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`COMPLETE`

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Page 1: I. Program Reflection and Description

Q1 Department(s) Reviewed:

HED

Q2 Lead Author and Collaborators:

Scott Herrin, Danielle Pauls, Patrick Thiss, Lucinda Hollands

Q3 Dean:

Terry Davis

Q4 Provide a list of the recommendations from your last program review and explain how you have addressed them. Previous years' program reviews can be found here, on the IPRPC Intranet site.

As you can imagine, it has been a tumultuous transition with the passing of Dr. Riely. Fortunately, she left program in great shape and heading in a positive direction. What follows is the only feedback given from the last Comprehensive Program Review. You will see that there are no recommendations given. Additionally, I provided the Annual Update for HED last year and there was no Annual Update Feedback given.
Program Reflection (Looking Back):
The Committee commends your leadership and commitment to excellence.
Excellent job in assessing SLOs in a systematic way that produces reflection and positive change.
The committee appreciates your focus on improving assessments in your online classes.
Program Vision (Annual Plan & 3-5 Year Planning Themes):
Overall good report including participation of faculty in the continuous improvement process and
innovative activities.
Comments:
The committee commends your work on creating the ADT in Public Health Science, as well in changing
the name of the department to help students better identify classes and requirements.

Q5 Provide a list of tenured/tenure track faculty and support staff in the program as of fall 2016.

In the Fall of 2016, there was Dr. Donna Riley and Dr. Scott Herrin had just been hired to fill the growing needs in HED. Since then, Dr. Riley has passed away and Dr. Herrin is the lone full-timer in the program while the program has continued growing.

Q6 Provide your program's mission statement.

With the implementation of the Public Health ADT and updating its curriculum to move Nutrition courses under NUTR (effective fall of 2019), HED will be updating its mission statement from its current one.

Program/Department Mission Statement: Our Department is committed to teaching health and wellness techniques and strategies while empowering our students to be agents of change within the health care infrastructure of our communities. We are committed to providing the most up-to-date health information as well as helping our students to appreciate appropriate sources of health information they can access on their own, including how to recognize reliable information on the web. The concept of personal health advocacy is becoming more and more important as our health care infrastructure changes. Therefore we as a department feel a strong need to provide our students with the necessary tools they need to be educated and informed health advocates for themselves and their families. We are committed to providing a supportive, affordable, and culturally sensitive setting within which to teach these concepts, and to also set an example for all of our students of appropriate participation in community-level decision making and action-level enterprises oriented toward improvement of the health and safety of society at large.

Q7 Describe how your program supports the mission and goals of the College.

The Health Education Department (Public Health ADT) provides a standard of academic excellence for students acquiring an associates degree and/or transferring to four year institutions as well as support in that transition. In addition, we continue to serve a diverse community. Since 2014, the number of African American students has quadrupled, the number of Latino/a students has tripled, and students who identify as multi-racial has doubled.

Q8 Provide the description of your program as it appears in the current college catalog, available here.

The Associate in Science in Public Health Science for Transfer provides a broad exposure to the field of public health and related disciplines. Upon completion of this degree, students will be able to recognize
effective strategies aimed at reducing threats to the health of our communities and the public
at large. The program lays the foundation for student preparation in development, implementation, and evaluation of public health services in various settings and with diverse populations.

Page 2: II. Program Degrees and Certificates

Q9 Degree/Certificate #1

The new ADT in Public Health Science had its first two graduates last spring and has a strong pipeline of students currently enrolled. This program is reviewed annually and will change as needed to comply with the ADT requirements.

Q10 Degree/Certificate #2

The General Studies AS in Lifelong Health and Well-Being has been awarded 27 times. This program is reviewed annually and was updated in 2017-18 when Cuyamaca began offering HED 158 to students again.

Q11 Degree/Certificate #3   **Respondent skipped this question**

Q12 Degree/Certificate #4   **Respondent skipped this question**

Q13 Please upload the awards data tables for your program. You can print that worksheet from the program review data report to PDF or copy and paste into a Word document the awards data table rows for your program from the college-wide program review data report, accessible here.

Degree.docx (71.6KB)

Page 3: III. Curriculum Review, Development and Assessment

Q14 Access the Five Year Curriculum Review Cycle.   **Yes**
Have all of your active course outlines been reviewed
within the last five years?

Q15 Write a paragraph about any changes planned for the curriculum, both areas of revision and areas of development and growth.

We are starting a two-year process to convert all of our courses to OER/ZTC. During this conversion process we will be updated all of our Course Outlines of records and working with the SLO Coordinator at the college to help us with mapping SLOs to PLOs. Additionally, we have worked with our counterparts at Grossmont to ensure that Cuyamaca keeps the ADT in Public Health while Grossmont pursues a degree in Nutrition. As such, HED 155, 158, and 255 will now be NUTR 155, 158, and 255. Lastly, we are starting work with EHSM to design a joint degree in Public Health Disaster Management.

