

Instructional Program Review Submittal Form (Appendix F)

This form is completed and submitted as a cover sheet for the self-study report

Name of the Program: Health Education

Date Submitted 9/26/2017

Scheduled Presentation Date 11/7/2017

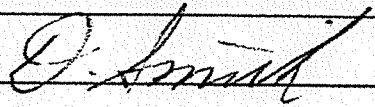
All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle (circle one) Yes No

Explain any exceptions for non-compliance with curriculum requirements:

The self-study report adequately addresses the following components:

Description of the Program	Yes	No
Course and program content		
Student demographics		
Human resources		
Instructional Improvement	Yes	No
Teaching effectiveness		
Activities to improve student learning		
Course grading		
Course and program completion		
Program outcomes		
Core indicators (if vocational)		
Student feedback		
Institutional data		
Other	Yes	No
Strengths and weaknesses of the program		
Opportunities and threats of the program		
Goals of the program		

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Reviewed by (Division Dean): 

Cerritos College Instructional Program Review

Instructional Program Review Checklist (Appendix G)

This form is completed by the IPR committee during the review of each program's self-study report presentation (Phase 4)

Name of the Program Health Education

Visitation Date 11/7/17

IPR Committee Liaison Jan Connal

Evaluation of Compliance with Institutional Requirements	Yes	No
All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle?	✓	
Program is in compliance with guidelines established by the Student Learning Outcomes task force?	✓	
Institutional Data used is current as of the draft due date?	✓	
Program and Primary Data included information which is less than 2 years old?	✓	

The self-study report adequately addresses the following components:

Description of Component		
Description of the Program	Yes	No
Course and program content	✓	
Student demographics	✓	
Human resources	✓	
Instructional Improvement	Yes	No
Teaching effectiveness	✓	
Activities to improve student learning	✓	
Course grading	✓	
Course and program completion	✓	
Program outcomes	✓	
Core indicators (if vocational)	✓	
Student feedback	✓	
Institutional data	✓	
Other	Yes	No
Strengths and weaknesses of the program	✓	
Opportunities and threats of the program	✓	
Goals of the program	✓	

**Cerritos College
Instructional Program Review**

Instructional Program Review Approval Form (Appendix H)

Committee Action taken:

Approved



Not Approved



Recommendations:

We

Program Review Chair

Ad Conley

Explanation for non-approval:

I. Description of the Program

The Health Education department is committed to the advancement of the total health and well-being of Cerritos College's diverse population (age, ethnicity, lifestyles, economic status, etc.) through helping students become health literate. Health education incorporates cognitive, affective, and psychomotor domains to create self-directed learners who will be able to obtain, interpret and understand basic health concepts and a greater awareness of her/his behaviors and attitudes. Health education promotes the knowledge and skills to better achieve and maintain physical, social, emotional, spiritual, intellectual, and environmental health. The knowledge and skills gained from comprehensive health education courses contribute to a better quality of life for the individual, her/his family, and the community.

The Health Education Department has curriculum focused on the objectives of fostering emotional and physical well-being of the student. Our mission is to provide knowledge of concepts related to healthy living, lifelong wellness, stress-reduction techniques, and an understanding of the components of physical fitness. Also, to develop the proficiency of students to be competent in using such information and services in ways that will enhance overall well-being

The primary objectives of Health Education program are the promotion and importance of health lifestyles and physical fitness, cognitive development, social, and emotional development. The Health Education curriculum provides the student with the opportunity for expanding her or his knowledge on all health-related issues facing them daily. Cognitively, the Health Education curriculum provides students the opportunity to gain experience and knowledge of physical fitness and health concepts that enhance their quality of life. In the social and emotional domain, the curriculum provides students the opportunity for development of interpersonal relationships and an increased appreciation and respect for their health and the health of those around them.

The Health Education Department currently offers 34 sections of classes. Each health education course fulfills the requirement for Cerritos College's Health and Wellness Proficiency (Plan A), Self-Development in the State University General Education Certification Requirements, and transfers and articulates with California State University (Area E) and University of California.

