

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: 4 **Area of Study:** Health and Wellness **Program:** Public Health Science

Current Academic Year: 2022-23

Last Academic Year CPPR Completed: N/A

Current Date: February 16, 2023

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

- I. Describe how this program review was conducted, including how all program members were involved in the planning process.

No full-time faculty are assigned to this program. The program review was largely compiled by a designated part-time faculty member. Input was solicited from all faculty having teaching loads in HEED courses.

II. GENERAL PROGRAM INFORMATION

A. Program Mission

The mission of the Public Health Sciences Program, which is part of the Kinesiology, Health Sciences and Athletics Division, is to support the Mission of Cuesta College by enabling our students to achieve their academic, transfer, workforce preparation, career advancement, and personal goals. We provide preparation for transfer students who use these courses to complete general education breadth requirements. We also provide courses that complete the health and diversity requirement of our local degrees. The program also presents an excellent opportunity for students wishing to enhance their general education and health knowledge. The health department is committed to integrating appropriate technology, modern instrumentation, traditional and contemporary pedagogical approaches, and assessment of student learning into classes to create a supportive environment that engages all students in classroom activities.

- B. Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

This is the first Comprehensive Program Review for Public Health Sciences. Since longitudinal data on the program is limited, and since the program is only five years old, there has not been enough time to analyze the data and determine large-scale changes or improvements. As more data is collected, we will assess the data, make changes, and assess the efficacy of those changes.

- C. List all current full-time and part-time faculty in the program.

No dedicated full-time faculty are currently in this program. This program desperately needs a dedicated full time faculty member to oversee this program and have it realize its growth potential. The following list contains all full-time and adjunct faculty who have a HEED teaching assignment:

Sue Gin
Jenel Guadagno
Allison Head
Brian Locher
John Marsh
Mechelle Medhurst
Coral Minton
Angela Orefice
Paul Schmidt
Nancy Steinmaus
Michelle Zulim-Clark

III. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

- A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The Public Health Sciences program supports the district mission by supporting students in their efforts to complete the Public Health Sciences Associate's Degree for Transfer fulfilling general education breadth requirements, and providing courses in support of local Associate degrees. It also provides internship opportunities for students interested in gaining experience in public health. Topics covered in HEED courses provide thought-provoking discussion which promotes cultural, intellectual, personal, and professional growth.

- B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

The Public Health Sciences degree and HEED courses in general support Institutional Objective IA by increasing enrollment opportunities for low-income and underrepresented students. In addition to providing the opportunities that a new program provides, we also offer HEED courses at the California Men's Colony, which provide access to incarcerated individuals wishing to pursue degree objectives. Several HEED courses and Dual Enrollment HEED courses support Institutional Objective 1D by increasing awareness of career pathways within the Health Sciences field.

Institutional Goal 2 focuses on increasing the number of students who earn an Associate Degree or Associate Degree for Transfer. The Public Health Sciences AD-T was created to meet student demand for Public Health Sciences degrees. Several HEED courses satisfy our local degree requirements. In order to meet new State graduation requirements, a new course is being proposed entitled, "Health and Social Justice." Although the program is in its infancy, it has produced an increasing number of degrees awarded despite the setback caused by the COVID-19 pandemic.

The Public Health Sciences Program also supports Institutional Goal 3 in that it provides transfer opportunities for students pursuing degrees in public health.

- C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

The Public Health Sciences Program supports students' achievement of Institutional Learning Outcome (ILO) 1 by providing courses that satisfy the health and diversity requirements. These rigorous courses promote ILOs 2 and 3 by requiring students to improve and showcase their critical thinking and communication skills through thought provoking discussions and assignments, and research analysis. ILOs 4 and 5 involve social, historical, global, and cultural engagement. HEED courses directly support these ILOs by having students analyze and discuss the impact that historical, social, global and cultural issues have had on the health of various populations. Lastly, HEED courses support ILO 6 by requiring students to perform internet searches, evaluate information, and synthesize the information into electronic documents that are shared with the instructors and their peers.

IV. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

- A. [General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department:
Health Education