Q16 Do you have an assessment plan on file with   **Yes**
SLOAC? If you have not already done so, you can
submit your program's assessment plan to SLO
Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

Q17 Following that assessment plan, is your program's   **No**
data up-to-date and complete in Nuventive/TracDat
(including methods of assessment, results,
dialogue/actions and follow-up)? If you are not sure,
please contact Institutional Effectiveness Specialist,
Erich Kevari, at erich.kevari@gcccd.edu to submit your
assessment data.

Q18 What student learning-related successes and challenges have SLO results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

Students in our "majors courses" (HED 201, 202, 203, and 204) continue to do extremely well in terms of success, GPA, and retention. However, our HED 120 class is a GE course for all college students and we serve about 1200 students each year. While overall success (75%), retention (85%), and GPA (3.0) for this course is strong, we see huge disparities when this course is disaggregated by DE. We see 91% success among African American students in the face to face sections and just 67% online. A similar trend is found with Latino/a students with 94% success f2f and 74% success online. We are hoping the switch to OER/ZTC helps reduce some of these issues. Additionally, we have updated the SLOs in HED 120.

Q19 Do you have a PLO assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

Yes

Q20 Please provide an analysis of your program learning outcomes (PLO) findings and what changes, if any were made as a result.

While we have created a PLO assessment plan, we have not yet started the assessment process.

Q21 Is this a CTE Program?

No

Page 4: CTE Programs Only

Q22 If a CTE program, provide a list of the committee members of your Advisory Committee, the chair's name, and the meeting schedule (e.g., twice yearly)

Respondent skipped this question

Q23 Summarize the recommendations from the Committee.

Respondent skipped this question

Q24 Describe changes that have been made to the program as a result of the committee's recommendations

Respondent skipped this question

Q25 If a CTE program, please discuss your labor market information. You can access labor market information on the CTE Launchboard, CTE Program Reports that have been prepared for the Governing Board, or by contacting the IESE Office at brianna.hays@gcccd.edu.

Respondent skipped this question

Page 5: IV. Program Data Analysis

Q26 How has the program's student population changed over the past 5 years (e.g., student demographics, enrollment, etc.)? Note that you can access your program's data report and the college-wide data report here.

HED is one of the fastest growing departments at the college. It is consistently in the Top 10 of FTES production for the college. Over the past 5 years the growth has looked like this:

Female student population has grown 52%

Male student population has grown 55%

The African American population has grown 137%

The Hispanic population has grown 104%

The Filipino population has grown 50%

The White population has grown 40%

Q27 How does the program's student population differ from the College's overall student population, if at all? Note that you can access your program's data report and the college-wide data report here.

When comparing the growth to the College's growth:
College Female growth: 11%
HED Female: 52%

College Male growth: 1%
HED Male: 55%

African-American at Cuyamaca: -5%
HED African-Amercian: 137%

Hispanic population at Cuyamaca: 13%
HED Hispanic population: 104%

Filipino population at Cuyamaca: 7%
HED Filipino population: 50%

White population at Cuyamaca: 8%
HED white population: 40%

Q28 What are the implications for ensuring the program is addressing the needs of its student population?

Respondent skipped this question

Q29 If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Q30 How has the program's success rate across all courses changed over the past 5 years?

HED has seen overall success rates climb from 65% to 78% over the last 5 years. We have also seen retention rates rise from 81% to 89%.

Q31 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. Your program may have a program-specific goal for program-wide success rate that differs from the college goal, based on historical or contextual data/information. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year (2019/20) goal for success rate across all courses in the program?

I am happy to report that all courses except HED 120 already meet this college benchmark. HED 120 is currently at 76.49% success rate. I previously mentioned the OER/ZTC that is being piloted in the Spring of 2019 with two sections and all sections of HED 120 will be OER/ZTC beginning in the fall of 2019.

Q32 Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

Over the last 5 years we have seen African-American success go from a low of 47% (Spring 14) to a high of 78% (Spring of 18) and Latino/a success go from a low of 59% to a high of 85%.

While the overall success of the male students in HED meets the institutional standard of 77%, they are behind when compared to their female classmates (85%).

Q33 What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Lack of full-time faculty, potentially a lack of qualified online instructors (most of our HED 120 sections are online), lack of instructors with Teaching Men of Color certificate.

Q34 What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

With the huge growth in our program primarily coming from students of color, I think it would be a great time to revisit the Teaching Men of Color certificate and try to get each instructor to go through that professional development program. And, as mentioned continually throughout this review, the switch to OER/ZTC.

Q35 How do these activities inform the long-term program goals that you are setting in this comprehensive program review?

