

2023-2024 Comprehensive Instructional Program Review - Health Education Latest Version

2023-2024 Comprehensive Instructional Program Review - Health Education

Program Overview and Goals

Mission and Alignment : Version by **Bueno, Ni** on **04/22/2024 20:29**

The Health Education program's main objectives are promoting healthy and active lifestyles, cognitive development, and social and emotional development. The Health Education curriculum provides students with the opportunity to expand their knowledge on all health-related issues they face on a daily basis. Cognitively, the Health Education curriculum provides students the opportunity to gain experience and knowledge of health and wellness concepts that enhance their quality of life. In the social and emotional dimensions, the curriculum provides students with the opportunity for the development of interpersonal relationships and an increased appreciation and respect for their well-being and for those around them.

Explain how your program supports the College's Mission.

The Cerritos College Mission states that we provide clear, equity-minded pathways to an educational goal to prepare culturally competent and productive members of the community. The Health Education Department programs achieve this in several ways. The most important contribution of the Health Education Department is to the philosophy and objective of Cerritos College in fostering physical and emotional well-being in a diverse student population. One broad objective of health education programs is to enhance the student's current and future quality of life. Health education courses provide intellectual knowledge in all components of health: emotional, social, intellectual, spiritual, physical, and environmental. The creation of healthy students requires interdisciplinary partnerships that involve many constituencies working together to address and educate critical health concerns. The courses are designed to introduce the student to the vast base of studies needed for the future health education professional who will design, conduct, evaluate, and manage activities to help improve the health and wellness of people in the private and public sector.

The Health Education department faculty members engage students in active learning by applying innovative teaching techniques and instilling philosophies of how to embrace diversity and equity in their communities. The Health Education instructors use various activities, assignments, teaching methodologies and modalities which encompass sound practices and current teaching trends. The health education degree further supports Cerritos College's Mission by providing equity-minded pathways to the students' educational goals.

Cerritos College's Educational Partnership has collaborated with the Health Education Department in offering dual enrollment of the HED 100 Contemporary Health classes in the ABC, La Mirada, and Downey Unified School High School Districts. This opportunity provides the high school's diverse student population with high-quality, comprehensive instructional programs and support services through clear, equity-minded pathways into higher education. This supports the value of developing nurturing and supportive partnerships with our educational communities.

Degrees and Certificates : Version by **Bueno, Ni** on **04/22/2024 20:29**

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

The Associate of Arts (AA) Health Education degree was first offered in Fall 2018. The degree prepares students to work as health education professionals in various settings: community health program representatives and/or community health promoters. The student will learn to facilitate access to healthcare services, provide informal counseling and social support, and advocate for individual and community needs. The Health Education AA degree provides pathways to the students' educational goals of entering the workforce or continuing their education in pursuing a bachelor's degree at a 4-year university and become eligible to take Certified Health Education Specialist (CHES) exam. In Fall 2023, the number of students declaring a Health Education Associate in Arts degree has grown to 66 students.

The AA degree in Health Education requires 20 core course units to complete the program.

Course Number	Course Name	Units
HED 100	Contemporary Health Problems	3
HED or KIN 110	First Aid and CPR	3
HED 202	Health Systems and Perspectives	3
BIOL 120	Introduction to Biological science	4
MATH 112 or PSYC 210	Elementary Statistics	4

Select One Department Course

HED 101	Stress Management	3
HED 103 or WGS 103	Women, Their Bodies, and Health	3
HED 104	Health and Society	3
HED 105	Mind, Body, and Health	3
HED 200	Nutrition for Health	3
HED 202	Health Systems and Perspectives	3

The Public Health Science Associate of Science for Transfer (AS-T) degree was offered in Fall 2021. The degree supports comprehensive curricular offerings by teaching the student how to conduct outreach programs, collect data, discuss concerns with community members, and report their findings to health agencies and healthcare providers. The Public Health Science degree further supports Cerritos College's Mission by providing equity-minded pathways to the students' educational goals and helps them to develop the necessary basic skills for the scientific process of preventing infectious diseases. In Fall 2023, 45 students declared the Associate in Science for Transfer (AS-T) Public Health Science as their major.

The AS - T degree in Public Health Science (https://cerritos-my.sharepoint.com/:w:/g/personal/nbueno_cerritos_edu/EeKY_tJZb3FJgV85A783UmB1pPGj_hewpMlqtZGg9g95w?e=nxbFGN) requires 28 units to complete the program.

Required Courses

Course Number	Course Name	Units
HED 100	Contemporary Health Problems	3
HED or HO 102	Introduction to Public Health	3
A&P 150	Introduction to Human Anatomy	4
A&P 151	Introduction to Human Physiology	4
CHEM 100	Introduction to Chemistry	4

or		
CHEM 111	General Chemistry with Lab for Science	5
PSYC 101	General Introduction Psychology	3
MATH or PSYC 210	Elementary statistics	4

Select One Course

Course Number	Course Name	Units
ECON 201M	Principles of Macroeconomics	3
ECON 202M	Principles of Macroeconomics	3
HED 202	Health Systems and Perspectives	3
HED 103 or WGS	Women, Their Bodies, and Health	3
HED or KIN 110	Community First Aid and CPR	3
HED 200	Nutrition for Health	3
HO 102	Normal and Therapeutic Nutrition	3
HO 103	Health and Social Justice	3
PSYC 245 or HO 245	Drugs and Behavior	3
SCO 101	Introductory Social Principles	3

The Community Health Worker (CHW) Certificate of Achievement was first offered in Fall 2022. It supports Cerritos College's values by providing the tools for learning the essential skills of appreciating diversity in people's philosophies, cultures, and beliefs. Through the curriculum and work experience education, the Community Health Worker student will learn how to properly respect and trust in all people, including community members and co-workers, regardless of ethnic, social, or economic background. The Community Health Worker (CHW) Certificate of Achievement also supports the college's mission by promoting culturally competent students with the knowledge, essential skills, and core values that prepare them to be productive members of their local and global communities. In Fall 2023, 7 students declared their major as the Community Health Worker Certificate of Achievement.

The Certificate of Achievement in Community Health Worker requires 20 units in order to complete the program.

Required Courses

Course Number	Course Name	Units
HED 100	Contemporary Health Problems	3
HED or HO 102	Introduction to Public Health	3
HED or KIN 110	Community First Aid and CPR	3
HED 201	Community Worker in Health Education and Promotion	3
HED 202	Health Systems and Perspectives	3
HED 204	Work Experience Education in Community Health Worker	1
MATH or PSYC	Elementary Statistics	4

Recommended Courses

Course Number	Course Name	Units
HED 101	Stress Management	3
HED 103 or WGS 103	Women, Their Bodies, and Health	3
HED 200	Nutrition for Health	3
MA 161	Medical Terminology	3

Six-Year Program Goals : Version by Bueno, Ni on 05/10/2024 19:16

Six Year Program Goals

Program Goal	College's Goal Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Continue to increase the number of traditional and hybrid classes offered to increase the engagement and success of students in social and academic settings.	This goal aligns with Goal A: Strengthening the culture of completion.	Continued	Encourage instructors to teach at least one traditional or hybrid class by 2028
Continue to offer dual enrollment health education classes to ABC, Downey, and La Mirada Unified School Districts.	This goal aligns with Goal B: ensuring program alignment by strengthening partnerships.	Continued	Continue promoting to high schools during their career days and all majors fair. Continue working with Cerritos College Educational Partners.
Continue to promote health education degrees and certificates to high schools and during career fairs by hiring an outreach coordinator. 1. Distribute flyers during Cerritos College's Senior Preview Day, career fairs and all-major fair. 2. Create a sign-in sheet for counselors during Senior Preview Day 3. Follow up with phone calls or emails to counselors after Senior Preview Day	This goal aligns with Goal D: Improving internal and external communication	Completed, Continued	Continue promoting HED with Cerritos College Educational Partners and high school counselors.

Continue collaboration with National University's Bachelor of Science degree in Public Health. 1. Meetings with National University Center Director, Vivian Becerra 2. Offer transferable upper-level classes (optional classes) from National University to the associate degrees and certificate 3. Promote bachelor's degree to Cerritos College students	This goal aligns with Goal B: ensuring program alignment by strengthening partnerships.	In progress	Promote National University's Bachelor of Science degree in Public Health to Health Education students. Continue planning with National University. Fall 2025
Promote health education degrees and certificates to Cerritos College Students and local communities.	This goal aligns with Goal D: Improving internal and external communication	Completed, Continued	Continue working with Learning Career Pathways and Public Affairs Media Relations.
Increase the number of male students in the health education degrees and certificates	This goal aligns with Goal A: Strengthening the culture of completion.	In progress	Continue working with Learning Career Pathways and Public Affairs Media Relations.
The Health Education faculty will discuss different methods for tracking the number of degrees and certificates awarded.	This goal aligns with Goal E Upgrading Educational Infrastructure	Not started	Spring 2026

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
undefined	undefined	undefined	undefined

Assessment Report and Data Analysis

Assessment Report (Part 1: Assessment Table) : Version by **Bueno, Ni** on **01/31/2024 22:38**

Course by SLO	Expected Performance	Performance
HED100 - CONTEMPORARY HEALTH PROBLEMS		
Define the significance of psychological health and common psychological disorders. (Active from 2021 FA)	100.00%	72.03%
Apply their knowledge and the basic functions of the six nutrients. (Active from 2021 FA)	100.00%	69.52%
Identify how lifestyle behaviors relate to his or her fitness and prevention of diseases (Active from 2021 FA)	100.00%	70.02%
Explain the consequences of substance abuse, dependence, and health effects of alcohol and tobacco. (Active from 2021 FA)	100.00%	67.28%
Identify the basic knowledge of sexual functioning, sexuality, contraceptive choices, and reproduction. (Active from 2021 FA)	100.00%	69.64%
Identify common risk factors for the major diseases affecting society, including cancer and coronary heart disease. (Active from 2021 FA)	100.00%	69.89%
Describe health care, personal health and public health. (Active from 2021 FA)	100.00%	69.89%
HED100 - CONTEMPORARY HEALTH PROBLEMS		
Students will define the significance of psychological health and common psychological disorders. (Active from 2020 SP)	100.00%	61.75%
Students will apply their knowledge and the basic functions of the six nutrients. (Active from 2020 SP)	100.00%	61.75%
Students will identify how lifestyle behaviors relate to his or her fitness and prevention of diseases (Active from 2020 SP)	100.00%	63.39%
Students will explain the consequences of substance abuse, dependence, and health effects of alcohol and tobacco. (Active from 2020 SP)	100.00%	59.44%
Students will identify the basic knowledge of sexual functioning, sexuality, contraceptive choices, and reproduction. (Active from 2020 SP)	100.00%	62.22%
Students will identify common risk factors for the major diseases affecting society, including cancer and coronary heart disease. (Active from 2020 SP)	100.00%	61.45%