Course:
All

Dual Enrollment:
All

Prison:
All

Region: All

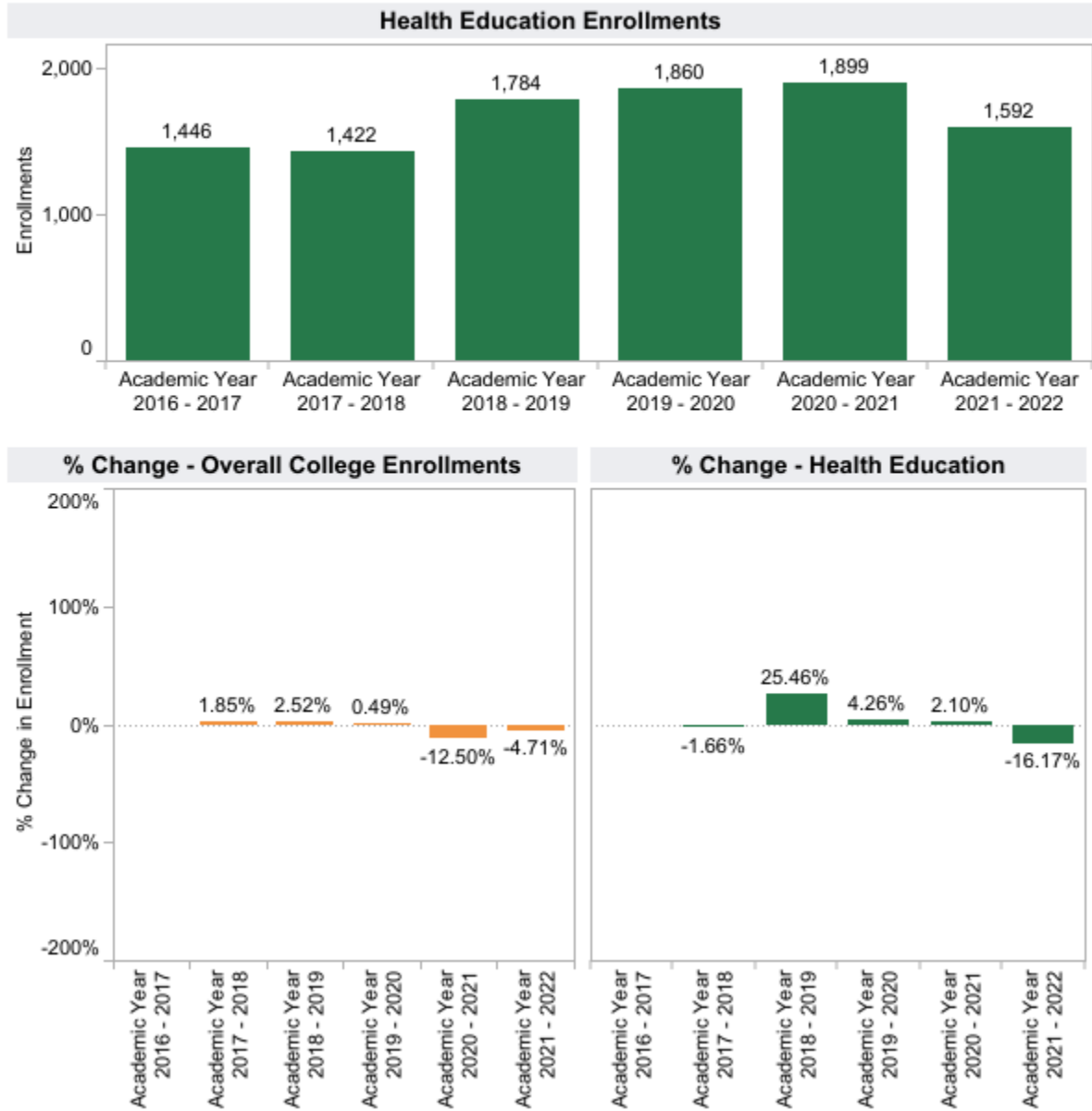


Figure 1: Health Education Enrollments – All Courses

Health courses had increasing student demand until 2021-22. This is likely due to the COVID-19 pandemic and the general loss in student demand during that time. The decrease in 2021-22 is greater than the overall college. HEED 210 experienced the largest year-over-year drop at over 35%, followed by HEED 204 at a little over 28%.

B. [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

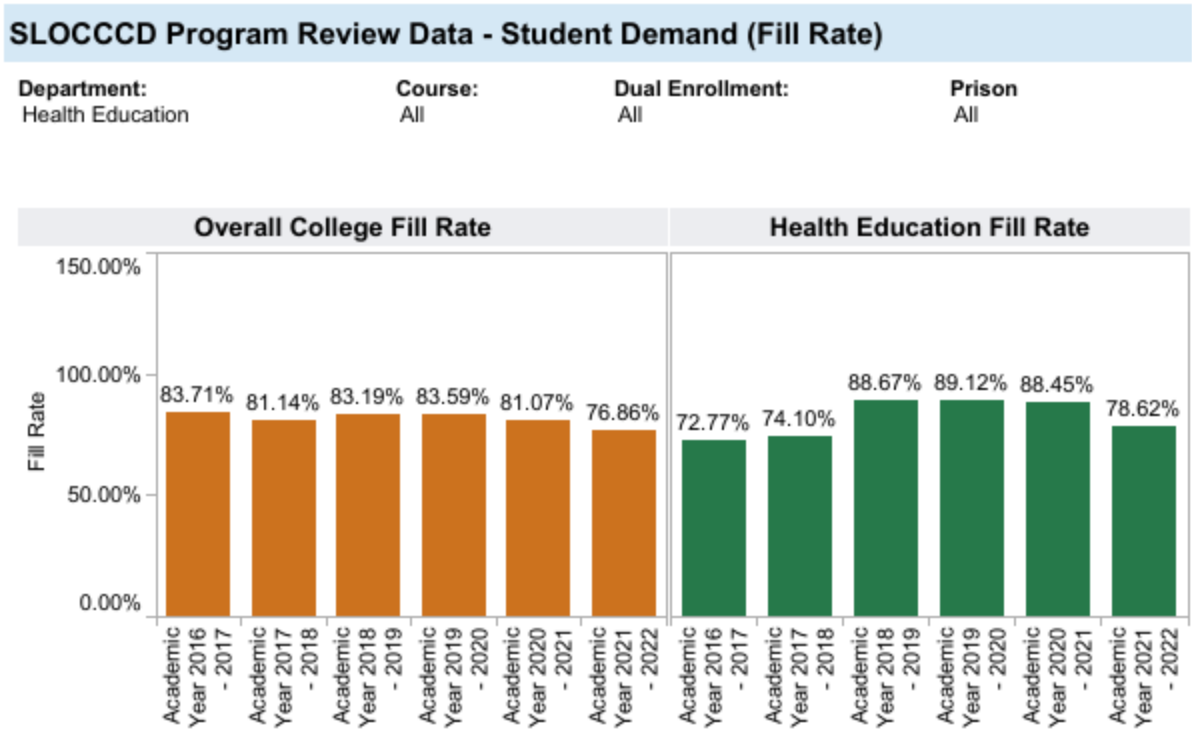


Figure 2: Fill Rates for HEED Courses Compared to the College, Overall

In the three years prior to the pandemic, HEED courses had high fill rates. The increase between the 2017-18 and 2018-19 academic years is likely due to the addition of the Public Health Sciences AD-T. The recent decrease, while alarming, is still consistent with the overall college fill rate.