The most important contribution of the Health Education Department is to the philosophy and objective of Cerritos College in the area of fostering physical well-being to a diverse student population. The Health Education courses create life-long learners and strive to enhance the student's current and future quality of life. Health Education courses provide intellectual knowledge in all components of Health. The creation of healthy students requires interdisciplinary partnerships that involve many constituencies working together to address and educate on critical health concerns.

A. Program Outcomes

The curriculum and student learning outcomes (SLOs) are based on the following guiding principles:

1. Health and safety are essential for optimal intellectual, emotional, social and moral development and to the academic mission of Cerritos College.
2. Health behaviors need to be addressed from both an individual and social context.
3. Recognizing which changes implemented in health behaviors now will promote well-being in later years.
4. Understanding how stress affects health.
5. Avoiding or overcoming harmful habits, such as licit or illicit drug use, by understanding addictions, alcohol, tobacco and caffeine.
6. Best practice standards of health promotion involve theory-based, data-driven needs assessment, program development and evaluations.
7. The creation of healthy students requires interdisciplinary partnerships that involve many constituencies working together to address and educate on critical health concerns. Women, Their Bodies, and Health curriculum (HED 103) is currently cross-listed with the Women's Studies Program (WS 103).

B. Assessment of Student Learning Outcomes

The HED Department has established Student Learning Outcomes (SLOs) which relate to the students' health behaviors and safety. The SLOs are included in every health education instructor's syllabus. The instructors use the same textbook, teaching modalities, and information for consistency. Each syllabus also includes course objectives from the course outlines approved by the curriculum committee.

In the fall semester, SLOs are evaluated through an assessment. The data is evaluated and scored on a rubric of good (80%), satisfactory (79-70%), and emergent (69% and less). According to the SLO assessment results, no improvement is needed.

C. Program and/or course modifications

The Women, Their Bodies, and Health course outline has been submitted to the Curriculum Committee. The modifications include reducing the class size from 50 to 40 students, a new textbook, and critical writing assignments. The modification in course outline and textbook was a collaborative decision.

D. Student Demographics

The student body population of the Health Education Department represents different ethnical, cultural, and socioeconomic levels of the campus community. Because several of the HED classes fulfill a requirement for one of the Associate in Arts Degree, a specific population or academic major is not prevalent. The Health Education

Department is currently working with the Student Success Center and Student Health and Wellness Services in order to facilitate student success and promote health and wellness.

C. Faculty, Staff and Management Resources

The division has a chair person who coordinates the support for all the health instructors. The chair conducts monthly meetings to provide an avenue for faculty to give their input on the program, share teaching methods, and discuss classroom management strategies. The institution provides instructional support for faculty who are interested in teaching online.

The division has hired several health instructors over the past few years and each new faculty member observes classes taught by tenured faculty. A mentor is assigned to each new faculty member to assist them on the best teaching methods, classroom management and introducing them to the processes procedures of the institution.

Health classes are offered throughout the day and evenings to fit the needs of students. Even with the recent cutback of classes, health classes are offered at various times of the day.

D. Facilities

The Health and Wellness Complex is currently under construction. The new facility will include 4 lecture classrooms which will accommodate the pedagogical needs of the students.

F. Equipment

The Health Education department uses several equipment devices to help engage the students' interest in their general health. For the topic of cardiovascular disease, a clogged artery model and a healthy artery are used. A model of five pounds of fat is compared to a model of five pounds of muscle. Test tubes with samples of fat are used to illustrate how much fat is contained in a variety of Mexican and fast food. The Women's Health class provides a breast model to teach the students how to properly perform a breast examination to detect tumors. The Body Fat Analyzer calculates the amount of body fat percentage of a person. The First Aid and CPR classes provide adult, child, and infant size manikins for the students to practice CPR. An automated external defibrillator, or AED, is a portable electronic device that automatically diagnoses the potentially life threatening symptoms of cardiac arrest. It is also introduced and used in the First Aid and CPR classes.

