>
> Health 1 – Intro to Personal Health: update effective Spring 2018; Due for next update Spring 2023.
> Health 3 – Women's Health: update effective Fall 2016; Due for next update Fall 2021.
> Health 7 – Intro to Public Health: update effective Fall 2018; Due for next update Fall 2023.
> Health 11 – Health and Social Justice: update effective Fall 2018; Due for next update Fall 2023.

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

> No Degree requires updates.
> AS-T Public Health Science: new degree effective Fall 2018.

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

> No plans to propose new distance education.

Section Three: 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 not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact <u>Vicki Shipman</u> or the current CTE Project Manager for access to data).

N/A

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

N/A

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

(Contact <u>Vicki Shipman</u> 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?

N/A

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?

N/A

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?

N/A

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?

N/A