C. [General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Health Education

Course:
All

Dual Enrollment:
All

Prison:
All

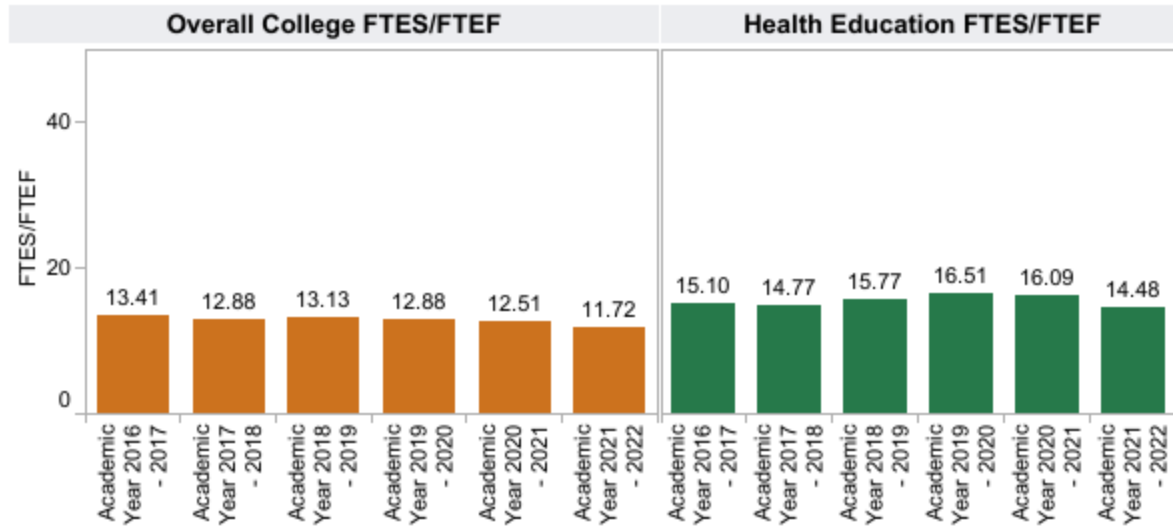


Figure 3: Overall Efficiency of all HEED Courses and Overall College Efficiency

The efficiency of HEED courses continues to exceed the District average. The Recent drop in efficiency is due to decreases in HEED 204, 206, 208, and 210 courses.

[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

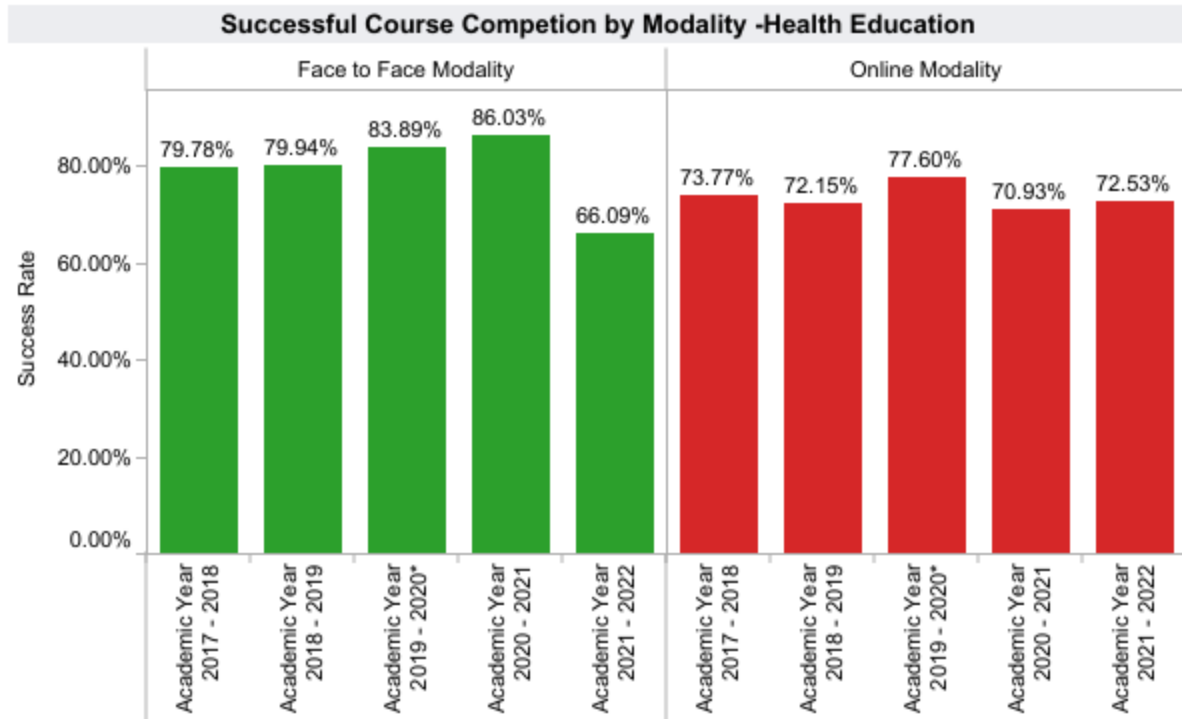
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Health Education

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Health Education

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	79.78%	79.94%	83.89%	86.03%	66.09%
	Total Department Enrollments	712	714	673	185	413
Online Modality	Department Success Rate	73.77%	72.15%	77.60%	70.93%	72.53%
	Total Department Enrollments	709	1,070	1,187	1,714	1,179

Figure 4: Course Completion by Modality

Students appear to be more successful in face-to-face HEED courses, with the exception of the 2021-22 academic year. This drop was due to sharp declines in success for HEED 204, 208, and 210 face-to-face courses. Online success rates have largely remained flat over the past five years with the exception of a small spike in the 2020-21 academic year. This is likely attributed to the COVID-19 pandemic and the ability of students to petition of excused withdrawals.

D. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

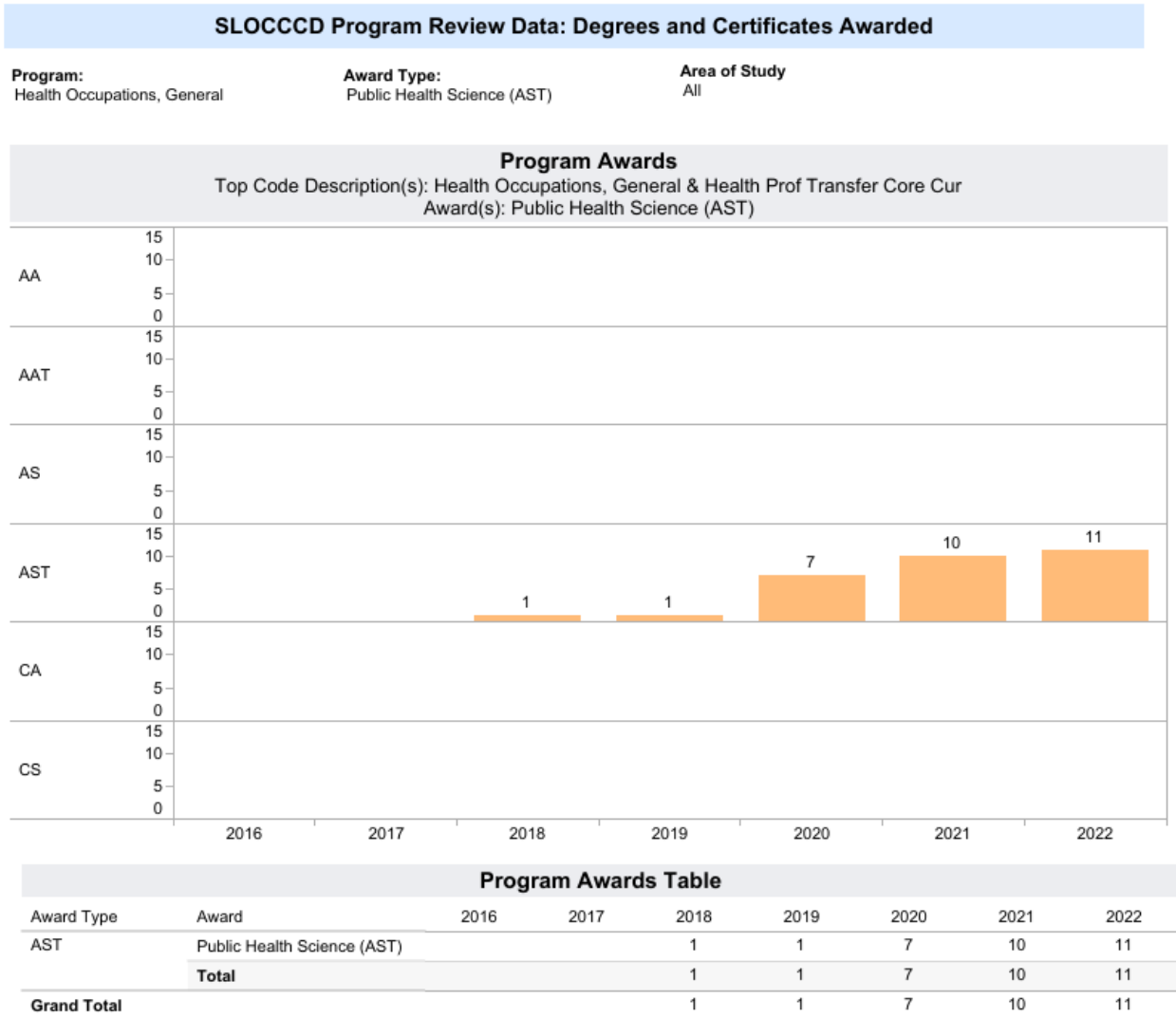


Figure 5: Program Awards – Public Health Sciences

There has been a steady increase in the number of degrees awarded in Public Health Sciences. Currently, department faculty are working on expanding opportunities for our students to work in public health. These include investigating courses and possible certificates aimed at improving access to county public health services. Cuesta faculty are also investigating the community need for a Community Health Worker program.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

