

PROGRAM REVIEW UPDATE 2016-2017

Program: Health and Nutrition

Division: BHAWK

Date: October 5, 2016

Writer(s): Lisa Everett and Marsha Vernoga

SLO/SAO Point-Person: Lisa Everett (Health) and Marsha Vernoga (Nutrition)

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

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
-

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). 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 (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIz>)

After one year without a full time Health faculty member (Fall 2015 – Spring 2016), and the prior year (Fall 2014 – Spring 2015) without the one full time Health faculty member on campus regularly, the most significant change for the Health program is the hire of a full time Health faculty

member, Lisa Everett, to replace the full time position vacated by Elizabeth Hopkins-Kurz. Lisa Everett teaches 5 of the 9 Health sections offered this Fall semester, with several full time Kinesiology faculty continuing to teach 1-2 sections; and one part-time faculty member currently teaching 1 section.

The Health department has experienced a dip in enrollments over the past two years. Course enrollments have dropped from 618 students in Fall 2013 to 519 and 435 in Fall 2014 and Fall 2015 respectively. While most Health courses experience high fill rates, the course sections offered off site at the High School campus have had low enrollments, and have no doubt impacted the overall department enrollments. Additionally, the 8:00am section has had low enrollments leading to a class cancellation this semester.

No significant changes noted for Nutrition.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

Replacing the vacant full time Health faculty position after one year of vacancy was accomplished.

Given that there was no full time Health faculty last year when the Fall 2015 Program Review Update was written, there were few plans outlined for Health for the 2015-2016 year.

Last year, there was only one SLO for Nutrition 1. This past year the full-time nutrition faculty (Marsha Vernoga) regularly met with adjunct faculty (Robin Polokoff and Siah Fried) to create two additional SLO's to be implemented and assessed during the 2016-2017 school year. The full-time and adjunct staff will be trained promptly (in Fall 2016) to complete SLO assessments via the new eLumen platform.

The Associate in Science in Nutrition has been developed and submitted for approval. This transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Nutrition, Dietetics or a similar major.

Curriculum updates for both Nutrition 1 and Nutrition 5 have been completed. Nutrition 5 (Nutrition and Fitness) has not been offered for several years but has been frequently requested by students completing Nutrition 1. Once approved this class will be offered starting Fall 2017.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

Unfortunately, it appears that Health students may have been adversely impacted by not having a full time Health faculty member available. In Fall 2014, student success rates in Health dropped to 60% (with 61% for distance education; and 59% for on campus), and in Fall 2015 the student success rates remained low at 62% (with 51% for distance education; and 71% for on campus). Both the Fall 2014 and Fall 2015 course success rates were below the program set standard and below the college-wide success rate of 70%. This is particularly concerning given that 35% of enrolled students are "first-time college students" and 75% of students are considered "freshman." Improving success rates for first semester and first year students should be a priority as successful experiences early in college can boost motivation, persistence, and success in future semesters.

Updates to Nutrition curriculum and the goal to add more nutrition classes will impact the students positively by having more classes, and a wider variety as well, offered in this discipline to meet other program specific requirements (nursing). Students who obtain the Associate in Science in Nutrition

and Dietetics for Transfer degree will have completed the common core of lower division courses required for a CSU baccalaureate degree in Nutrition Science in the fields of Nutrition and Dietetics.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

The greatest obstacle faced by the Health Department was the absence of a full time faculty member. While there is no way to directly correlate the absence of a full time faculty member with the dip in student success rates or the decline in enrollments, it is highly plausible that these are related.

E. What are your most important plans (either new or continuing) for next year?

Plans for next year for Health include:

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).

Plans for Nutrition for next year include:

1. Develop and implement Nutrition 5 (will be offered in Fall 2017).
2. Nutrition instructors will be trained in eLumen; all SLO's for Nutrition 1 will be assessed.
3. Await approval for AS-T degree for Nutrition and make adjustments/corrections if necessary.
4. Transition all online nutrition classes from Blackboard to Canvas by Fall 2017.
5. Establish the Nutrition Club: The Nutrition Club will be for all students who are interested in exploring topics related to nutrition and health; for students in the health field who wish to network and gain possible internship opportunities; for students who are interested in creating a healthier campus and community.