Course by SLO	Expected Performance	Performance
Students will describe health care, personal health and public health. (Active from 2020 SP)	100.00%	63.13%
HED100 - CONTEMPORARY HEALTH PROBLEMS		
Students define the significance of psychological health and common psychological disorders. (Active from 2015 SP)	100.00%	58.55%
Students apply their knowledge and the basic functions of the six nutrients. (Active from 2015 SP)	100.00%	58.98%
Students identify how lifestyle behaviors relate to his or her fitness. (Active from 2015 SP)	100.00%	57.84%
Students explain the ramifications of substance abuse, dependence, and health effects of alcohol and tobacco. (Active from 2015 SP)	100.00%	57.09%
Students identify the basic knowledge of the human sexual response cycle, contraceptive choices, and reproduction. (Active from 2015 SP)	100.00%	60.02%
Students identify common risk factors for the major diseases affecting society, including cancer and coronary heart disease. (Active from 2015 SP)	100.00%	60.21%
HED102 - Introduction to Public Health		
Identify the social determinants of health and strategies for eliminating diseases, illness, and health disparities among various populations (Active from 2019 FA)	100.00%	34.78%
Explain an understanding of the basic concepts and terminologies of public health, public health officials, and agencies (Active from 2019 FA)	100.00%	34.78%
Define the function of various health professions and institutions (Active from 2019 FA)	100.00%	34.78%
Describe public policy as it applies to public health (Active from 2019 FA)	100.00%	34.78%
Explain the use of basic epidemiological methods in public health (Active from 2019 FA)	100.00%	34.78%
HED105 - Mind, Body, and Health		
Demonstrate an understanding of the body's reaction in response to one's self-outlook and circumstances (Active from 2018 FA)	100.00%	66.10%
Identify the benefits and values of social support, friendship, and stable relationships in protecting one's health (Active from 2018 FA)	100.00%	78.34%
Compare and contrast personalities which are either prone to, or able to resist, disease (Active from 2018 FA)	100.00%	60.51%
Explain the scientifically proven changes to one's body chemistry, heart rate, and hormones that accompany various attitudes and emotions (Active from 2018 FA)	100.00%	57.32%
Describe how attitudes and emotions affect one's immunity from disease (Active from 2018 FA)	100.00%	60.51%
HED105 - Mind, Body, and Health		
Describe the body's reaction in response to one's self-outlook and circumstances (Active from 2021 FA)	100.00%	66.33%
HED110 - COMMUNITY FIRST AID AND CPR		
Demonstrate CPR rescue skills for the lay person. (Active from 2020 FA)	100.00%	86.45%
Demonstrate the Check, Call, Care steps for an unconscious person. (Active from 2020 FA)	100.00%	86.86%
Explain the chain of survival. (Active from 2020 FA)	100.00%	81.52%

Course by SLO	Expected Performance	Performance
Demonstrate basic first aid skills for injuries. (Active from 2020 FA)	100.00%	83.57%
HED200 - Nutrition for Health, Fitness and Wellness		
Describe and explain the digestive system. (Active from 2022 SP)	100.00%	57.14%
Describe the digestion of food. (Active from 2022 SP)	100.00%	57.14%
Discuss the role and sources of all essential nutrients in a healthy lifestyle. (Active from 2022 SP)	100.00%	57.14%
Explain how food is used for energy and disease prevention. (Active from 2022 SP)	100.00%	57.14%
HED200 - Nutrition for Health, Fitness and Physical Activity		
Describe and explain the digestive system. (Active from 2020 SP)	100.00%	38.24%
Describe the digestion of food. (Active from 2020 SP)	100.00%	38.24%
Discuss the role of vitamins and minerals. (Active from 2020 SP)	100.00%	38.24%
Explain how food is used for energy. (Active from 2020 SP)	100.00%	38.24%
HED201 - Community Worker in Health Education and Promotion		
Distinguish between the different areas associated with health promotion/education and demonstrate the information in various settings (Active from 2018 FA)	100.00%	33.33%
Describe a philosophy that promotes health education in various settings (Active from 2018 FA)	100.00%	33.33%
Explain the different behavior change theories (Active from 2018 FA)	100.00%	33.33%
Describe the ethical decision-making process (Active from 2018 FA)	100.00%	33.33%
Discuss research skills to perform research and analyze research articles (Active from 2018 FA)	100.00%	33.33%
HED202 - Health Systems and Perspectives		
Describe the special problems of high-risk populations and health system responses. (Active from 2018 FA)	100.00%	62.50%
Describe the values and assumptions that underlie the changing priorities in health planning resource allocation (Active from 2018 FA)	100.00%	62.50%
Define the responsibilities and roles of a health providers. (Active from 2018 FA)	100.00%	62.50%
Identify the different national health systems (Active from 2018 FA)	100.00%	62.50%
HED204 - Occupational Work Experience in Community Health Worker		
Describe the Community Health Worker environment and the appropriate terminology used (Active from 2022 FA)	0.00%	80.00%
Identify the various occupational settings of a Community Health Worker (Active from 2022 FA)	0.00%	80.00%
Define the scope and role of practice of a Community Health Worker in the work environment (Active from 2022 FA)	0.00%	80.00%
HED101 - STRESS MANAGEMENT		
Develop a basic understanding of stress management concepts and techniques and an advanced understanding of a single technique. (Active from 2013 FA)	100.00%	68.77%
Discuss progressive muscle relaxation. (Active from 2013 FA)	100.00%	68.92%
Explain the stress emotions of fear and anger. (Active from 2013 FA)	100.00%	69.83%
Describe the importance of time management. (Active from 2013 FA)	100.00%	68.44%
HED103 - WOMEN, THEIR BODIES AND HEALTH		

Course by SLO	Expected Performance	Performance
Understand how to develop a healthy lifestyle (Active from 2013 FA)	0.00%	68.57%
Identify how sociocultural influences (SCIs) contribute to her/his self-esteem and self-image (Active from 2013 FA)	0.00%	65.07%
Recognize the signs related to abusive behaviors (Active from 2013 FA)	0.00%	65.87%
Understand the characteristics in a healthy relationship (Active from 2013 FA)	0.00%	68.27%
HED110 - COMMUNITY FIRST AID AND CPR		
Students can apply the Check, Call, Care steps to an unconscious person. (Active from 2013 FA)	100.00%	96.09%
Students demonstrate basic first aid skills for injuries and CPR rescue skills for the lay person. (Active from 2013 FA)	100.00%	91.47%
Students understand the chain of survival. (Active from 2013 FA)	100.00%	83.59%
Students can treat a common injury. (Active from 2013 FA)	100.00%	79.69%
HED200 - FOOD FOR FITNESS AND PHYSICAL CONDITIONING		
Students describe the digestive system. (Active from 2013 FA)	100.00%	46.15%
Students understand the digestion of food. (Active from 2013 FA)	100.00%	51.28%
Students understand the role of vitamins and minerals. (Active from 2013 FA)	100.00%	46.15%
Students interpret how food is used for energy. (Active from 2013 FA)	100.00%	51.28%

Assessment Report (Part 2: Assessment Responses) : Version by Bueno, Ni on 04/20/2024 19:21

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

The faculty and department chair are assigned to oversee the improvement plan's implementation. The plan is discussed to assess the progress of the plan. Faculty will self-report her or his progress. The health education department is transitioning to a 3-year SLO cycle:

3-Year SLO Timeline

- Semester 1 – 5 (2.5 yrs) SLOs reported (collected) in eLumen 5 semesters
- Semester 6 analyze data from semesters 1 – 5
- Semester 6 create action plans for SLOs
- Semester 6 make necessary changes to COR (curriculum), syllabus, lesson plans, and assessments
- Semester 6 talk monthly about SLOs until changes/updates are completed
- Year 4 (semester 7) Assess PSLOs
- Start a new cycle, semester 1. Implement changes. Begin collecting data again.

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

During the health education meetings, the faculty discuss the content of the SLO results. The development of a plan for improvement is discussed and voted on by the faculty members who attend the meetings. The faculty and department chair are assigned to oversee the improvement plan's implementation. Faculty will self-report her or his progress. The plan is discussed during health education meetings and its progress is assessed. A spreadsheet is created with all reported SLO results. The information gathered during the meeting will be developed into program goals and added to the HED unit plan.

Performance was increased for HED 200 Nutrition for Health class from 38.24% in 2020 to 46.15% and 51.28% in 2022. In 2020, the class started as a traditional class and transitioned to remote due to the COVID-19 Pandemic. The class is currently being offered as an online class and has better fill rates and success rates.

Performance for the HED/HO 102 Introduction to Public Health class was 38.24%. This is a combined class with HO 102. The SLOs for HO 102 were not included with the data since the class is in another division. The instructor did not drop failing students and/or students who stopped participating in the class. The instructor will make students aware of the importance of participation and the class policy regarding participation and instructor drops from the class.

