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COMPLETE

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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Health Education

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Scott Herrin, Danielle Pauls, Lucinda Hollands, Pat Thiss

Q3 Dean/Manager:

Terry Davis

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

Since making the switch to OER/ZTC in our HED 120 class, we have seen online rise from 76.49% to 83% and has now surpassed F2F success of HED 120 which was already outstanding at 82.6%.

We are serving 836 students per semester which ranks us 7th.

Among departments that serve more than 150 students per semester we rank 4th in student success at 86.1%

We are 9th in FTES Production for the college.

We are 2nd in WSCH/FTES for the college.

Despite all these successes, we still can't replace a faculty member who died on the job because of our broken system.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Yes**

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

SLO Assessment Plan HED.docx (12.9KB)

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

We have implemented OER/ZTC in HED 120 and have seen a significant increase in student success. In fall of 19 we implemented OER/ZTC for HED 204. This summer we will pilot OER/ZTC for NUTR 155 and HED 202. However this is a huge undertaking that we are not being compensated for and I am the lone full-timer in the department. This is where the bulk of my time is spent because I see student success as the most important thing we do.

Q8 3. Does your department or discipline offer any degrees and/or certificates? **Yes**

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

Quite honestly, I am not. Once we get staffed appropriately for our size, we can start to plan past a semester by semester basis and begin to assess accordingly.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? To access the College Catalog Associate Degree Programs and Certificates section, [click here](#). **No**

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **No**

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

I think it is important here to not just look at the success rates but also understand the growth of the department over the last 5 years in comparison to the growth of the college so you truly understand what we are accomplishing in HED. I hope you truly read this and let it soak in...

When comparing the growth to the College's growth:

College Female growth: 11%

HED Female: 52%

College Male growth: 1%

HED Male: 55%

African-American at Cuyamaca: -5%

HED African-American: 137%

Latinx population at Cuyamaca: 13%

HED Latinx population: 104%

Filipino population at Cuyamaca: 7%

HED Filipino population: 50%

White population at Cuyamaca: 8%

HED white population: 40%

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

We all ready meet this standard and exceed it as a department, and by course level. As a department we are at 86.1% success and 20 of the 23 sections we teach meet this standard. Two of the sections (HED 204 and HED 105) will be converted to OER/ZTC. The third section is a contractual obligation that I have no control over.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

Over the last 5 years we have seen African-American success go from a low of 47% (Spring 14) to a high of 83% (Fall of 18) and Latino/a success go from a low of 59% to a high of 87% (Spring 19). So, only with our population explosion in HED, we have had an equally impressive success explosion! :)

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

Until our administration is willing to give us course level success, which I have asked for and been told it is a union issue, I am afraid I can't answer this. I also don't believe it is a union issue...I think it is our administration thinking it could become a union issue. There are plenty of faculty out here that want every piece of data so they can improve student success...even if that data potentially "looks bad" for them.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

I would love to have course level success data so that the department can have true conversations about how to improve rather than theoretical conversations. For instance, if African-American students in my section were succeeding at 50% and in Pat Thiss' section they were succeeding at 83%, I would want to know what Dr. Thiss was doing. Instead we get an average of 66% which tells us nothing.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

We have set a lofty goal of transferring all of our curriculum to OER/ZTC. Originally, that goal was the Fall of 2020. But, I thought for sure that we would have replaced Donna Riley by now and there would be another full-timer in the department to share the load. We will continue to compare success rates in traditional F2F format, online, OER/ZTC to "buy book" course and let the data inform us of our next steps.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

We work with counseling each semester and inform them of OER/ZTC sections and also who the interpreter will be for our refugee health class (HED 251). We are on IEC, Program Review, ROC, Late add petition committees as well.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?

Yes

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address these disparities?

We are a bit unique in that we only offer three F2F sections. One section of HED 120 and two sections of HED 251. HED 251 is only offered F2F. HED 120 switched to OER/ZTC and the online sections now have a slightly better success rate (83% online and 82.6% F2f) but both are outstanding.

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

A few things are important with online to ensure retention up front. The first thing we do as a department is ensure that our courses are published two weeks before the class starts. One week before the class starts the syllabus and schedule are available and an introductory email is sent to all students welcoming them to class and letting them know the syllabus and schedule are able to be reviews. This allows the students to review the class and make the decision to drop the course and find another one BEFORE the semester begins. It also reassures the student that the instructor is responsible and cares about them. Setting the stage for learning prior to the course begins is huge.

Obviously, through evaluation we can see if an instructor is engaged with students. But, through discussions, feedback in the speed grader, announcements, an "Ask the Instructor" forum, and individual emails to students who need encouragement, our department ensures regular and effective contact.

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)? **No**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1: **Respondent skipped this question**

Q26 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q27 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q28 Goal Status **Respondent skipped this question**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q30 Do you have another goal to update? **Respondent skipped this question**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year: **Respondent skipped this question**

Q32 How will this goal be evaluated? **Respondent skipped this question**

Q33 Do you have another goal to update? Respondent skipped this question

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2: Respondent skipped this question

Q35 Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

Q36 Please describe how this goal advances the college strategic goal identified above. Respondent skipped this question

Q37 Goal Status Respondent skipped this question

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal: Respondent skipped this question

Q39 Do you have another goal to update? Respondent skipped this question

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year: Respondent skipped this question

Q41 How will this goal be evaluated? Respondent skipped this question

Q42 Do you have another goal to update? Respondent skipped this question

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3: Respondent skipped this question

Q44 Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

Q45 Please describe how this goal advances the college strategic goal identified above. Respondent skipped this question

Q46 Goal Status

Respondent skipped this question

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q48 Do you have another goal to update?

Respondent skipped this question

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year:

Respondent skipped this question

Q50 How will this goal be evaluated?

Respondent skipped this question

Q51 Do you have another goal to update?

Respondent skipped this question

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:

Respondent skipped this question

Q53 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q54 Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q55 Goal Status

Respondent skipped this question

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q57 Do you have another goal to update?

Respondent skipped this question

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year:

Respondent skipped this question

Q59 How will this goal be evaluated? **Respondent skipped this question**

Q60 Do you have another goal to update? **Respondent skipped this question**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5: **Respondent skipped this question**

Q62 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q63 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q64 Goal Status **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated? **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)? **No**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1: **Respondent skipped this question**

Q70 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q71 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q73 Action steps for this year: **Respondent skipped this question**

Q74 How will this goal be evaluated? **Respondent skipped this question**

Q75 Do you have another new goal? **Respondent skipped this question**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2: **Respondent skipped this question**

Q77 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q78 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q80 Action steps for this year: **Respondent skipped this question**

Q81 How will this goal be evaluated? **Respondent skipped this question**

Q82 Do you have another new goal? **Respondent skipped this question**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3: **Respondent skipped this question**

Q84 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q85 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q87 Action steps for this year: **Respondent skipped this question**

Q88 How will this goal be evaluated? **Respondent skipped this question**

Q89 Do you have another new goal? **Respondent skipped this question**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4: **Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q92 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q94 Action steps for this year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs) **No**

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)? **Yes**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal? **No**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal? **No**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal? **No**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)? **No**

Page 39: Final Check

Q102 Are you ready to submit your program review? If you would like to go back and review a section, select a section a click "Next." **I am ready to submit my program review**
