

PROGRAM REVIEW Fall 2022

Program: Health

Division: Public Safety, Advanced Manufacturing, Transportation, Health and Kinesiology

Date:

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The final use is to document fulfillment of accreditation requirements.

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

Time Frame: This Program Review should reflect on program status during the 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Reduced textbook cost for HEA 1 by changing to Flatworld text (OER materials still not available for Health).
Zero textbook cost for HEA 11. Instructor created materials.
Maintained PT Faculty pool by offering each part time faculty member at least 1 class each semester.
Enrollment productivity high. In Fall 2021, WSCH/FTEF was 569. During COVID (Fall 2020, Fall 2021), when all Health courses were offered online, productivity was higher than pre-COVID (Fall 2017).
Student course success rates high. In Fall 2021, HEA course success rate was 80%, which is higher than pre-COVID (Fall 2017 was 73%). The shift to distance education led to higher student performance among those students enrolled.

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____N/A

Textbook costs for HEA 1, 3, 7 still remain high. No OER materials available for Health. Students often delay getting their texts due to cost.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____N/A

Given enrollments, productivity, and success rates in online HEA courses over the past few years, it makes sense to offer majority of HEA courses online.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)

- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

The Health program supports students' transfer and degree goals by meeting multiple GE areas for **all majors**, and through the AS-T in Public Health Sciences.

Health 1 fulfills LPC AA GE area VB; CSU GE area E; UC transferability; C-ID# PHS 100.

Health 3 fulfills LPC AA/AS GE area IV and VB; CSU GE areas D4, D7, and E; UC transferability; IGETC area 4D.

Health 7 fulfills LPC AA/AS GE areas IV and VB. CSU GE area D; UC transferability; IGETC area 4; C-ID# PHS 101.

Health 11 fulfills CSU GE area D; UC transferability; IGETC area 4; C-ID# PHS 102.

Health 1 and Health 7 are required for the AS-T in Public Health Sciences. Health 11, Health 3, and Nutrition 1 (along with several social science courses) are options for the degree.

All courses and instructors present curriculum that is inclusive and student-centered. Courses delve into topics such as personal health, community health, structural racism, barriers to health, and health inequities.

Health 11 – Health and Social Justice – focuses specifically on the intersectionality of race, gender, education, economic status, and housing on health status, health outcomes, and health inequities.

Health 1 Personal Health and Health 3 Women's Health support students personal well-being, mental health, and lifelong learning.

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
Maintain PT faculty pool		X	X	X
Reduce textbook costs for students		X	X	X

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F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

_____ N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	Faculty regularly reach out to students who are missing assignments via Canvas/email.
What did you learn?	Students have a lot going on – work, school (too many units), caring for family, and health issues. Students are struggling with mental health issues including social anxiety, depression, eating disorders, etc.
How will you use the feedback?	Let students know that faculty and LPC are here for them, that we care.

	Connect students with additional resources (Student Health Center). Continuous follow up with students throughout semester. “Hi, just checking in with you again....” Be flexible with due dates. Students are willing to get the work done, it’s just not always by specified due dates.
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G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
Textbook Access	OER materials are not available for Health. College may be able to use some ZTC money to offset textbook costs for students when OER materials are not available.

Section Two: Data Analysis – Quantitative and Qualitative

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

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2IYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

Health enrollments remain healthy. Looking back at Fall 2017 Health student enrollment was 373 total course enrollments. Despite COVID and large reductions in overall college enrollments, Health enrollments remained pretty high (Fall 21 enrollment was 329 headcount, which is only an 11% reduction).

Health productivity remains high. Fall 2021 WSCH/FTEF was 569. During COVID, Fall 2020 and Fall 2021 WSCH/FTEF was actually higher than way back in Fall 2017, when overall college enrollments were much higher.

Health enrollments have always been majority female. Percentage of male students has declined by 10% from 2017 to 2021. Students identifying as male went from 43% in Fall 17 down to 32% in Fall 21.

Vast majority (about 74%) of Health students remain less than 21 years of age.

Percentage White and Latino students has remained stable at 36% and 33% respectively.

Students using distance education increased significantly due to COVID-19. In Fall 2017 50% of students were face-to-face only, 35% were a combination of face-to-face and distance education, and only 15% were distance education only. These numbers shifted significantly during COVID with 98% of students taking some distance education - 28% were taking a combination of face-to-face and distance education plus 70% distance education only.

Course success rates increased from 73% in Fall 2017 to 80% in Fall 2021. The shift to distance education led to higher student performance among those students enrolled.

