

Program: Health

Division: PATH

Writer(s): Lisa Everett

SLO/SAO Point-Person: Lisa Everett

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

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

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

1. Please describe your program's most important **achievements** in year 24-25.

- ZTC Materials created for HEA 1 during Spring 2024 and launched to students in all sections of Health 1 starting Fall 2024.
- ZTC Materials created for HEA 7 during Spring 2024 and launched to students in all sections of Health 7 starting Fall 2024.
- ZTC Materials created for HEA 11 from the inception of the course.
- Course success rates remain high – 79%. Success rates in DE and Not DE are comparable.

2. Please describe your most important **challenges** in year 24-25.

- As more class sections have been transitioned from DE to Not DE (in-person), finding classroom space has been a challenge. HEA apparently does not have priority access to any classrooms anymore.... HEA and NTRN used to have priority access to several classrooms in 1000 building. We need priority access to 2 classrooms so that we can schedule courses during peak times. Capacity for HEA and NTRN classes is 44.
- ZTC Materials for HEA 3 are still needed. HEA 3 publisher textbook is not very good with multiple errors and high cost. HEA 3 ZTC Materials have been started, but not yet completed. Need to support completion of HEA 3 ZTC materials. Then, all HEA courses will be ZTC.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- None.

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

- Support part time faculty member who started HEA 3 ZTC materials to completion for launch Fall 2026.
- HEA 1 has lower success rates (75%) compared to the other HEA classes. Most HEA 1 students are first semester and/or first year college students. This Fall 2025 semester 100% of the HEA 1 Not DE (in person) students are first semester students. Supporting HEA 1 students (mostly first semester / first year students) to be successful college students continues to be a priority in this class. Supporting students to be active adult learners and educating/connecting them with college resources remains a priority and an opportunity. Interestingly, students who have documented disabilities in HEA 1 have higher success rates (90% success rate) compared to students without a documented disability (79% success). Anecdotal experience suggests that there a number of HEA 1 students (again, first semester / first year) that do have learning challenges, but have either not utilized LPC DSPS services or chosen not to utilize/disclose their LDs. Further inquiry into disability status and supports may lead to improved student achievement and equity.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- N/A

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- N/A

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- N/A

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- N/A

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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

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

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

Time Frame: This Program Review should reflect your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.