Additional strategies for addressing these concerns:

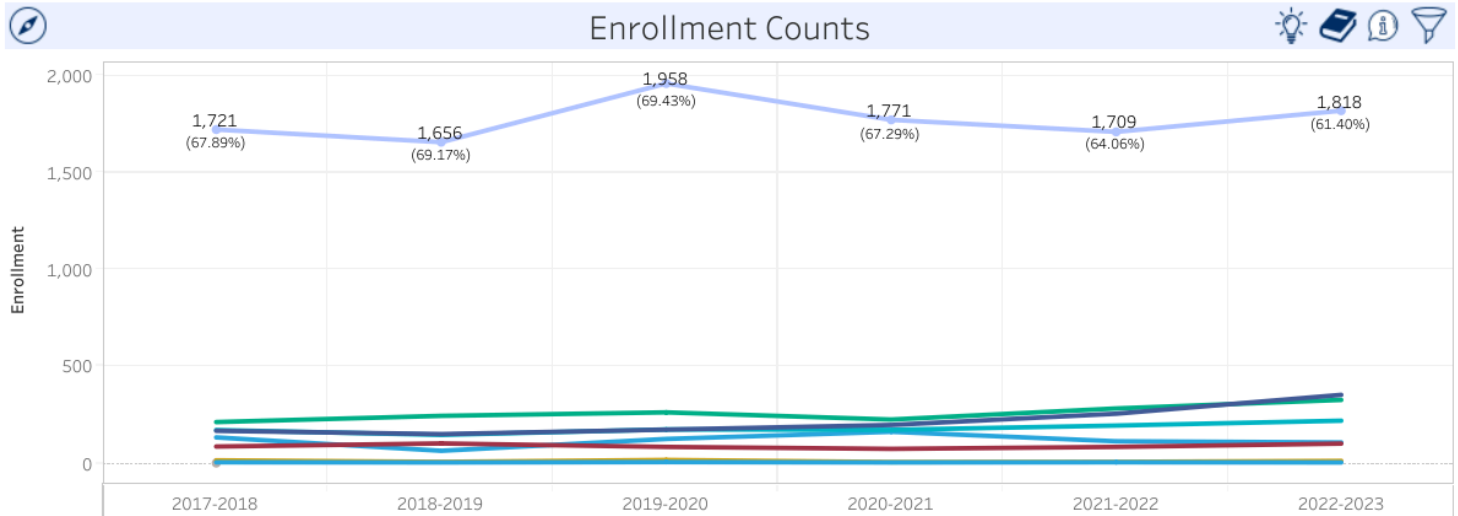
1. Utilize data / assessments to identify if students are struggling with a particular concept to provide additional explanations and/or resources / refer to appropriate campus resources if other barriers are identified.
2. Provide timely and constructive feedback. Ensure that students receive prompt, detailed constructive feedback on assignments, quizzes, and discussions. This helps them understand their progress towards meeting SLOs and areas needing improvement.
3. Use detailed rubrics and provide examples of exemplary work to clarify expectations. This approach can help guide students towards achieving the desired standards outlined in the SLOs.
4. Offer microlearning video clips of key concepts and provide opportunities for additional zoom meetings / office hours to complement asynchronous materials. These sessions can foster a sense of community, provide real-time feedback, and clarify complex topics.

Data Analysis of Program Data : Version by **Bueno, Ni** on **04/20/2024 19:21**

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

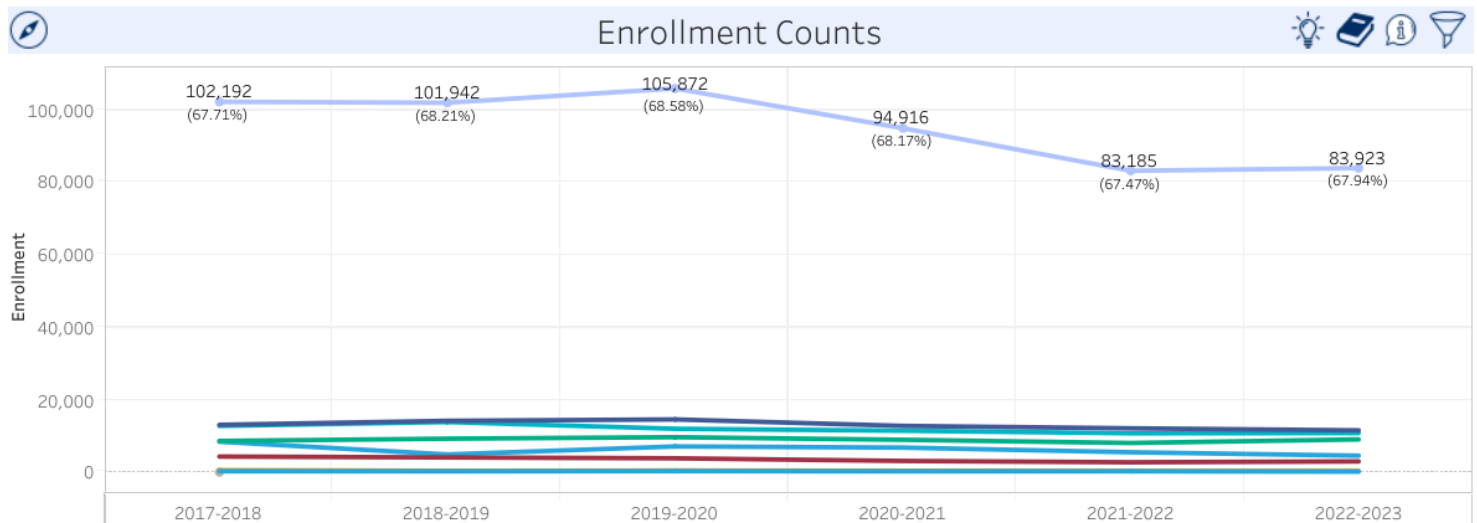
The ethnicity of the students taking classes in the Health Education Department is similar to the demographics of the college. Hispanic or Latino represent 61-69% of Health Education; the college percentage is 67-68%. Black or African American students represent 6-11%, and the college percentage is 6-7.4%. Enrollment of students who have self-reported as Asian has increased since 2019-2020 (6%) to 12%. Asian students represent 9% of the college. There was an increase of White student enrollments in 2022-2023 (7.5%). White students represent 8% of the college's enrollment. There was an increase in enrollment in two or more races (3.5%) in 2022-2023. The college percentage was 2.5%.



Population: All students



Division	Department	Subject	Course	Select Student At..	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year
Grand Total					2,535 (100.00%)	2,394 (100.00%)	2,820 (100.00%)	2,632 (100.00%)	2,670 (100.00%)	2,960 (100.00%)
Kinesiology	HED	HED	HED 100	Null	4 (0.19%)					



Population: All students



In the last six years, there have been approximately 400 more female students than male students enrolled in health education courses. The age of students enrolled in health education classes has been between the ages 20-24, except for 2022-2023 in which students 19 years and younger exceeded enrollment by over 200 students. The College and Career Access Pathways (CCAP)/dual enrollment classes account for most students 19 years and younger.

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

Enrollment

Enrollment in Health Education classes has remained consistent from 2019-2023. Enrollment slightly increased due to three new Health Education courses offered in Fall 2022: (HED 102 Introduction to Public Health, HED 201 Community Worker in Health Education and Promotion, HED 204 Work Experience Education in Community Health Worker).

Online vs. Face-to-face

Before the COVID pandemic, most health education courses were face-to-face. Currently, only 7 out of the 41 health education courses are offered as traditional (not including the CCAP/dual enrollment courses).

In Fall 2023, 41 sections of health education classes were offered: 21 sections of HED 100 Contemporary Health, 7 sections of HED 101 Stress Management, 1 section of HED 102 Introduction to Public Health, 3 sections of HED 103 Women, Their Bodies and Health, 1 section of HED 105 Mind, Body and Health, 4 sections of HED 100 First Aid and CPR, 1 section of HED 200 Nutrition for Health, 1 section of HED 201 Community Worker in Health Education and Promotion, 1 section of HED 202 Health Systems and Perspectives, and 1 section of HED 204 Community Health Worker Work Experience Education. The current enrollment trends allow the 2-3 health education teaching assignments for each of the part-time faculty.

Assembly Bill (AB) 928 has legislated that beginning in 2025-2026, courses for general education can only be available on a new single general education pattern California General Education Transfer Curriculum (Cal-GETC). Courses on the California State University General Education (CSUGE) Plan B, but not on the newly created Cal-GETC pattern will no longer count for general education credit. This change will possibly reduce the number of HED 100 and HED 101 classes that the department will offer. Many part-time instructors' health education teaching assignments will also be decreased when AB928 will be effective in Fall 2025. We are hoping that the high schools will continue to offer the HED 100 Contemporary Health classes. The department is scheduled to offer 9 sections of HED 100 and one section of HED 101 in the summer as CCAP/dual enrollment classes. The HED faculty will discuss strategies for increasing enrollment in HED courses. There is a campus-wide discussion of adding a health and wellness and/or self-development requirement to the local Associate of Arts degrees. HED 100, HED 101, HED 103, and HED 104 courses would fulfill these 2 requirements.

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

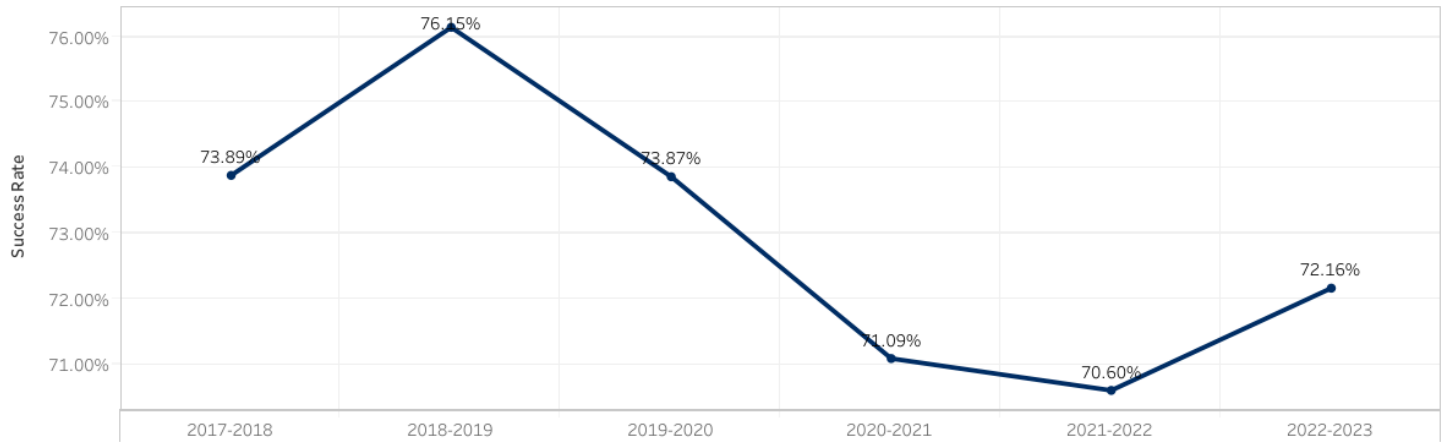
- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

Success rates in health education courses increased from 76.15% in 2018-2019 to 80.70% in Spring 2023.