Success rates are higher and productivity rates are higher with Health classes being offered in distance education mode.

B. Program-Set Standard (Instructional Programs Only):

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

[Program-set standard data can be found on this page](#)

- Did your program meet its program-set standard for successful course completion?

☒ Yes ☐ No

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

N/A

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.

- c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

Based on the 3-year plan posted online, the following PSLO was selected to review:

Upon completion of the AS-T in Public Health Science, students are able to develop strategies for initiating and/or maintaining activities that promote health through individual behavior, civic/community engagement, and/or environmental stewardship.

This PSLO was selected based on faculty preference; full time and part time faculty were asked which one of the three PSLOs they were most interested in looking into.

2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). ____ see text below ____%

In Fall 2021:

3/4 sections of HEA 1 were assessed. 0/0 sections of HEA 3 were assessed. 2/2 sections of HEA 7 were assessed.

Full time faculty (Lisa Everett) assessed 3/3 sections of HEA 1 and 2/2 sections of HEA 7.

Part time faculty (Paul Sapsford (OL), Kate Faix, Lissa Olson) did not assess CSLOs.

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

Majority of HEA students were successful in CSLO.

According to the ***SLO Performance Report by SLO:***

ISLO Communication: Locate, interpret and analyze various types of written texts

Mastery - 64% of HEA students

Above Average – 21% of HEA students

Average – 10%

Below Average – 8%

ISLO Communication: Communicate, oral, symbolic and/or artistic messages through discussions, presentations and performance....

Mastery - 80% of HEA students

Above Average – 15% of HEA students

Average – 3%

Below Average – 0%

ISLO Communication: Communicate thoughts, ideas and information through effective and contextually appropriate writing

Mastery - 51% of HEA students

Above Average – 28% of HEA students

Overage – 15%

Below Average – 4%

ISLO Communication: Create, explain, and interpret tables, graphs, charts,

Mastery - 58% of HEA students

Above Average – 21% of HEA students

Average – 13%

Below Average – 5%

Written instructions for eLumen are greatly appreciated (thank you!). eLumen is still not intuitive; and linking CSLOs & PSLOs and deploying assessments is still not easy.

Part time faculty need to be reminded about performing assessments.

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| ● Gender | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

Disaggregated data by Ethnicity.

PSLO: Upon successful completion of the AS-T in Public Health Science, students are able to critically evaluate popular and scientific literature and other media for its significance and impact on individual and public health.

African American:

Mastery 71%

Above Average 7%

No demonstrated achievement 21%

Asian American:

Mastery 76%

Above Average 12%

No demonstrated achievement 6%

Hispanic:

Mastery 75%

Above Average 11%

No demonstrated achievement 4%

White:

Mastery 77%

Above Average 12%

No demonstrated achievement 8%

Overall Aggregated:

Mastery 76%

Above Average 12%

No demonstrated achievement 8%

African American students have a lower level of Mastery/Above Average, and a higher percentage of no demonstrated achievement. I think “no demonstrated achievement” means that students did not complete the assessment (no CSLO data). At 21% compared to the overall number of 8% this appears to be the most glaring data point to me in the disaggregated data above. This may be indicative of a lower submission rate of key assignments for African American students. African American student enrollment is relatively low (N=14 in the disaggregated data above). Of the 14 African American students included in data above, 3 of them did not complete the assessment.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

Students, especially African American students, may benefit from reminders and prompts to submit key assignments. Follow up from faculty with African American students in particular may increase submission rates of key assignments, and hence improve the “no demonstrated achievement” percent for these students.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☒ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

_____YES ____X_____NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

Challenges with eLumen still loom large. The program is just not intuitive. Still not feeling that assessment of CLSOs and PSLOs is providing “meaningful” data. I feel that good conversations with colleagues about key assignments, assignment instructions and supports, and student achievement is more valuable and a better use of time compared to wrestling with eLumen assessments, data, and reports (and I like data 😊)

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program’s work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

- 1) Are your Program Maps accurate?
 - Yes, the AS-T in Public Health Science is accurate

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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

A. Title V Updates [Curriculum Committee]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring updates below.

Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (C).

_____YES ☒X_____No

Course Name & Number
No course outlines need revision at this time.

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES ☒X_____No

Certificate or Degree
AS-T in Public Health Science does not need revision at this time.

C. Are there any courses or programs for which a non-mandatory update is planned?

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES _____X_____ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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D. Does your program plan to create any new courses or programs this year?

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the [Curriculum & SLO Specialist](#) if you are planning a new program.**

_____ YES _____X_____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____X_____ No

Course Name & Number

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

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