Respondent skipped this question

Q36 If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Q37 Does your program offer any courses via distance education (online)?

Yes

Page 6: Distance Education Course Success

Q38 Are there differences in success rates for distance education (online) versus in-person sections?

Yes

Q39 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Online success in HED is currently just .5% from meeting the 77% success standard for the college. The college overall is at 69%. We will continue to emphasize professional development opportunities in for online instruction and make the switch to OER/ZTC.

Page 7: Strengths, Challenges & External Influences

Q40 Please describe your program's strengths.

High student demand – our enrollment over the last five years has increased steadily both as a function of increase in the demand in the field of Public Health. This has allowed us to offer and fill more sections.
Commitment to serving a diverse student body.
Efficiency - HED consistently places in the top 10 of FTES production for the college and is consistently in the top 2 of WSCH/FTEF at the college
Our off-campus partnerships with HSHMC and SDSU provide a consistent stream of students who normally would not attend.

Q41 Please describe your program's challenges.

Staffing! While we are one of the largest programs at the college, we only have one full-time instructor. We have the worst full-time to part-time teaching ratio out of the top 15 FTES producers at the college. There are programs at our college that are half our size and have three times the amount of full-time instructors. When you are as large as we are and only have one full-time instructor, it is tough to participate in the shared governance process, which is a double edged sword. If you do not participate, you do not receive the resources you so desperately need.

Q42 Please describe external influences that affect your program (both positively and negatively). | **Respondent skipped this question**

Page 8: V. Previous Goals: Update (If Applicable)

Q43 Would you like to provide an update for your previous Goal(s)? | **No**

Page 9: Previous Goal 1

Q44 Previous Goal 1: | **Respondent skipped this question**

Q45 Link to College Strategic Goal(s): | **Respondent skipped this question**

Q46 Goal Status | **Respondent skipped this question**

Q47 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? | **Respondent skipped this question**

Q48 Please provide the rationale for this goal: | **Respondent skipped this question**

Q49 Please provide the goal action steps for the year (previously "Activities"): | **Respondent skipped this question**

Q50 Do you have another goal to update? | **No**

Page 10: Previous Goal 2

Q51 Previous Goal 2:   **Respondent skipped this question**

Q52 Link to College Strategic Goal(s):   **Respondent skipped this question**

Q53 Goal Status   **Respondent skipped this question**

Q54 How was the goal evaluated? If the goal is "in   **Respondent skipped this question**
progress," how will it be evaluated?

Q55 Please provide the rationale for this goal: **Respondent skipped this question**

Q56 Please provide the goal action steps for the year   **Respondent skipped this question**
(previously "Activities"):

Q57 Do you have another goal to update?   **Respondent skipped this question**

Page 11: Previous Goal 3

Q58 Previous Goal 3:   **Respondent skipped this question**

Q59 Link to College Strategic Goal(s)   **Respondent skipped this question**

Q60 Goal Status   **Respondent skipped this question**

Q61 How was the goal evaluated? If the goal is "in   **Respondent skipped this question**
progress," how will it be evaluated?

Q62 Please provide the rationale for this goal: **Respondent skipped this question**

Q63 Please provide the goal action steps for the year   **Respondent skipped this question**
(previously "Activities"):

Q64 Do you have another goal to update?   **Respondent skipped this question**

Page 12: Previous Goal 4

Q65 Previous Goal 4:

Respondent skipped this question

Q66 Link to College Strategic Goal(s)

Respondent skipped this question

Q67 Goal Status

Respondent skipped this question

Q68 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Respondent skipped this question

Q69 Please provide the rationale for this goal:

Respondent skipped this question

Q70 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Page 13: VI. New Goals

Q71 Would you like to submit any new goal(s)?

No

Page 14: New Goal 1

Q72 New Goal 1:

Respondent skipped this question

Q73 Link to College Strategic Goal

Respondent skipped this question

Q74 Please provide the rationale for this goal:

Respondent skipped this question

Q75 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q76 How will the goal be evaluated?

Respondent skipped this question

Q77 Do you have another new goal?

Respondent skipped this question

Page 15: New Goal 2

Q78 New Goal 2:

Respondent skipped this question

Q79 Link to College Strategic Goal

Respondent skipped this question

Q80 Please provide the rationale for this goal:

Respondent skipped this question

Q81 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q82 How will the goal be evaluated?

Respondent skipped this question

Q83 Do you have another new goal?

Respondent skipped this question

Page 16: New Goal 3

Q84 New Goal 3:

Respondent skipped this question

Q85 Link to College Strategic Goal

Respondent skipped this question

Q86 Please provide the rationale for this goal:

Respondent skipped this question

Q87 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q88 How will the goal be evaluated?

Respondent skipped this question

Q89 Do you have another new goal?