Success rates for health education courses are almost 15-18.48% higher than that of all Cerritos College students. This higher success rate could be due to students' increased awareness of health-related issues following the COVID-19 pandemic.



Success Rates



Population: All students

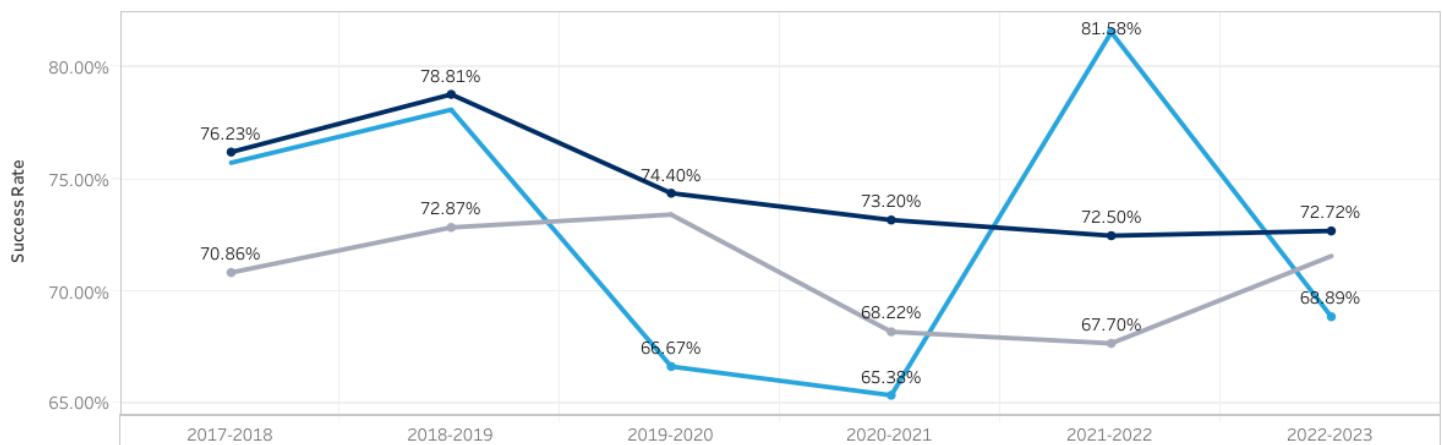
All students

0.00% 100.00%

Division	Department	Subject	Course	Select Student At..	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year
Grand Total					73.89%	76.15%	73.87%	71.09%	70.60%	72.16%
Kinesiology	HED	HED	HED 100	All students	74.26%	75.48%	75.30%	71.96%	71.45%	75.14%
			HED 101	All students	70.37%	100.00%	66.14%	74.30%	72.27%	71.27%
			HED 102	All students						68.00%
			HED 103	All students	71.91%	78.26%	68.24%	69.23%	60.56%	56.83%
			HED 105	All students		85.19%	82.81%	69.09%	73.08%	83.33%
			HED 110	All students	84.26%	88.39%	85.93%	65.00%	72.17%	75.00%
			HED 200	All students	35.48%	52.17%	38.78%	39.39%	48.28%	37.14%
			HED 201	All students					90.00%	40.00%
			HED 202	All students		35.71%	40.00%	39.57%	70.12%	67.44%

Female and Male Success Rates in Health Education. Female students have higher success rates than male students in health education classes.

Success Rates



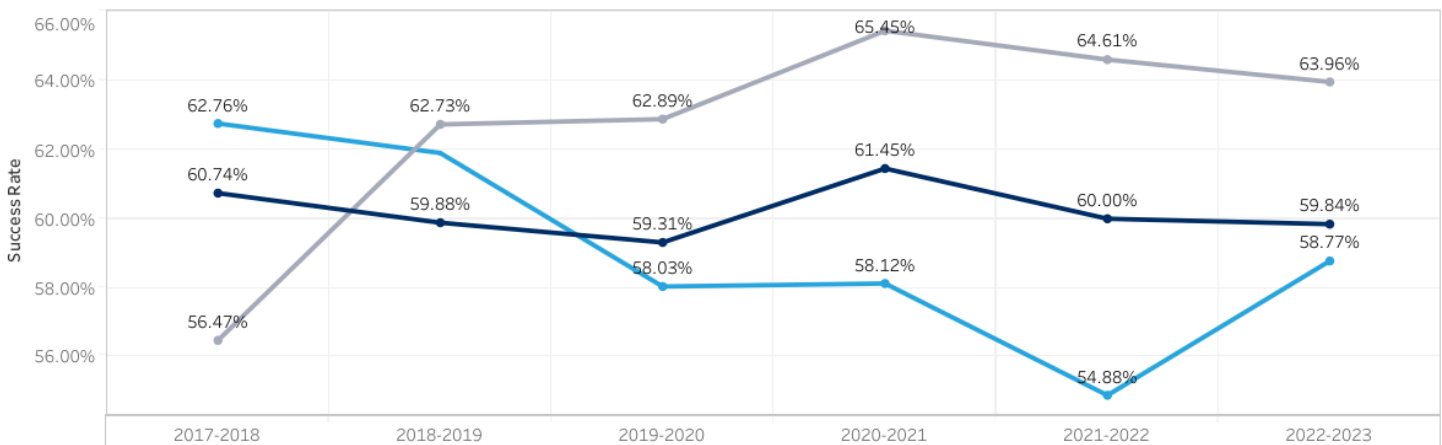
Population: All students



Division	Department	Subject	Course	Select Student At..	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year
Grand Total					73.89%	76.15%	73.87%	71.09%	70.60%	72.16%
Kinesiology	HED	HED	HED 100	Female	76.76%	78.47%	76.58%	75.03%	75.03%	77.22%

Cerritos College Female and Male success rates. Males have higher success rates than female students.

Success Rates



Population: All students



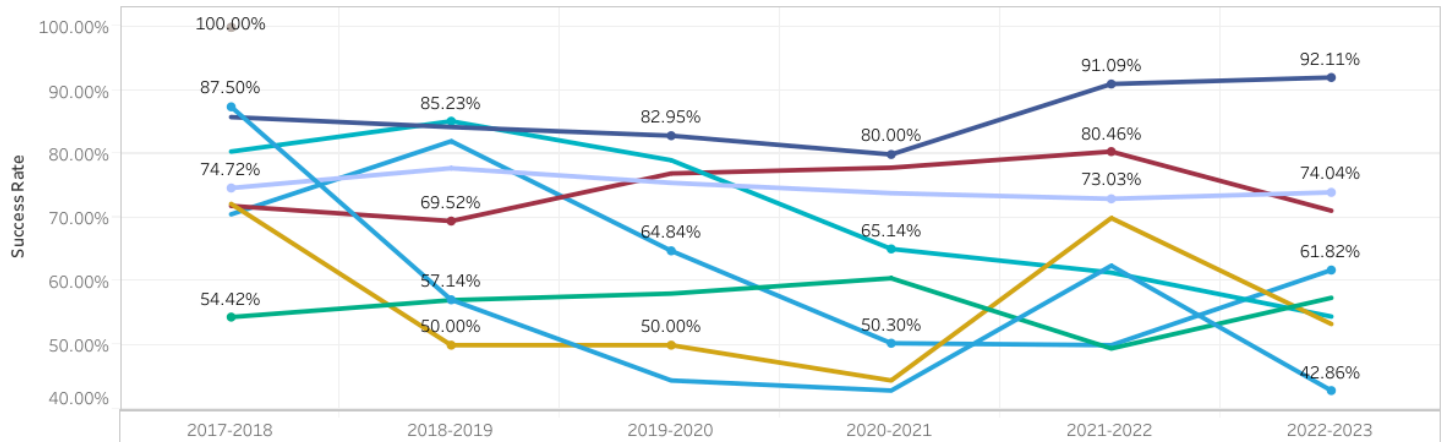
Division	Department	Subject	Course	Select Student At..	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year
Grand Total					58.82%	61.20%	60.85%	63.05%	61.92%	61.57%
Business	ACCT	ACCT	ACCT 51	Female			76.92%			57.14%

Race/Ethnicity

The success rates for Black or African American remained consistent at 57% from 2018-2023. Hispanic/Latino success rates increased from 77.8% to 84.9%. The largest decrease in success rates were seen in White students, from 85% to 54.5%. There is a similar decrease in college-wide success rates of White students.