Several of the Health Education instructors introduce their students to the Learning Resources Center by setting up an orientation with the library staff. Students are encouraged to use the computer lab for learning computer skills, such as Microsoft Word, Power Point, Excel, the Cerritos College Library, and the Internet. Videos and DVD's, based on health-related topics, are also used as a supplemental teaching tool.

Instructors also encourage students to use Canvas to help monitor their grades, display their progress in class, and provide useful on-line information in the different health classes.

The Student Health and Wellness Center provides several guest speakers in HED classes to promote the many services offered to the students. Instructors strongly encourage students to visit the health center to have their blood pressure, cholesterol, and Body Mass Index (BMI) measured. Students are also made aware of the counseling services offered at the health center; this may serve as a resource to coping with emotional or psychological problems at home.

II. Instructional Improvement

A. Evaluating Teaching Effectiveness

- **Assessment Techniques:** Peer evaluations, student surveys, exit essays, crossword puzzles, group presentations, reaction papers, unit exams, and chapter quizzes.
- **Student Evaluations:** Peer review, student faculty evaluations, exit essay and response, online student evaluations, and end of the semester surveys, and student course evaluation.
- **Faculty Evaluation:** Peer review, faculty observations, faculty lesson plan sharing and evaluation.
- **Faculty Inquiry Groups (FIGS):** Use of iFALCON, Canvas, textbook adoption, textbook in- service workshops, group discussions, and assessment of multimedia purchases.
- **Learning Communities:** Our program assesses and exchanges lesson plans on a routine basis. The Health Education Department has partnerships with Auto Tech, Pathways Program, and Teacher Trac.
- **Faculty members use department unit exams, crossword puzzles, and share ideas with peers.** The exchange of audio files, videos, websites, and articles are commonplace among the HED staff. There is a constant flow and exchange of teaching materials and methods in order to reach students.
- **Faculty members encourage extensive use of the Student Health and Wellness Center for student based learning.** Students are encouraged to get regular screenings, wellness checks, blood pressure measurements, cholesterol tests, and have their body mass index measured. As part of the health curriculum, the instructors have built in assignments to personalize learning through use of the health center. Students are also encouraged to meet instructors to have their body fat measured.
- **Department Meetings:** Monthly meetings are a platform for health education teaching demonstrations, lesson exchanges, and for discussion of updated materials and technology.

B. Institutional Data

- The WSCH for the Health Education program has been below 525 for the last 2 years, with a slight downward trend. The highest WSCH was in 2011-2012 for at 646.10, the lowest was in 2016-2017 with 482.13 WSCH.
- The FTES in the Health Education program has been relatively stable over the last 6 years, with a slight drop from 2014-2015 to 2016-2017. The highest value was reported in 2014-2015 with FTES at 357.81, the lowest was reported in 2016-2017 with 292.24 FTES.
- FTEF -to be added in Spring 2017
- The HED department does not directly house any certificate, external certifications, licenses, and/or degrees. The courses are included in the division certificates and degrees and in some cases support or meet general education requirements.
- There has been a stable trend of high fill-rates in Health Education for the last 6 years. Lowest class fill rates were found in HED 103, ranging from 33% to 47%, with and exception to fall 2012 (116%). HED 101, 110, and HED 200, presented higher class fill rates typically above 85% across terms. However, there is a gradual downward trend in HED 100 and 101 from 2011-2012 to 2016-2017.
- The Health Education program had a high and stable completion rates over the past 6 years at around 83%. HED 100, 103, and 110 displays high completion rates of 80% or better, but HED 100 displayed completion rates lower than expected in year 2016-2017. Completion rates for HED 200 has been decreasing over the 6 years, ranging from 47% to 80%.
- Health Education program students exhibited stable success rates over the past 6 years at 69%. HED 110 has the highest success rates, ranging from 79% to 93% across the terms. Success rates have increased across 6 years for HED 101, but have decreased for HED 200.
- The pass rates of Health Education program students have been stable and high during the last 6 years, where the substantial majority successfully complete their courses versus not passing. The majority of students earned a letter grade of A's or B's. Of the students who did not pass their courses, the majority did so because they withdrew from the course. Female students exhibited higher pass rates than male students in most courses. Compared to Caucasian students (80.3%), the success rates of Hispanics were 3% lower, Asians were 1% lower, American Indians/Alaskans were 18% lower, and African American/Black students were 16% lower.