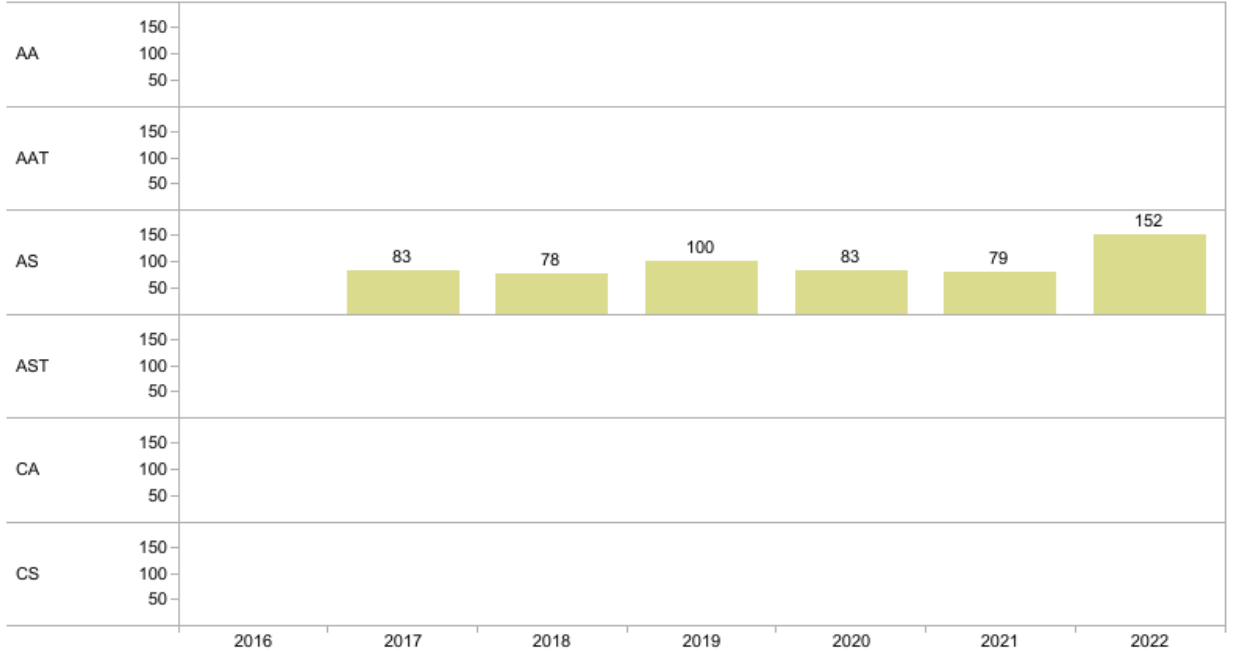
Program:
Health Prof Transfer Core Cur

Award Type:
Pre-Nursing (AS)

Area of Study
All

Program Awards

Top Code Description(s): Health Occupations, General & Health Prof Transfer Core Cur
Award(s): Pre-Nursing (AS)



Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
AS	Pre-Nursing (AS)		83	78	100	83	79	152
	Total		83	78	100	83	79	152
Grand Total			83	78	100	83	79	152

Figure 6: Program Awards – Pre R.N.

HEED 203 and 208 satisfy the health and diversity requirement for the Pre-R.N. local degree. There are a significant number of degrees awarded each year, last year having the largest number of degrees at 152.

- E. [General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)
 Insert the data chart and explain observed differences between the program and [Institutional Set Standard](#). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

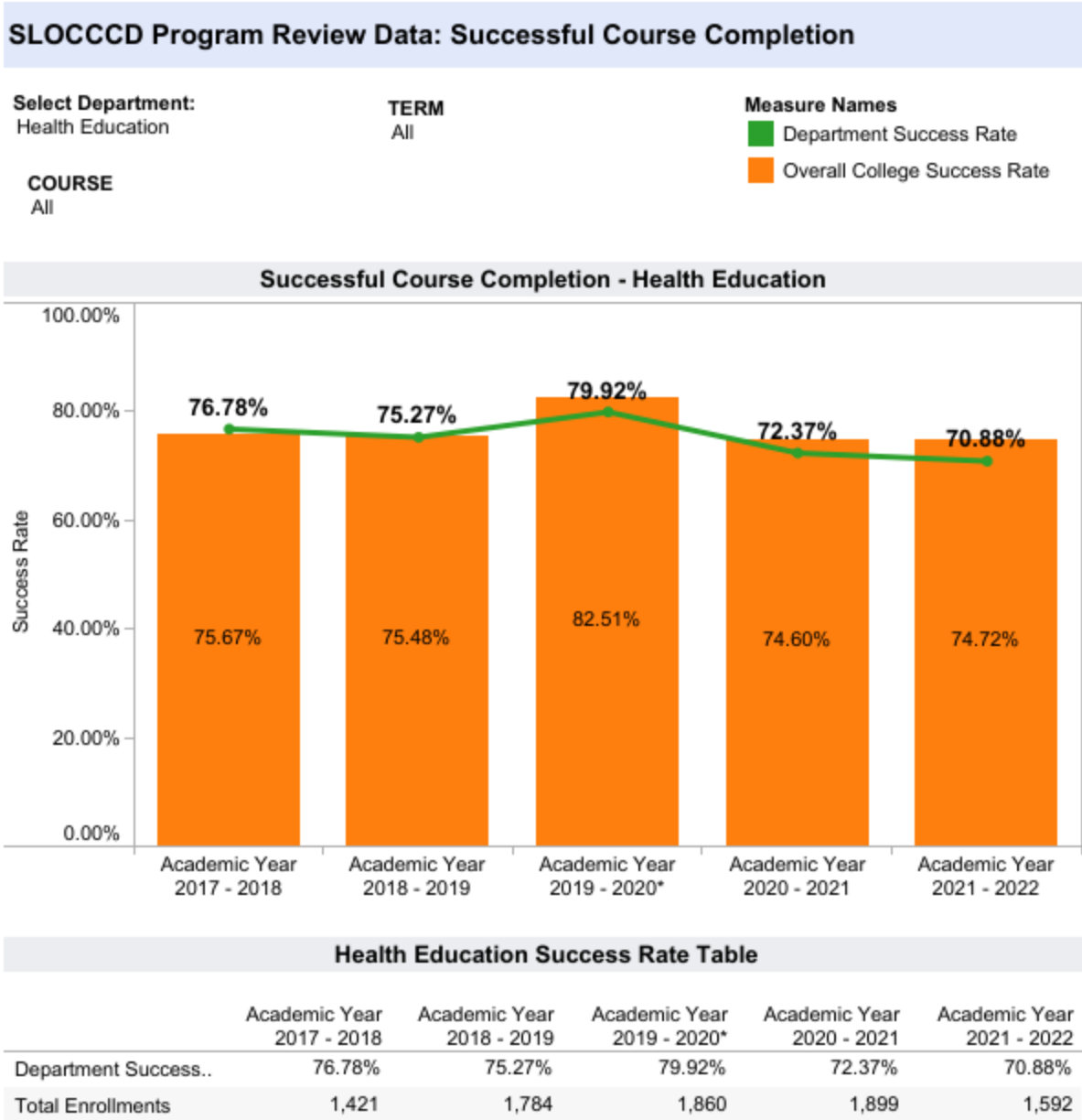


Figure 7: Health Education Success Rate

The success rates in HEED courses continue to exceed the Institutional Set Standard, although the most recent year’s success rates were just slightly above it. This is likely due to the decrease in success rates for face-to-face courses.