Success Rates



Population: All students

■ American Indian ..
 ■ Asian
 ■ Black or African A..
 ■ Hispanic/Latino
 ■ Native Hawaiian ..
 ■ White
 ■ Tw
 0.00% 100.00%

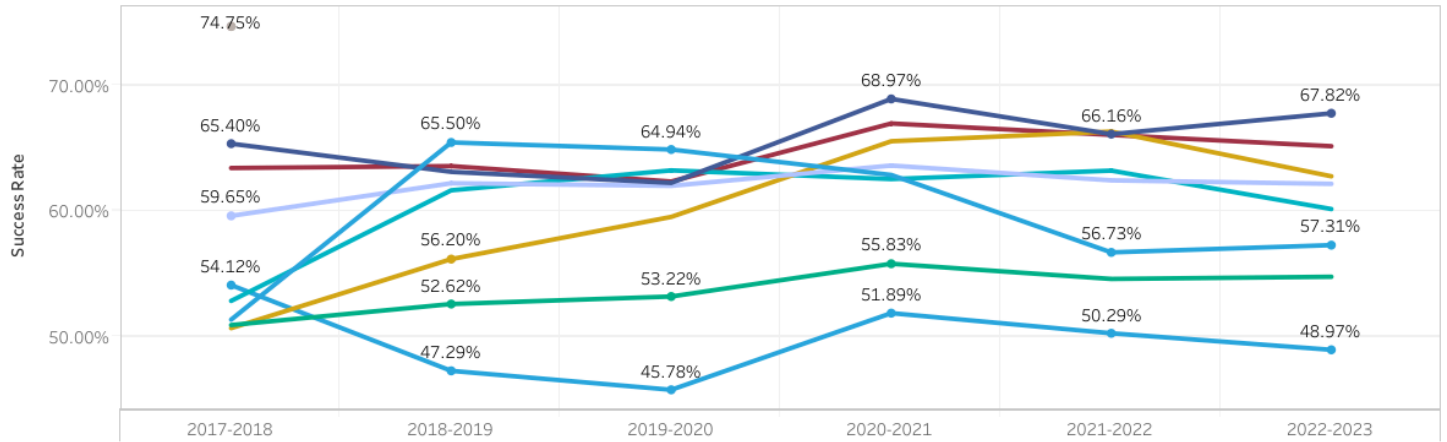
Division	Department	Subject	Course	Select Student At..	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year
Grand Total					73.89%	76.15%	73.87%	71.09%	70.60%	72.16%
Kinesiology	HED	HED	HED 100	Null	100.00%					

All Cerritos College Students-Race/Ethnicity

The success rates for Black or African American students increased from 53.22% 2019-2020 to almost 56% in 2022-2023. Hispanic/Latino success rates slightly increased from 2019-2020 to 2022-2023. The success rates for White students' success rates decreased from 2019-2020 academic year to 2022-2023.



Success Rates



Population: All students

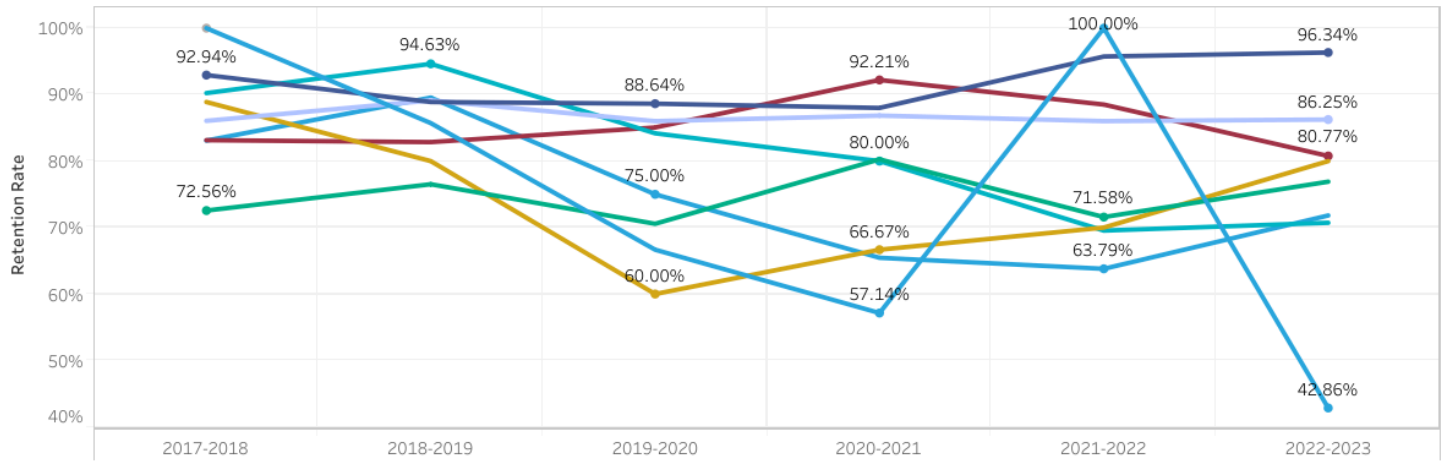
■ American Indian ..
 ■ Asian
 ■ Black or African A..
 ■ Hispanic/Latino
 ■ Native Hawaiian ..
 ■ White
 ■ Tw
 0.00% ■ 100.00%

Division	Department	Subject	Course	Select Student At..	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	
Grand Total					58.82%	61.20%	60.85%	63.05%	61.92%	61.57%	
Business Education	ACCT	ACCT	ACCT 51	Asian			100.00%			100.00%	
				Black or African A..						0.00%	
				Hispanic/Latino			81.25%			72.73%	
				Unknown			100.00%				
				White			100.00%			100.00%	
				ACCT 60	American Indian or ..				0.00%		0.00%
				Asian	66.67%	62.50%	66.67%	60.00%	100.00%	62.50%	
				Black or African A..	28.57%	0.00%	50.00%	50.00%	50.00%	0.00%	
Hispanic/Latino	47.10%	54.55%	43.10%	60.00%	55.00%	51.35%					

Retention rates of all races were consistent except for American Indian or Alaska Native which dropped to 42.86%; in 2021-2022, retention rates for American Indian or Alaska Native were 100% (8 students)



Retention Rates



Population: All students

■ American Indian ..
 ■ Asian
 ■ Black or African A..
 ■ Hispanic/Latino
 ■ Native Hawaiian ..
 ■ White
 0.00% 100.00%

Division	Department	Subject	Course	Select Student At..	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year
Grand Total					85.48%	87.84%	83.83%	84.57%	83.30%	84.39%
Kinesiology	HED	HED	HED 100	Null	100.00%					

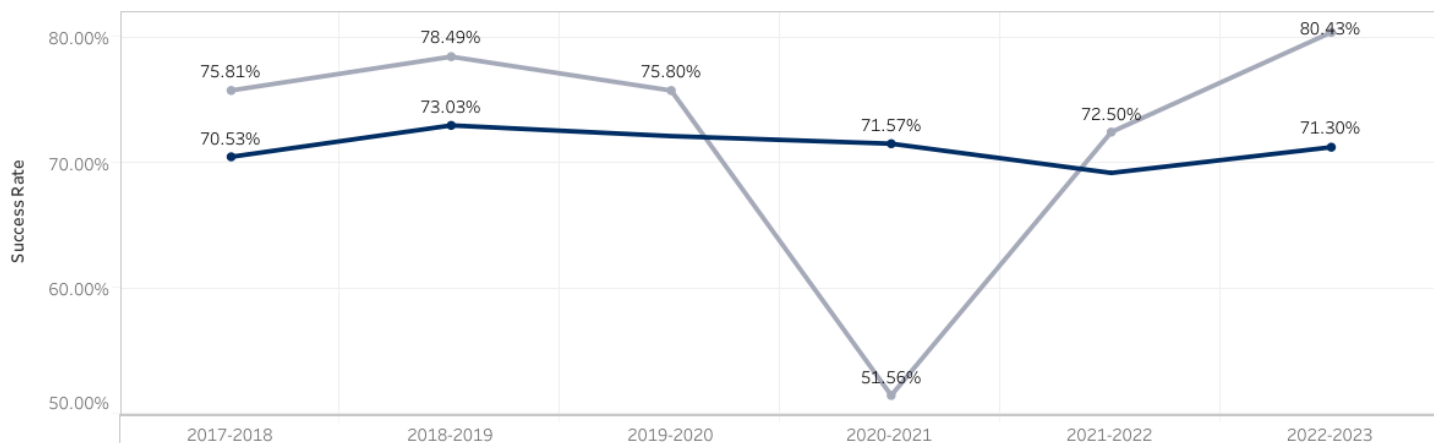
The HED 201 Community Worker in Health Education and Promotion was first offered in 2021 and is only offered in the fall semester. It is one of the required classes for the Community Health Worker Certificate of Achievement. The students are required to take the HED 201 class before enrolling in the HED 204 Work Experience Education class. Because this is a new program, the enrollment is low (4-10 students).

The HED 200 Nutrition for Health class success rates dropped in 2020-2021 and 2022-2023. Enrollment rates have increased in the course since the class has been offered online. The lower success rates could be a barrier to the students' program completion. The course requires college-level writing and basic math skills. Unfortunately, there are no advisories or prerequisites for the class. HED 200 is currently being reviewed for course identification numbering system (C-ID).

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

The majority of the HED classes are only offered online (HED 101, 102, 103, 104, 105, 200, 201, and 202). Success rates for online students are lower than for students enrolled in hybrid or face-to-face classes.



Population: All students

Legend: ■ Online ■ Traditional 0.00% 100.00%

Division	Department	Subject	Course	Select Student At...	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	
Grand Total					73.89%	76.15%	73.87%	71.09%	70.60%	72.16%	
Kinesiology	HED	HED	HED 100	Online	70.53%	73.23%	73.84%	71.96%	68.35%	74.29%	
				Traditional	77.18%	77.61%	76.84%		76.11%	84.71%	
				HED 101	Online			66.14%	74.30%	75.31%	71.27%
				HED 101	Traditional	70.37%	100.00%			67.19%	
				HED 102	Online						68.00%
				HED 103	Online				75.00%	64.15%	56.83%
				HED 103	Traditional	71.91%	78.26%	68.24%	56.25%	55.41%	
				HED 105	Online		85.19%	82.81%	69.09%	70.45%	83.33%
				HED 105	Traditional					76.47%	

Cerritos College students have access to health literacy through enrolling into health education classes, resources in the Student Health and Wellness center, and free workshops offered at Cerritos college. Textbooks for the HED 100 are offered electronically through the Cerritos College library and can be checked-out for 2 hours. The students can also check-out physical copies of the textbook from the Library for 2 hours. The students also have the option of renting textbooks rather than purchasing them.