Respondent skipped this question

Page 17: New Goal 4

Q90 New Goal 4:

Respondent skipped this question

Q91 Link to College Strategic Goal

Respondent skipped this question

Q92 Please provide the rationale for this goal:

Respondent skipped this question

Q93 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q94 How will the goal be evaluated?   **Respondent skipped this question**

Q95 Do you have another new goal?   **Respondent skipped this question**

Page 18: Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this goal?   **Respondent skipped this question**

Page 19: VII. Faculty Resource Needs

Q97 Are you requesting one or more faculty positions to achieve this goal?   **Yes**

Page 20: Faculty Position Request(s)

Q98 Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of the Position Requested:

Health Education Instructor

Q99 Faculty Position Request 1 - Related Program Goal(s):

Provide high level instruction

Q100 Faculty Position Request Upload 1: Please upload the completed faculty request form using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

FacultyPositionRequestForm-2018-19FINAL.docx (20.6KB)

Q101 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of Position Requested: **Respondent skipped this question**

Q102 Faculty Position Request 2 - Related Program Goal(s):   **Respondent skipped this question**

Q103 Faculty Position Request Upload 2: Please upload the completed faculty request form button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Page 21: VIII. Classified Staff Resource Needs

Q104 Are you requesting one or more classified positions to achieve this goal?

No

Page 22: Classified Staff Position Request(s)

Q105 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting.Brief Description of Position Requested:

Respondent skipped this question

Q106 Classified Staff Position 1 Related Program Goal(s):

Respondent skipped this question

Q107 Classified Staff Position Request Upload 1: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Q108 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting.Brief Description of Position Requested:

Respondent skipped this question

Q109 Classified Staff Position 2 Related Program Goal(s):

Respondent skipped this question

Q110 Classified Staff Position Request Upload 2: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Page 23: IX. Technology Resource Needs

Q111 Are you requesting technology resources to achieve this goal?

No

Page 24: Technology Request(s)

Q112 Technology Request 1: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form here: Technology Request Form.

Respondent skipped this question

Q113 Technology Request 2: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form here: Technology Request Form.

Respondent skipped this question

Page 25: X. Perkins and Strong Workforce Resource Needs

Q114 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

No

Page 26: Perkins Request and Strong Workforce

Q115 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Q116 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Page 27: XI. Supplies/Equipment Resource Needs

Q117 Are you requesting supplies and/or equipment resources to achieve this goal?

Yes

Page 28: Supplies/Equipment Request(s)

Q118 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Description:	**Basic resistance training and floor mats for HED 251**
Amount Requested $:	**2,150**
Related Program Review Goal(s):	**Provide quality instruction**

Q119 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Q120 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q121 Supplies/Equipment Documentation 2: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Page 29: XII. Facilities Resource Needs

Q122 Are you requesting facilities resources to achieve this goal?

No

Page 30: Facilities Request

Q123 Facilities Request 1: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form

Respondent skipped this question

Q124 Facilities Request 2: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form

Respondent skipped this question

Page 31: XIII. Professional Development Resource Needs

Q125 Are you requesting professional development resources to achieve this goal?

Yes

Page 32: Professional Development Request

Q126 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Description:	**Stipends for OER/ZTC**
Amount Requested $:	**$16,000 ($2,000 x 8 courses)**
Related Program Review Goal(s):	**Converting all curriculum to OER/ZTC**

Q127 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Page 33: XIV. Other Resource Needs

Q128 Are you requesting any other resources to achieve this goal?

Yes

Page 34: Other Resource Request

Q129 Other Resource Request 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Description:	**Arabic Translator for HED 251**
Amount Requested $:	**$6560**
Related Program Review Goal(s):	**Providing Quality Instruction**

Q130 Other Resource Request 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Page 35: Executive Summary

Q131 Executive Summary

The HED department has experienced incredible growth at Cuyamaca during the last 4 years. No other program has grown as fast or as efficiently. HED has off campus partnerships with Health Sciences High and Middle College and SDSU. The Public Health ADT is gaining more students each semester and the Public Health field is set to grow by 15% for the next 10 years. HED already meets the college standard 77% success.

Managing this growth, the partnerships, and seeking new opportunities is becoming increasingly difficult with our lack of staffing. After the passing of Dr. Riley, we are down to just one tenure-track instructor. We are in desperate need of more support so we can continue to serve our current students and meet the demand of the growing student body.

Our assessments have led us to believe that we will be able to increase student success even more by switching all courses in our curriculum to OER/ZTC. We are currently piloting two sections and have a lofty goal of all HED sections being OER/ZTC by the fall of 2020. Additionally, we will be working with EHSM to create and implement the first Public Health Disaster Management degree in the entire California Community College System and only the second one in the nation! The future is bright for HED at Cuyamaca.

Q132 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.   **Yes**