What resources might you need to meet and exceed the Institutional Set Standard?

The following resources would be helpful to improve student success in HEED courses:

1. Increased access to subject-specific tutors
 2. More opportunities for students to participate in field activities
 3. Opportunities for more instructor to instructor dialogue about outcomes achievement and successful pedagogy
- F. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

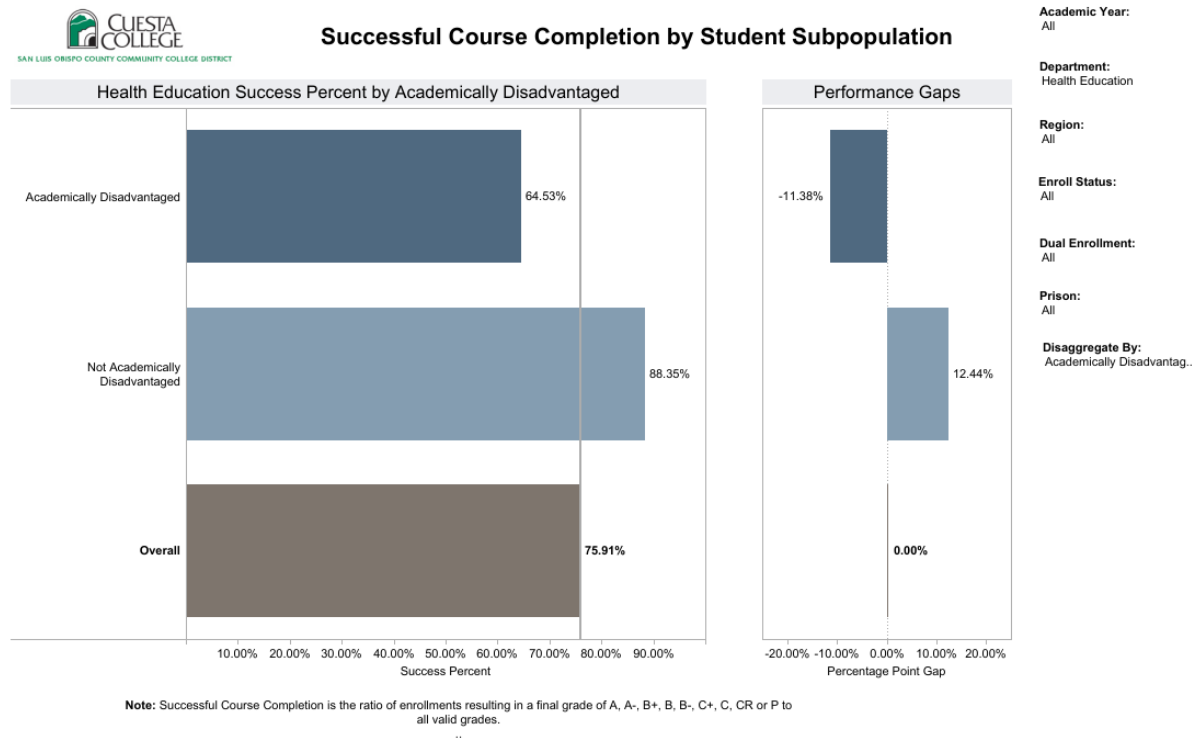
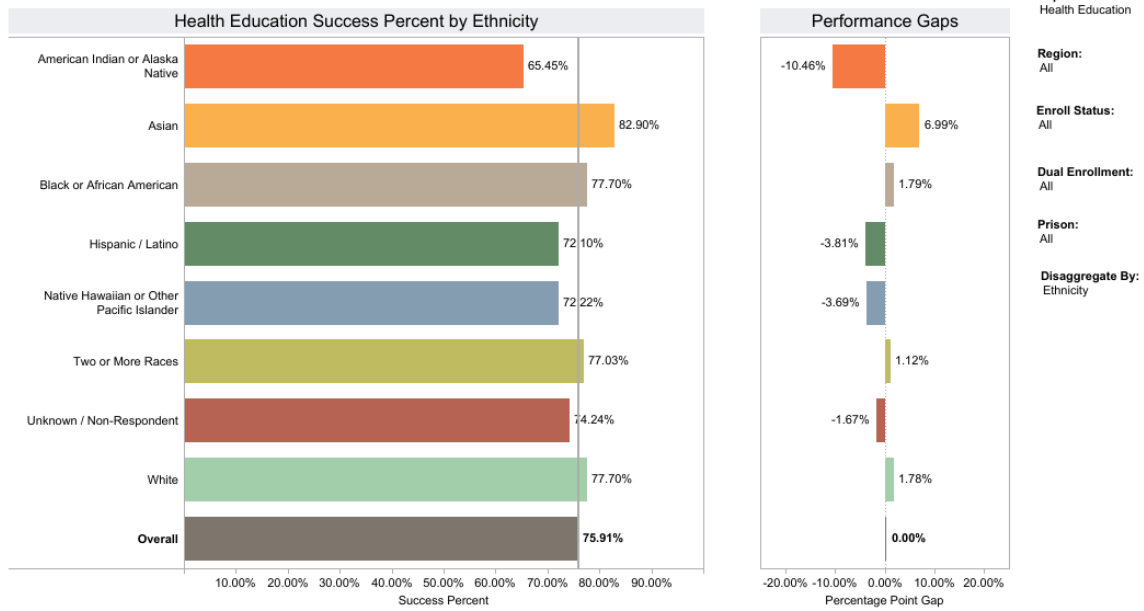


Figure 8: Disaggregated Course Completion – Academic Preparation

The equity gap between students who are academically disadvantaged is alarming. Although it is consistent with the gaps reported by other science departments, department faculty continue to strive to close these gaps by creating and providing additional resources for students so that they may be successful in their courses.