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data. The success rates for all HED students are higher than in all divisions combined. The Health Education Department will discuss adding embedded tutors and academic support keys (ASK) mentors to further assist students.

Curricular Course Review : Version by **Bueno, Ni** on **04/26/2024 03:26**

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

Faculty will review the courses in fall 2023 and complete revisions by spring 2024.

Explain any course additions to current course offerings.

None

Explain any course deletions and inactivations from current course offerings.

HED 298 and 299 Independent Study were made inactive because the courses had not been offered in over 6 years.

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

The AA in Health Education and the AS-T in Public Health Science will prepare the student to work as a patient coordinator, Health Education Navigator, Health Educator, Data Technician, Research Assistant, and working in communicable disease control. The degree will also prepare the student to transfer to a 4-year university to obtain a Bachelor of Science degree in Healthcare Management, Community Health Education Specialist (CHES), or Public Health.

The Community Health Worker Certificate of Achievement will prepare the student to work with ethnically diverse urban populations and identify challenges as a Patient Coordinator, Patient Liaison, assist community members with access to healthcare, provide resources for food and housing insecurities, provide intervention strategies for disease management, develop and present health education materials, and provide general health education. The program includes a non-paid 60-hours or paid 75-hours community health work experience education.

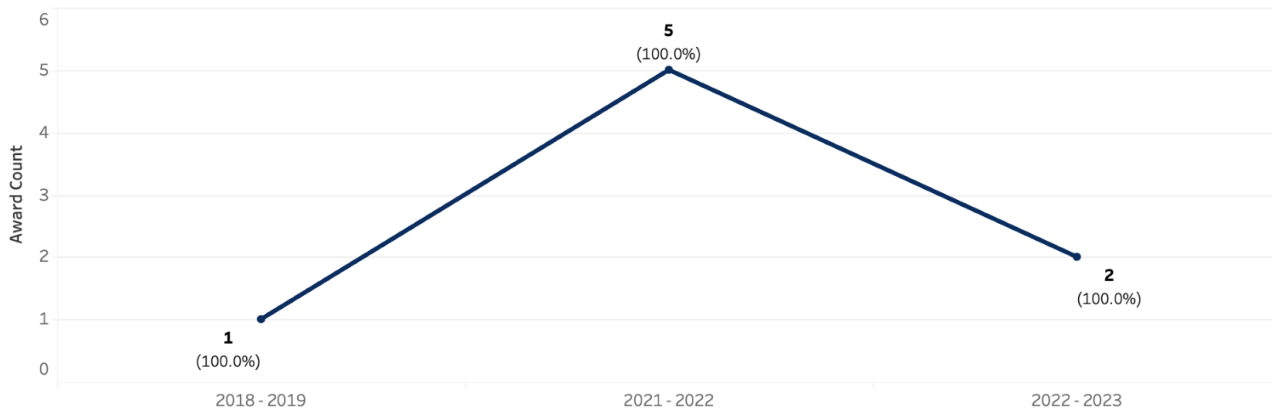
All the HED classes are CSU transferable and have been offered in the last 2 years.
 The AA in Health Education was created in 2018 and is transferable to CSU.
 The AS-T in Public Health Science was created in 2021 and is transferable to CSU.

The HED is working closely with the Learning Career Pathways team in creating academic pathways to completion of the degrees and certificate.
 The number of students who have declared a major in Health Education and Public Health Science has increased. In Fall 2023, 7 students declared their major as CHW certificate, 65 students for AA Health Education, and 45 students for AS-T Public Health Science. The Health Education department is currently discussing curriculum development of a Health and Fitness degree, health and wellness certificates, and additional courses to better serve the student's needs.

The information provided from the Cerritos College Institutional Effectiveness, Research, Planning, and Grants (IERPG) only provides awards for Health Education degree. No information was provided for awards for the Public Health Science AS-T or Community Health Worker Certificate of Achievement.

Summary 🔍 ⓘ 🗑️

"What is the Number of Awards awarded by academic year?"



Award Category	Award Type	Student Attribute	2018 - 2019	2021 - 2022	2022 - 2023
Associates Degrees	Associate of Arts	All students	1 (100.0%)	5 (100.0%)	2 (100.0%)
Grand Total			1 (100.0%)	5 (100.0%)	2 (100.0%)

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

No licensure or certification exams are required for program completion

Program Reflection

Six-Year Program Reflection : Version by **Bueno, Ni** on **05/10/2024 19:16**

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

The AA degree in Health Education, AS-T in Public Health Science, and Community Health Worker Certificate of Achievement were all created after the 2017-2018 HED Program Review. In Fall 2023, Academic Affairs reported the total number of health education majors was 118 students.

The number of health education course offerings has increased from 75 sections in 2012-2013 to 110 sections in 2022-2023. The increase in sections is due to the 5 new courses created, the increased number of health education majors, and the CCAP/dual enrollment classes.

Female students continue to have a higher success rate than male students, and enrollment of female students has been greater than male students throughout the six years. Hispanic or Latino students remain the highest race/ethnicity of students enrolled in the health education classes. Asian students have the highest success rates. American Indian/Alaska Native students continue to have the lowest success rates. Enrollment rates have decreased slightly throughout the last six years from 3169 in 2017-2018 to 2960 in 2022-2023. The age range of students has remained consistent throughout the six years at 19-24 years old.

The Health and Wellness complex opened in Fall 2018. The 6 lecture classrooms and 1 teaching laboratory are all SMART enabled and accommodate the pedagogical needs of the students.

The department increased the offerings for HED 101 Stress Management class from 1 face-to-face section to 7 online sections in the fall and spring semesters and 5 online sections in the

summer session. During the last instructional program review (IPR) cycle, only 1 section was offered as a face-to-face class. This increase in offerings could be due to the stress-related mental and emotional issues that students are experiencing post COVID-19 pandemic.

Five sections of HED 100 Contemporary Health are CCAP/dual enrollment classes. One section of HED 100 Contemporary Health will be offered as a dual enrollment class in the Justice Scholar's Program. The Community Health Worker Certificate of Achievement will be offered at St. Joseph High School starting Summer 2024.

All HED full-time and part-time faculty members are online/DE certified and have found creative methods for teaching their classes. Department exams, videos, and crossword puzzles are offered online. Students are encouraged to take online workshops in the Student Success Center.

Success rates have decreased since the 2017-2018 HED Program Review. The COVID-19 Pandemic continues to impact enrollment and success rates and the mental well-being of our students. It's imperative for students to continue taking health classes, especially the HED 100 Contemporary Health and HED 101 Stress Management courses in order to help them cope with life's challenges, to be more proactive with their health, and to modify unhealthy behaviors.

Since 2020, most health education classes have been, and continue to be, offered online. The First Aid classes will remain as hybrid classes and the department will continue to offer 1-2 hybrid sections of HED 100. Online classes for lectures have given students a greater flexibility to balance school, work and family obligations.

The Health Education department would like to see an increase in degrees and certificates awarded. The department is hoping that the impact of (Assembly Bill) AB928 will not greatly affect the health education course offered. The Health Education department programs will continue to be represented during Cerritos College Campus events to promote the 2 degrees and certificate programs.

The Health Education department faculty will discuss implementing the Peralta Equity Rubric (Peralta.edu) to evaluate health education online courses and better support the inclusion and equity of all students; especially under-represented students.



Describing the Peralta Equity Rubric

If you teach college courses in any format—face-to-face, hybrid or online—you probably have heard about or worked on improving course quality, course accessibility, or both. But what about course equity? At its core, *equity* is defined as "freedom from bias" (Equity, n.d.). In the Distance Education context, Peralta uses the term equity to mean "**freedom from biases, assumptions and institutional barriers that negatively impact online learners' motivations, opportunities, or accomplishments.**" The table below outlines the research-based equity issues that a) affect online learners and b) form the basis of Peralta's Equity Rubric (download the rubric from <http://web.peralta.edu/de/equity>).

Peralta Equity Rubric Criteria	Rationale for the Rubric Criteria	How You Can Start Addressing This Equity Issue
E1: Technology	Covid-19 amplified existing technology access issues. We cannot assume that all college students a) have access to the device(s) and Internet connectivity they need to successfully complete college courses and b) know how to use each technology properly.	List each technology required to complete an online course successfully; suggest alternatives for students with technology impediments or challenges; clarify how using each technology supports learning; and provide clear pathways for students to get assistance.
E2: Student Resources and Support	Common assumptions state that students know where to go for help, and will do so when they need it. Finding the right resources and services is even harder when campuses are closed. Further, many colleges are still working toward offering services, resources, and support at a distance.	Highlight how online services support student wellness and success, such as a) general assistance, b) online academic support, c) technology help, d) health and well-being resources, e) resources for students with disabilities. Ask students to access relevant resources or services as a part of coursework.
E3: Universal Design for Learning	One pedagogical assumption is that all learners can follow the same pathway to succeed in a given course. That pathway may involve asking all students to review all course content in just one format, or to show what they have learned in the same way.	Align course content and activities with the three core Universal Design for Learning principles—multiple means of a) representation, b) action & expression, and c) engagement (see cast.org for more details).
E4: Diversity and Inclusion	It is also possible to assume that students automatically know or believe that all instructors value diverse ideas and perspectives.	Create a diversity and inclusion statement for your course syllabus. Demonstrate that diverse identities, backgrounds and cultures are valued by asking students to analyze a) course content from multiple perspectives or b) how diversity fosters better learning.