- The Health Education department met the institution standard for completion over the past 6 fall terms, except in fall 2016 (65%). In fall 2016, the course furthest from meeting this standard was HED 200 (50%).
- The Health Education department met the institution standard for success over the past 6 fall terms, except for fall 2016 (56%). In fall 2016, the course furthest from meeting this standard was HED 200 (39%).

Student Feedback

A student feedback survey was given to students in Fall 2017.

- The 62.7% of the students who take health education classes are primarily Hispanic and 68.8% range in ages from 18-23. 94% are planning to earn an AA degree from Cerritos College, and 71.9% are taking a HED class to fulfill an AA degree requirement.
- 77.9% are taking a HED class to learn stress management techniques, 42.9% to improve psychological health, and 52% for improving relationships and communication.
- 57% of the students surveyed stated that videos were most helpful with their learning experience, and 54% preferred lectures. 26% and 47% found small group discussion and PowerPoint presentations(respectively) helpful in their learning.
- 72% of the students preferred face-to-face classes.

III. SWOT Analysis

A. Strengths

1. The Health Education Department has a vast collection of informative health-related videos, DVDs, visual models, and crossword puzzles for faculty members to use in their classes.
2. The faculty members meet monthly to discuss new information, teaching strategies, and share ideas. A department file has been created for faculty members to share their handouts and other tools for teaching.
3. The online classes follow a Quality Matters or similar format.
4. In the HED 110 First Aid and CPR class, students are taught how to react in situations involving active shooters, earthquakes, and fires ("safety day").
5. The Contemporary Health and Women's Health classes provide avenues to increase students' awareness of sexually transmitted infections (STIs) and strategies for prevention.
6. The Health Education Department would like to develop an AA degree in Health Education and Promotion, which would be transferable to California State University and University of California.

B. Weaknesses

1. Some instructors have chosen not to use Canvas to post students' grades and class syllabi.

2. 80% of Caucasian had higher passing rates than Hispanics, Asians, American Indians/Alaskans, and African Americans.
3. The HED 200, Nutrition for Fitness and Physical Conditioning class, has a lower retention and success rate when compared to other health education classes.
4. Not all HED online classes are 508 compliant.

C. Opportunities:

1. Student feedback of small group and PowerPoint presentations used as teaching methods: only 26% and 47% of students found small group discussion and PowerPoint presentations were helpful in their learning.
2. The Health Education Department would like to develop an AA degree in Health Education and Promotion, which would be transferable to California State University and University of California.

D. Threats:

1. The lower enrollment of students attending Cerritos College is also affecting enrollment in the health education classes.
2. The Student Health Services has reported that the risk for metabolic syndrome of the Cerritos College student population is rapidly increasing. Risk factors include extra weight around the waist and upper body, and insulin resistance. These risk factors can also lead to diabetes, cancer, and cardiovascular disease. Many students are unaware of the significance of these life-threatening risk factors.
3. Chlamydia and gonorrhea are two most prevalent sexually transmitted infections of students (Student Health Services, 2017).