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Figure 9: Disaggregated Course Completion – Ethnicity

The equity gaps in the statistically significant populations (Hispanic / Latino, Asian, two or more races, unknown, and white) are very low. The largest gap is for the Hispanic/Latino population at -3.81% (72.1% overall).

Successful Course Completion by Student Subpopulation

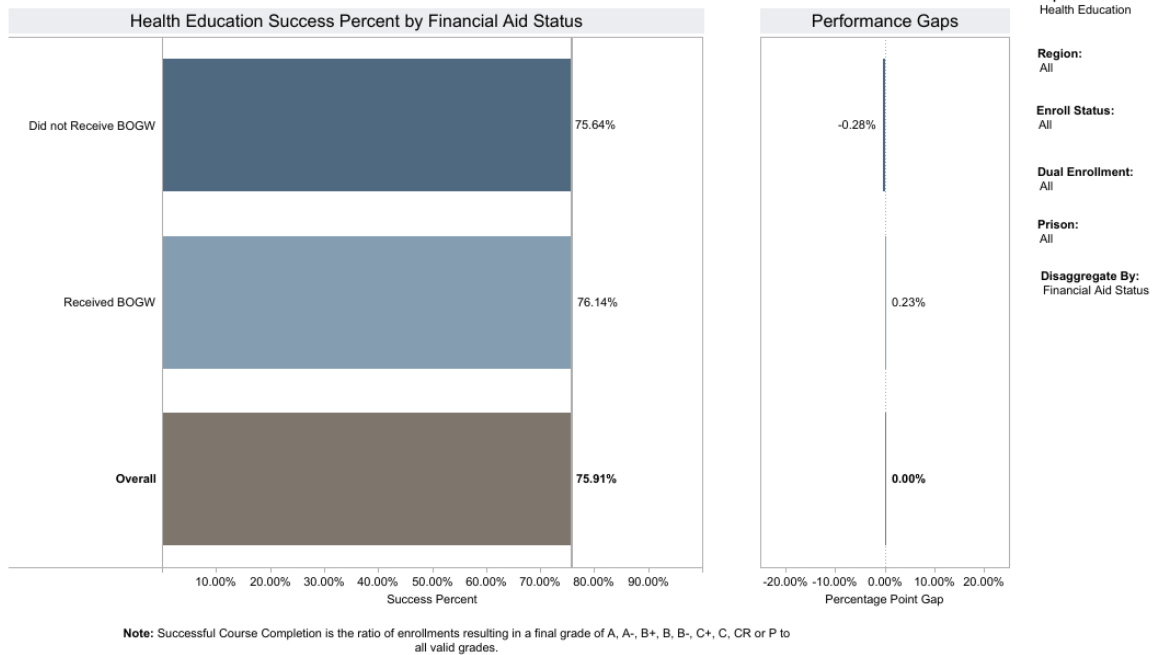


Figure 10: Disaggregated Course Completion – BOGW

There is no significant gap between students who did and did not receive their BOG Waiver. Many of the HEED course offerings rely on OER texts which increases access and eliminates some of the financial burden associated with school.

Successful Course Completion by Student Subpopulation

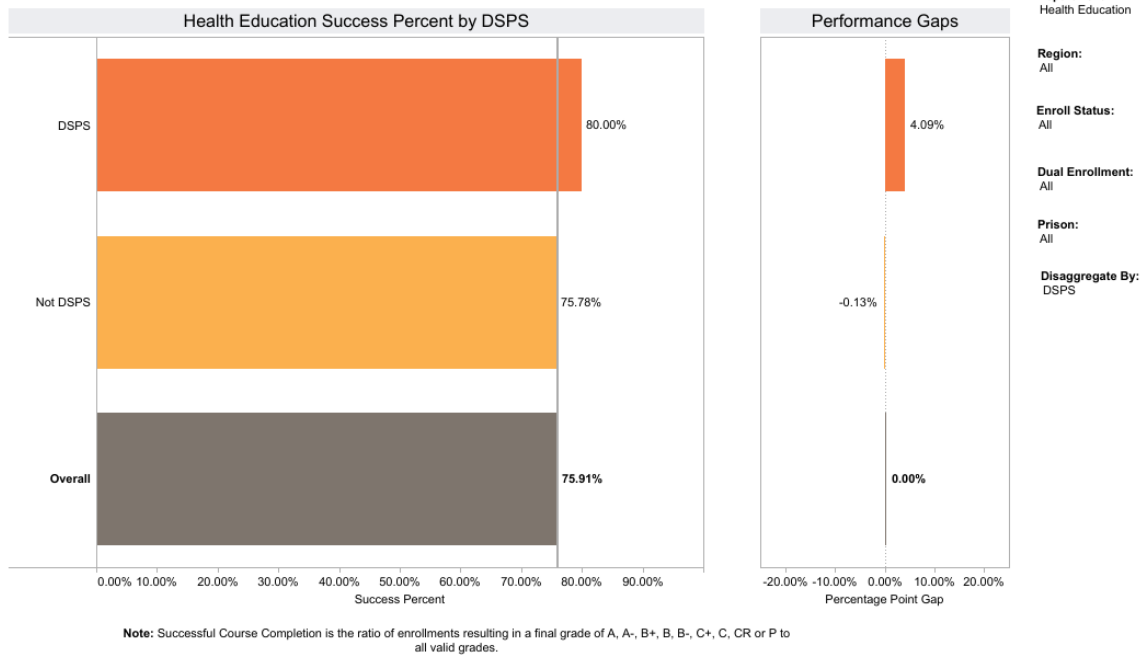


Figure 11 – Disaggregated Course Completion – DSPS

HEED students who are DSPS students perform better than their counterparts who are not DSPS. This is likely due to our instructors’ willingness to help students with their accommodations and the ability of our DSPS students to self-advocate.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

None.