Equity Rubric developed as part of the Peralta Online Equity Initiative in collaboration with Kevin Kelly, EdD

E5: Images and Representation	Teachers may select textbooks and create lecture presentations without considering image and representation bias. In other words, images and media can portray different groups of people unequally—e.g., according to gender, ethnicity, age, or some other factor. That same media can also promote stereotypes or inaccuracies about your students.	Find images and media that represent the diversity of the students at your institution. Encourage students to analyze how specific groups are represented in images and media related to course topics.
E6: Human Bias	Teachers facilitate numerous interactions with and among students throughout a course. However, different biases like unconscious bias and human interaction bias can emerge, lowering students' willingness to participate in class activities or to complete the class at all.	Start identifying potential human biases that may impact online students' motivation and persistence, both in the course and in the discipline. Then begin crafting strategies for managing those biases and even asking students to discuss their impact.
E7: Content Meaning	Each student faces unique challenges in connecting their own lives and futures to course content in textbooks, lectures, test bank questions, and more. Course materials also may unknowingly exhibit a cultural bias by using descriptions, examples, and other language that represent only one (dominant) cultural background.	Create activities that require students to connect the course topics and course materials to different backgrounds, cultures and identities—their own and those of others.
E8: Connection and Belonging	Another potential assumption is that students know or believe that the instructor a) cares about their success and b) wants them to participate. In actuality, online learners often feel alienated or alone, and some have experienced discouraging or negative online learning environments.	Craft both text and video messages that communicate you care about each student's participation and success in your classes. Create course activities that go beyond simple requirements like "reply to two people" and deepen connections among your students. Encourage students to connect to your institution and, if applicable, your discipline.

References

Equity [Def. 1a]. (n.d.). *Merriam-Webster Online*. In Merriam-Webster. Retrieved from <https://www.merriam-webster.com/dictionary/equity>

Equity Rubric developed as part of the Peralta Online Equity Initiative in collaboration with Kevin Kelly, EdD

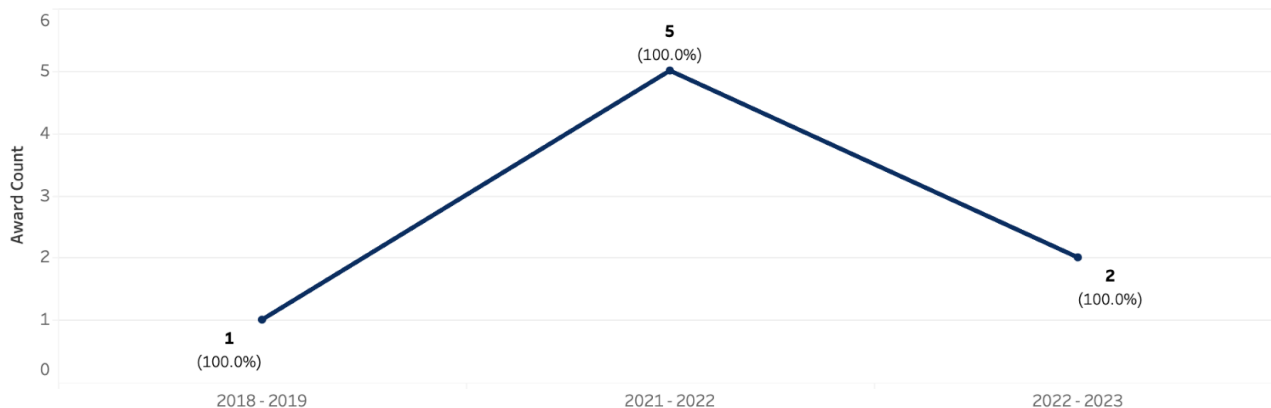
What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer? There is limited information in Data dashboards regarding degrees and certificates awarded. The data shows 3 Health Education Associate of Arts degrees awarded in 2018-2018, 5 degrees awarded in 2021-2022, and 2 degrees awarded in 2022-2023. There is no information about the number of Associate of Science for Transfer in Public Health Science degrees awarded or Community Health Worker Certificates of Achievement awarded.



Summary



"What is the Number of Awards awarded by academic year?"



Award Category	Award Type	Student Attribute	2018 - 2019	2021 - 2022	2022 - 2023
Associates Degrees	Associate of Arts	All students	1 (100.0%)	5 (100.0%)	2 (100.0%)
Grand Total			1 (100.0%)	5 (100.0%)	2 (100.0%)

The Health Education department has recently posted flyers on Instagram to promote the Community Health Worker Certificate of Achievement. The department has promoted the degrees and certificate through all-majors fairs, career fairs, and Cerritos College websites. Additional certificates and AA degree are being discussed.

The Health Education faculty will discuss different methods for tracking the number of degrees and certificates awarded.

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

The number of BOTS enrolled in HED online classes has prevented many students from enrolling in classes. Class enrollments have been greatly affected. The COVID-19 pandemic continues to affect the mental well-being of all students.

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

Since 2005, Dr. Ni Bueno has collaborated with Brian Cable, ATC, in presenting a Sports Science Program to the students from Osaka Jikei of Higher Technology. Prior to 2020, students from Osaka, Japan would visit Cerritos College for a 3-day Sports Science Program which consisted of athletic training and personal training and wellness lectures, and site visits to a cadaver lab and a campus tour of CSULB. Because of increased travel expenses and the low currency exchange, the lectures have been presented virtually since 2020. Two campus community events, Turkey Trot and Breast Cancer Awareness Walk, were held annually since 2000. They were a collaboration between Dr. Ni Bueno (Health Education) and Monica Acuna (Employee Development). The Turkey Trot was held in November and raised non-perishable food items for the Norwalk Food Bank. The Breast Cancer Awareness Walk was held in March and raised funds for the Susan G. Komen Foundation. Unfortunately, the events have not returned since the COVID-19 pandemic.

Institutional and Faculty Senate assigned committees: Dr. Bueno was a co-chair of the Chairs Council Committee from 2018-2023 and has been serving on the Employee Development Committee. Russ May serves on Faculty Hiring Prioritization, Chris Richardson serves on Curriculum, Benny Artiaga serves on Hiring Standards, Kari Hemmerling serves on Faculty Professional Development, Mercedes Luna serves on Program Review, and Dean Grosfeld serves on Faculty Senate.

Nate Fernley, who was hired in Fall 2023, has over 13 years of teaching health classes, including teaching in First Year Experience and My Path programs at his previous college. In 2022, Nate was awarded the California Community College Physical Education, Kinesiology, Dance (CCCPEKD) Health Educator of the Year.

The Health Education Department has the opportunity of participating in the Justice Scholars CCAP Program in offering an online HED 100 Contemporary Health class. Nate Fernley (first year full-time faculty member) will be teaching the class. Previously in 2006, Dr. Bueno worked with Paul Krenz, from Golden Vista School, in offering the HED 100 class online to incarcerated youths. We are happy to participate and continue teaching this population about the importance of maintaining and improving their healthy behaviors.

St. Joseph High School will offer one of the classes for the Community Health Worker Certificate of Achievement program to freshman students in fall of 2024. These students will finish the program in the spring semester of their senior year.

The Maternal Child and Adolescent Health (MCAH) Program, a division of the Los Angeles Department of Public Health, is planning to enroll 9 employees in the Community Health Worker Certificate of Achievement program starting Fall 2024.

Provide a status update on goals from the last program review cycle.

Reference	Activities	Deadline	Person Assigned	2023-2024 Update

S1, S2	Evaluate and update the videos/DVDs and crossword puzzles. Each video will be checked for closed captioning. 1. Crossword puzzles will be updated for each edition of the textbook.	Spring 2022	Ni Bueno	Completed-Crossword puzzles are available online
S3	1. Implement the training into 2 HED department meetings per semester. 2. Schedule meetings in a computer lab.	Spring 2020	Ni Bueno	No trainings scheduled since 2019 Discontinued
S4	Staff will demonstrate how to implement a "safety day" into a faculty member's course. 1. Faculty will explain which topics she addresses in their classes (active shooter, fire drills, earthquake). 2. Faculty will share how safety day is implemented into their class. 3. Three instructors will implement safety day into their class	Spring 2020	Staff	Completed-Implemented into all First Aid and CPR classes
S5, T3	Nurse practitioner will visit 4 HED classes/year and present information about STIs.	Fall 2018	Kari Pestolesi	Completed- SHS will make a video to post online
S6, O2	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.	Fall 2017	Holly Iris	Completed
	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 and Senior Preview Day. 3. Track students who earn AA HED	Fall 2022	Long Nguyen	1. Completed 2. Ongoing 3. Ongoing
	Develop course outlines for new courses for the AA degree in Health Education. • 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	Completed- courses written in 2018
	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	Ni Bueno	Completed in 2018
W1	Provide and facilitate 3 Canvas workshops per semester. 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	All of HED faculty are online certified
W2	Increase student participation in Success Center workshops in 3 HED classes. 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 2023-2024 updates	1. Majority of classes are online. 2. Referring students to Success Center online workshops
W3	Increase completion rate for HED 200 students to 50% from Fall 2017-2022 1. Evaluate and modify teaching methods every semester. 2. Ask for student feedback every semester.	1. Spring 2022	Ni Bueno 2023-2024 update	1. Completed 2. Completion rate of 59-64%
W4	During one monthly health education meeting/year, demonstrate how to modify an online health class and websites to meet the 508 standards. 1. The meeting will be held in a computer lab. 2. Learn how to make .pdf files accessible	1. Spring 2022	1. Maria Castro	Completed
O1	During 2 monthly meetings/year, HED instructors will list strategies for effectively using PowerPoint presentations and small group projects. 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	Completed. Majority of HED classes are online and use PowerPoint presentations.
S6, T1	Promote health education classes per year to high school counselors by 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	Ongoing
T2	Invite Student Health Services staff to visit 3 HED classes every semester and discuss their no-charge and paid services offered.	1. Spring 2022	1. Kari Pestolesi	SHS will make video of their services

T2	Encourage 10 students to obtain information on cholesterol, glucose, and body fat, and obtain proof of visiting Student Health Services without disclosing personal information. 1. Student Health Services will track anonymous statistical information on students' cholesterol, glucose, and body fat	1. Spring 2022	1. Ni Bueno	Completed
	The Registered Dietician will visit 3 HED 100 classes and discuss the importance of proper nutrition on a budget.	1. Spring 2022	1. Ni Bueno	Completed

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

N/A

Resource Requests

Faculty Resource Request(s) : Version by **Bueno, Ni** on **01/31/2024 22:38**

None

Program/Department/Division:

None

Title of instructor position:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

Classified Resource Request(s) : Version by **Bueno, Ni** on **01/31/2024 22:38**

None

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.) : Version by **Bueno, Ni** on **01/31/2024 22:38**

None

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

Professional Development Resource Request(s) : Version by **Bueno, Ni** on **04/20/2024 19:21**

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

A \$20,000 annual allowance (to cover conference fees, airfare, hotel, meals) for 10 tenured faculty members would allow our instructors to attend at least one health-related conference each year. The information taken from the conferences will help to educate our students in the latest health and public health research and technologies, and will be beneficial when they transfer to universities and begin to work professionally.