IV. Goals of the Program

Reference	Activities	Deadline	Person Assigned
S1, S2	Evaluate and update the videos/DVDs and crossword puzzles. <ol style="list-style-type: none"> 1. Each video will be checked for closed-captioning. 2. Crossword puzzles will be updated for each edition of the textbook. 	1. Spring 2022	Ni Bueno
S3	Train online certified faculty members the significance of using a Quality Matters format (or similar) to improve their online classroom design. <ol style="list-style-type: none"> 1. Implement the training into 2 HED department meetings per semester. 2. Schedule meetings in a computer lab. 	1. Spring 2020	1. Ni Bueno
S4	Maria will demonstrate how to implement a "safety day" into a faculty member's course. <ol style="list-style-type: none"> 1. She will explain which topics she addresses in her classes (active shooter, fire drills, earthquake). 2. She will share how safety day is implemented into her class. 3. Three instructors will implement safety day into her/his class 	1. Spring 2020	1. Maria Castro
S5, T3	Nurse practitioner will visit 4 HED classes/year and present information about STIs.	1. Fall 2018	1. Kari Pestolesi
S6, O2	<ol style="list-style-type: none"> 1. Prepare a list of California community colleges which offer an AA degree in Health Education. 2. Check for health education programs within a 20-mile radius of Cerritos College. 	1. Fall 2017	1. Holly Iris
	<ol style="list-style-type: none"> 1. Develop a list of job positions that would accept an AA degree in health education. 2. Promote Health education AA degree to Cerritos College and potential students at the All Majors fair. 3. Track students who earn AA HED 	1. Fall 2022	1. Long Nguyen

	Develop course outlines for new courses for the AA degree in Health Education. <ul style="list-style-type: none"> • HED 104: Introduction to Health and Society • HED 105: Mind, Body, and Health • HED 201: Health Systems and Perspectives • HED 202: Health Education and Promotion 	1. Spring 2018	1. Alycia Wagner 2. Bryan Ramos 4. Ni Bueno 5. Long Nguyen
	1. Develop and submit a new Health Education Degree Program in eLumen, 2. Meet with Cerritos College's Articulation Officer for HED classes transferable to CSU 3. Submit required AA and new classes to the State Chancellor's Office	1. Fall 2018	1. Ni Bueno
W1	Provide and facilitate 3 Canvas workshops per semester. <ol style="list-style-type: none"> 1. How to post a syllabus. 2. How to post exam grades. 3. How to upload handouts. 	1. Spring 2022	1. Ni Bueno 2. Kodee Murray
W2	Increase student participation in Success Center workshops in 3 HED classes. <ol style="list-style-type: none"> 1. Take class on a "field trip" to the Success Center. 2. Schedule a tutor from the Success Center to visit 3 classes. 	1. Fall 2022	1. Kodee Murray
W3	Increase completion rate for HED 200 students to 50% from Fall 2017-2022 <ol style="list-style-type: none"> 1. Evaluate and modify teaching methods every semester. 2. Ask for student feedback every semester. 	1. Spring 2022	1. Ni Bueno
W4	During one monthly health education meeting/year, demonstrate how to modify an online health class and websites to meet the 508 standards. <ol style="list-style-type: none"> 1. Meeting will be held in a computer lab. 2. Learn how to make .pdf files accessible 	1. Spring 2022	1. Maria Castro

O1	<p>During 2 monthly meetings/year, HED instructors will list strategies for effectively using PowerPoint presentations and small group projects.</p> <ol style="list-style-type: none"> 1. Students will be surveyed towards the end of the semester to assess if they prefer to learn with PowerPoints and small groups 	1. Spring 2022	1. Alycia Wagner
S6, T1	<p>Promote health education classes per year to high school counselors by</p> <ol style="list-style-type: none"> 1. Creating and distributing flyers during Cerritos College's Senior Preview Day. 2. Create a sign-in sheet for counselors 3. Follow up with phone calls or emails to counselors 	1. Spring 2022	1. Bryan Ramos
T2	<p>Invite Student Health Services staff to visit 3 HED classes every semester and discuss their no-charge and paid services offered.</p>	1. Spring 2022	1. Kari Pestolesi
T2	<p>Encourage 10 students to obtain information on cholesterol, glucose, and body fat, and obtain proof of visiting Student Health Services without disclosing personal information.</p> <ol style="list-style-type: none"> 1. Student Health Services will track anonymous statistical information on students' cholesterol, glucose, and body fat 	1. Spring 2022	1. Ni Bueno
	<p>The Registered Dietician will visit 3 HED 100 classes and discuss the importance of proper nutrition on a budget.</p>	1. Spring 2022	1. Ni Bueno