F. Instructional Programs: 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.

A TMC for Public Health Science became available in February of 2016. The Associate in Science in Public Health Science for Transfer Degree applies to CSU Majors in Health Science, Health Science with Health Education option, Health Science with Community Health option, Health Science with Health Promotion and Disease Prevention option, Health Education, and Public Health to name a few; and the UC Public Health Science transfer pathway. To bring the Las Positas College Health program in line with the TMC, the Health 1 course will be updated so it can be submitted for C-ID PHS 100 approval, and one new course will need to be created - Introduction to Public Health C-ID PHS 101. There is also the option of creating a Health and Social Justice course C-ID PHS 102. All other courses in the TMC already exist at LPC and most are already approved for C-ID or are in process. According to data from the LPC Institutional Research and Planning Office, there are approximately 30 students each year who indicate public health science as their intended major, so offering the AS-T in Public Health Science would be beneficial to students.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- **Establish regular and ongoing processes to implement best practices to meet ACCJC standards**
- **Provide necessary institutional support for curriculum development and maintenance**
- **Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes**
- **Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.**

Yes, the Health department's goals for this year connect to the college's planning priorities. Specifically, the implementation of best practices to support student success rates, plans to update and develop curriculum, and increasing the meaningful assessment of CSLOs.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? ___yes __X__no

(This data can be found here: <http://goo.gl/Ssfik2>)

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 for 2015-2016 was a 68% course success rate. The standard was not met; only a 64% success rate was achieved in Health. Looking more closely at the 2015-2016 course success rates – the Fall 2015 course success rates were 51% for distance education and 71% for on campus; and the Spring 2016 course success rates were 49% for distance education and 72% for on campus. Students in the online sections of Health experience lower success rates compared to on campus sections. While lower success rates for online students are typical, there may also be room to improve the format of online Health courses, the online attention given students by their instructor, and college resources to support online students.

The declining success rates in Health are particularly concerning given that 35% of Health students are “first-time college students” and 75% of Health students are considered “freshman.” Improving success rates for first semester and first year students should be a priority for Health 1 instructors as successful experiences early in college can boost motivation, persistence, and success in future semesters. Effective practices for increasing student success should be discussed among health faculty and integrated into all sections including online and on campus. A sufficient number of on campus sections should remain on schedule, so that students continue to have the option of registering for on campus sections.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIz>

SAO: N/A
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: Nutrition 1
Course SLO: Analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.
Describe the quantitative or qualitative results: SLO's were not obtained during Spring 2016 due to eLumen updates. For Fall 2015, 42% of the student achieved the course SLO. In Spring 2015, 29% of the students met this objective and 37% in Fall 2014.
Discuss any actions taken so far (and results, if known): The Diet Analysis project is used to assess this current SLO and has been undergoing many changes over the course of two years due to different dietary analysis software programs affiliated with changing textbooks and resources. Also, updates to this project were made to be more efficient for student ease. The instructions were made more detailed and rubrics were available for students prior to project submission. The improvement from Spring of 2015 to Fall 2015 could correspond to some of the alterations made to the project.
Discuss your action plan for the future: When the diet project is assigned this year (Fall 2016 and Spring 2017), the students will complete an in-class activity that highlights the instructions and rubric for the project. With this added support and practice, students will potentially increase their understanding of the project's expectations and integrate what they have learned throughout the course of the year into the project itself.

Course: Health 1
Course SLO: The student will be able to locate and evaluate sources of health information related to his/her individual behavior change process in an appropriate database.
Describe the quantitative or qualitative results: This CSLO was assessed according to eLumen in Fall 2014. It appears that only two sections of Health were assessed (N=67); with no score entered for 20/67 students, and a zero score entered for 3/67 students, and score of 2 entered for the remaining 44 students. No students achieved a score of 3 or 4 indicating that none of the students were adept at locating and evaluating sources of health information utilizing appropriate databases.
Discuss any actions taken so far (and results, if known): While the Fall 2014 CSLO data described above is for only a small proportion of the Health courses, and represents assessments from a single instructor, anecdotal evidence also supports the conclusion that students struggle with research, finding credible sources or information, and utilization of library databases. Because of both the quantitative CSLO data in eLumen and the qualitative struggles expressed by students over the years trying to conduct research, an LPC Library Orientation was arranged for several sections of Health, and online students were specifically directed to the LPC Health 1 Library Guide.

Discuss your action plan for the future: I believe that online students are disadvantaged by not being able to attend a “live” LPC Library Orientation specific to Health research and databases. While the online students are directed to the Library Guide in the instructions of their assignments, they do not have the benefit of “seeing” search strategies and how the databases work during an orientation with library faculty. In the future, I would like to develop a “tutorial” or assignment that guides students through the Health Library Guide, hopefully increasing the number of students who actually use the Library Guide and consequently demonstrate achievement of this CSLO.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Not Applicable (N/A); no degree/certificate currently offered in Health or Nutrition.

Program SLO: N/A

Describe the quantitative or qualitative results: N/A

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

Discuss your action plan for the future: N/A

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes No This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?