There are several other areas the department is requesting training and professional development. Many of our part-time faculty have had difficulty using eLumen to submit their SLO data or in writing new curriculum. The health education department chair spends a great amount of time and effort in training and assisting these faculty members. Our department proposes for

all part-time faculty be paid a stipend to take eLumen/SLO submission and curriculum writing training so they are more self-sufficient.. Faculty members would also like training in website management and social media marketing to expose the department in virtual space. Learning more about the resources in Canvas, such as the various Add-ons, would also benefit the department, faculty, and students.

Professional Development Resource Request(s):

A \$2000 annual allowance (to cover conference fees, airfare, hotel, meals) per tenured faculty member would allow our instructors to attend at least one health-related conference each year.

The Health education department proposes for all part-time faculty be paid a stipend to take eLumen/SLO submission and curriculum writing training so they are more self-sufficient..

Faculty members would also like training in website management and social media marketing to expose the department in virtual space. Learning more about the resources in Canvas, such as the various Add-ons, would also benefit the department, faculty, and students.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

2. Important (creates value and efficiency for program). As previously stated, training in website management and social media marketing would expose the department in virtual space and help to increase the number of health education student enrollments and degrees and certificates awarded.

Cost estimate:

\$20,000 annual allowance (to cover conference fees, airfare, hotel, meals) for 10 tenured faculty members.

Occurrence:

- Recurring expense
- One-time augmentation

Recurring

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Perkins and Categorical – Equity

Facilities Resource Request(s) : Version by **Bueno, Ni** on **01/31/2024 22:39**

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

None

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Facilities Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Technology and Software Resource Request(s) : Version by **Bueno, Ni** on **01/31/2024 22:39**

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

None

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Technology and Software Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Other Resource Request(s) : Version by **Bueno, Ni** on **04/20/2024 19:21**

Identify and justify any other needs. Explain how it will help the program better meet its goals.

Annually support Community Health Worker Program (CHW) with Strong Workforce funding. The funding will support the CHW program in covering necessary equipment, community outreach, traveling and lodging to community health worker events and conferences, and administrative fees for Cerritos College students and future students (employees) from local organizations. The funding will enable the CHW program to grow since it a profession that is expecting significant growth in the next few years.

According to the U.S. Department of Education's National Center for Education Statistics, Community Health Worker jobs increased by 81.48% from 2017-2023, with 50 annual openings and a total of 23,367 total job postings. The mean wage is \$22.64/hr.

According to the Labor of Bureau Statistics, there is a projected 16% increase in employment for community health workers from 2021 (126,700) to 2031 (141,900), which is faster than the average for all occupations (BLS.gov). The site also states that there are about 16,000 openings for a health education specialist (requires a BS degree) and community health workers.

We are currently working with the Maternal Child and Adolescent Health (MCAH) Program, a division from the Los Angeles County Department of Public Health, for 9 of their employees to complete the Community Health Worker Certificate of Achievement by Spring 2025. The MCAH plans to use another funding source from grant funds awarded to them to pay for employee's tuition and textbooks. Cerritos College Economic Development Unit will assist the MCAH employees in the enrollment process into Cerritos College classes and access to textbooks at the Cerritos College Bookstore.

The Community Health Worker Certificate of Achievement prepares students for a career that pays a living wage and is a priority for the health and wellness sector, which is an industry need that can be met by community college CTE programs. Graduates from the Community Health Worker Certificate of Achievement program can readily fill workforce employer needs and obtain gainful employment with a living wage. CHW certificate graduates can work in the following job opportunities in health: promoters/promotoras, Community Health Representatives (CHRs), and Program Coordinators/ Managers in the field. These jobs are trusted frontline public health workers who contribute to preventing and managing chronic diseases and promoting health equity objectives as a priority in the communities served.

Through the Community Health Worker program, students will be provided with the latest research, guidelines, and equipment and can network with other community health workers. The funding will help increase the number of students completing the CHW Certificate of Achievement program and in developing knowledgeable and effective leaders in the community health worker profession. The CHW certificate works well as an independent certificate to enter the health and wellness field, and supplements the learning career pathways for those pursuing or having an advanced higher education degree.

This project aligns with the Los Angeles Regional Priorities::

- 1) Maximize sustained industry engagement
- 2) Strengthen Community Health Worker CTE career pathway and program of study
- 3) Implement strategies and activities to help students complete the Community Health Worker CTE program
- 4) Build and nurture relationships with internal and external stakeholders - relationships between Cerritos College programs and workplace partners to be recognized as a "strength" in being able to place students into internships/externships and then jobs upon graduation including: ability to meet employers and industry educational needs for continuous learning and professional development growth of employees in the field

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Inadequate funding will not allow the development of the model to partner with employers in need of providing CHW certificates for their employees to upskill and meet industry needs and employees seeking certificates. This will also impact the growth in the number of enrollments, completions, and overall student success in the Community Health Worker programs.

Other Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1. Critical (mission critical or must have).

Strong Workforce funding will supplement and help in the following three keys area: 1) create a model for employers and employees in earning valuable industry recognized certificates

such as CHW; 2) assist employees as professional working adults in returning to college and navigating the enrollment process with dedicated support from the college; 3) align with Cerritos College's goal of increasing student enrollment and to better serve our community.

With Strong Workforce funding, we will develop a model to offer this valuable CHW industry certificate to traditional college students entering this career pathway, and to incumbent workers in the field by providing an opportunity to update their skills based on the growing community health industry needs. The funding will support the CHW program in covering necessary equipment, community outreach, traveling and lodging to community health worker events and conferences, and administrative fees for Cerritos College students and future students from local organizations. The funding will facilitate the growth of the CHW program and number of student completions since it is a profession that is expecting a significant growth in the next few years. Funding will also strengthen the collaboration and infrastructure that will aid in the application and enrollment processes, and work experience education partnerships/collaboration.

Cost estimate:

1. Cerritos College Foundation: Program Facilitator @25% for administration, enrollment, reporting and project management coordination - \$15,092.56 from 3/25/24 to 6/30/24 (estimate based on SWF round 7 timeline)
2. Travel and accommodations to community health worker events and conferences for faculty and supporting staff - \$1,000 each
3. Community Outreach Coordinator – 25 hr/month x \$22/hr = \$550/month x 10 months = \$5,500. CER663 Student Services Support at a Grade4/Highly skilled rate
4. TOTAL: **\$21,592.56**

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Strong Workforce funding

Prioritized Resource Request Recommendations : Version by **Bueno, Ni** on **01/31/2024 22:39**

None

Resource request:	Priority:	Cost estimate:	Program goal alignment:
undefined	undefined	undefined	undefined

Career Technical Education (CTE) Supplemental Questions : Version by **Bueno, Ni** on **03/26/2024 23:00**

How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

According to the U.S. Department of Education's National Center for Education Statistics, The Community Health Worker jobs increased by 81.48% from 2017-2023, with 50 annual openings and a total of 23,367 total job postings. The mean wage is \$22.64/hr.

According to the Labor of Bureau Statistics, there is a projected 16% increase in employment for community health workers from 2021 (126,700) to 2031 (141,900), which is faster than the average for all occupations (BLS.gov). The site also states that there are about 16,000 openings for a health education specialist (requires a BS degree) and community health workers. How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

A Community Health Worker (CHW) is a liaison between an organization and community members. Most CHWs work in the community in which they live and are familiar with the culture and demographics. They understand the communities they serve, which helps them to act as intermediates between residents and healthcare and social services providers. They identify health-related issues, collect data, and discuss health concerns with the community. For example, they may help eligible residents of a neighborhood enroll in programs such as Medicaid or Medicare and explain the benefits that these programs offer. Community Health workers address barriers to care and provide referrals for needs such as food, housing, and mental services.

They promote healthy behaviors and help to find resources for individuals with housing, transportation, food insecurities; substance addictions; formerly incarcerated individuals, children, managing metabolic diseases, and access to wellness. Other responsibilities a CHW might have:

- Discuss health concerns with community members
- Educate people about the importance and availability of healthcare services, such as cancer screenings
- Provide basic health services such as first aid, diabetic foot checks, and height and weight measurements
- Collect data to help identify community needs
- Report findings to health education specialists, healthcare workers, or social service providers
- Provide informal counseling and social support
- Conduct outreach programs
- Make referrals, provide transportation, and address other barriers to healthcare services
- Advocate for individual and community needs.

What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

There have been 3 students who have completed the Community Health Worker Certificate of Achievement. No information on employment rates. Students are required to complete and pass the 7 classes/20 units in order to receive the certificate. Even though the program has been setup to complete in the fall and spring semesters, it is a self-paced program.

Action plans:

Continue to promote health education degrees and certificates to high schools and during career fairs by hiring an outreach coordinator.

1. Distribute flyers during Cerritos College's Senior Preview Day, career fairs and all-major fair.

2. Create a sign-in sheet for counselors during Senior Preview Day
3. Follow up with phone calls or emails to counselors after Senior Preview Day

Continue collaboration with National University in offering a BS in Public Health.

1. Meetings with National University Center Director, Vivian Becerra
2. Offer transferable upper-level classes (as optional classes) from National University to the associate degrees and certificate
3. Promote bachelor's degree to Cerritos College students

List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

None