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

- a. Review the CurricUNET “Program of Study” outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
None				

b. **For all Currently Active Programs/Certificates**, review the CurricUNET “Program of Study” outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are “no” for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
Public Health Science	Yes	Yes	Yes	

B. Curriculum Review

Complete the Curriculum Review Worksheet ([download from this folder](#)) and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurricUNET format) are appropriate and complete.

VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- A. Attach or insert the assessment calendar for your program for the next program review cycle.

See attached.

- B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

No. The SLOA cycle has been negatively affected by the COVID-19 pandemic. Program faculty have committed to adhering to the attached SLOA Calendar moving forward.

- C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

The PLOs are currently not mapped in eLumen. The program of study was never added into eLumen. Program faculty plan on working with the SLOA coordinator to ensure that this program is fully mapped. Program faculty will follow-up on this item in the next APPW.

- D. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

The ILOs are partially mapped in eLumen for the HEED courses. The mapping for these courses will be completed in the next year (in collaboration with the SLOA coordinator) and program faculty will follow-up on this item in the next APPW.

- E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

As a result of the COVID-19 pandemic, SLO assessment and data entry has not adhered to the assessment calendar. A result of is that there has been no dialog regarding results of SLO assessment. Program faculty have committed to resuming dialog once assessments are completed.

- F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

N/A

VII. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives – please see Section III
- B. Institutional Learning Outcomes – please see Section III
- C. Program outcomes

All student learning outcomes within each course are assessed and, where appropriate, mapped to the Program Learning Outcomes. In this way, courses and course outcomes support program outcomes.

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling

Given the recent developments at the State level regarding graduation requirements (AB 928), we anticipate a reduction in the number of sections of several HEED courses, with the potential that some courses will be deactivated. This will have a negative impact on the breadth of courses offered and will likely limit the modalities and times that future courses will be offered.

- B. Support services to promote success, persistence and retention

The impact of Cuesta's implementation of the SST's has yet to be fully realized. Our students benefit from specialized counseling services. It is hoped that they will develop a greater sense of belonging to their cohort and be better self-advocates through activities planned within the area of study.

C. Facilities needs

No change.

D. Staffing needs/projections

As previously stated, this program would benefit greatly from the leadership and focus that a full-time faculty member dedicated to Public Health Sciences would bring.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

None.

VIII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

IX. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before **May 12, 2023.**

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Allison Head

Allison Head

Mar 29, 2023

Division Chair/Director Name

Signature

Date

Jenel Guadagno

Jenel Guadagno

Apr 5, 2023

Name

Signature

Date

John Marsh

John Marsh
John Marsh (Apr 6, 2023 06:29 PDT)

Apr 6, 2023

Name

Signature

Date

Angela Orifece

Angela C. Orifece
Angela C. Orifece (Apr 11, 2023 11:00 PDT)

Apr 11, 2023

Name

Signature

Date

Michelle Zulim-Clark

Michelle Zulim-Clark

Apr 12, 2023

Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: [Faculty Prioritization Process Handbook](#)

APPLICABLE SIGNATURES:

Vice President/Dean	Date
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Division Chair/Director/Designee	Date
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Other (when applicable)	Date
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The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.

HEED Course Assessment Calendar

CYCLE STAGE	Fall 2022	Sp 2023	Fall 2023	Sp 2024	Fall 2024	Sp 2025	Fall 2025	Sp 2026	Fall 2026
SLO Assessment		HEED 202 HEED 203	HEED 204 HEED 206	HEED 208 HEED 210	HEED 202 HEED 203	HEED 204 HEED 206	HEED 208 HEED 210	HEED 202 HEED 203	HEED 204 HEED 206
Analyze Results & Plan Improvements			HEED 202 HEED 203	HEED 204 HEED 206	HEED 208 HEED 210	HEED 202 HEED 203	HEED 204 HEED 206	HEED 208 HEED 210	HEED 202 HEED 203
Plan Implementation				HEED 202 HEED 203	HEED 204 HEED 206	HEED 208 HEED 210	HEED 202 HEED 203	HEED 204 HEED 206	HEED 208 HEED 210

HEED Program Assessment Calendar

CYCLE STAGE	Fall 2023	Sp 2024	Fall 2024	Sp 2025	Fall 2025	Sp 2026	Fall 2026	Sp 2027	Fall 2027
SLO Assessment	PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5		PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5		PLO 1 PLO 2
Analyze Results & Plan Improvements		PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5		PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5	
Plan Implementation			PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5		PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5
Post-Implementation SLO Assessment				PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5		PLO 1 PLO 2	PLO 2 PLO 3












PUBLIC_HEALTH_SCI_CPPR_2023 (1)

Final Audit Report

2023-04-13

Created:	2023-03-29
By:	Emily Hinkle (emily_hinkle@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAjhFg6xqBeBi4-xdMqdVoOoqYo7E-cW5Q

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Signature Date: 2023-04-11 - 6:00:42 PM GMT - Time Source: server- IP address: 209.129.64.67

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Signature Date: 2023-04-13 - 2:04:57 AM GMT - Time Source: server- IP address: 141.126.91.97

 Agreement completed.

2023-04-13 - 2:04:57 AM GMT

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