

Health Education/Holistic Health Studies Program Review

2012-2013

1. Program/Department Description

1A. Description

The objective of the Health Education Program is to enrich students' education, career, and life by learning integrated wellness strategies. This helps promote a healthy lifestyle as well as to prepare students for higher education and professional careers in the health industry. With a foundation based in liberal arts and the natural and behavioral sciences, the curriculum is directed to prepare students for the multitude of activities in the health profession. Transfer students interested in specializing in Health Education who wish to qualify for an Associates Degree could explore Nursing Science or Holistic Health Studies as a possible major.

*Description revised 9/13/ 11 @ Health Department Meeting

Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students. An Associate of Arts Degree in General Studies, emphasis Holistic Studies was approved in July, 2009. The degree went through minor permutations and the emphasis is now called Holistic Health Studies. The name change better reflects the content of the degree emphasis.

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/Supplies		Books/Supplies					
Total		Total		Total		Total	

1C. Criteria Used for Admission

There are no prerequisites for any of the Health Education courses.

1D. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

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1E. College Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

1F. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

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1G. Program/Department Significant Events (Strengths and Successes)

1. There is strong growth in the Health Education program. There is an increase in the student retention rate and the student success, which continuously surpasses the college retention and success rate.
2. The interest in the holistic studies degree and the popularity of the holistic health program has grown exponentially in the two years of the program's existence.
3. We coordinate and host an annual **Holistic Health Fair** in conjunction with a **Holistic Wellness Week** during the month of April. Our third annual holistic health festival was held on April 11, 2012. The event grows each year in attendance. We have a week of guest speakers, films, and other activities for students, holistic health care professionals, and members of the community. Wellness Week provides professional networking opportunities for our holistic health students.
4. **In partnership with the Ventura College Holistic Health and Wellness Club, \$7000 was collected in order to create a \$1000 annual Osher Scholarship, in perpetuity, for holistic health students!**
 - a. **Our first Osher Scholarships, two \$500 scholarships and our first Holistic Studies Graduate Scholarship (\$1000) were awarded to three holistic studies students at the Ventura College Foundation's Scholarship Luncheon in April 2012. Health Education faculty were present to award the scholarships.**
5. Partnerships have been formed with holistic health care providers in West Ventura County to develop a holistic health care directory, which are available to our students and the community.
6. In the first two years, students of the program were employed in the holistic health care field.
7. Holistic Studies students are transferring to colleges and universities including Acupuncture and Traditional Chinese Medicine Colleges. Others are transferring to universities to study nutrition.
8. There is a community advisory board for the program and it is comprised primarily of health care professionals in Ventura County.
9. Every semester it is documented and recorded that a highly significant number of students taking health education courses make major (and potentially lifesaving) health lifestyle changes such as smoking and drug cessation, reducing binge drinking, developing good nutrition, improving their cardiovascular, respiratory and muscular fitness.
10. The Health Education Department pioneered the introduction of classroom response technology (clickers) in the classroom. We have continue to present clicker training workshops for all faculty during flex week.

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11. The Health Education Department has applied for and received numerous grants through the Ventura College Foundation. We have updated and enhanced our instructional resources through these foundation grants.
12. Three proficiency awards in Holistic Health were earned at the completion of the spring, 2011 school year.
13. The Health Education Department hosted a Proposition 37 GMO Education Symposium October 8, 2012. Over 350 people attended the event.
14. The Health Education Department in partnership with the Holistic Health Club is sponsoring the First Annual Holistic Health Film Festival October 11-12. We are also sponsoring holistic health week October 8 – 12.
15. The Health department is collaborating with the English department (as part of learning communities) and offering students a health topic related essay contest. This semester's topic is GMOs. A health related essay contest will be continued on a yearly or a semester basis.

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K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Tim Harrison

Department Chair: Raeann Koerner and Terry Morris (co-chairs)

Instructors and Staff

Name	Koerner, Raeann
Classification	Professor
Year Hired	1982
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Morris, Terry J
Classification	Professor
Year Hired	1997
Years of Work-Related Experience	
Degrees/Credentials	B.S., M.A.

Name	Cowen, William
Classification	Athletics Director
Year Hired	2009
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Eliot, Maureen
Classification	Professor
Year Hired	2004
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Fredrickson, Nancy
Classification	Professor
Year Hired	1999
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Ramirez, Joey
Classification	Professor
Year Hired	2011
Years of Work-Related Experience	
Degrees/Credentials	B.S., M.A.

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Notes:

*Will Cowen has never taught any Health Education classes at Ventura College;
only Kinesiology classes

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2. Performance Expectations

2A. Student Learning Outcomes

2A1. 2012-2013 - *Institutional* Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

**2A2. 2012-2013 - *Program* Level Student Learning Outcomes
*For programs/departments offering degrees and/or certificates***

1. Identify, assess, and implement personal wellness behaviors and individual health promotion strategies.
2. Identify the primary factors influencing the multi-dimensional aspects of health.
3. Explore transfer and career opportunities in various health related professions
4. Analyze and discuss the interconnectedness of the mind, body and spirit.

**2A3. 2012-2013 - *Course* Level Student Learning Outcomes
*Attached to program review (See appendices).***

2B. 2012-2013 Student SUCCESS Outcomes

1. The program will maintain its high retention rate of 89% or increase its retention rate from the average of the **program's** prior three-year retention rate
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.

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2C. 2012-2013 Program OPERATING Outcomes

1. The program will maintain or increase WSCH/FTEF above the 525 goal (650) set by the district
2. No inventory of health education supplies has been tracked.

2D. Mapping of Student Learning Outcomes - Refer to TracDat

3. Operating Information

3A. Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTEF	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTEF. Example: 400 student contact hours = $400/525 = 0.762$ FTEF. The State apportionment process and District allocation model both use FTEF as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).

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WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH \times 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = $25/35 = 71\%$
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available

at http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

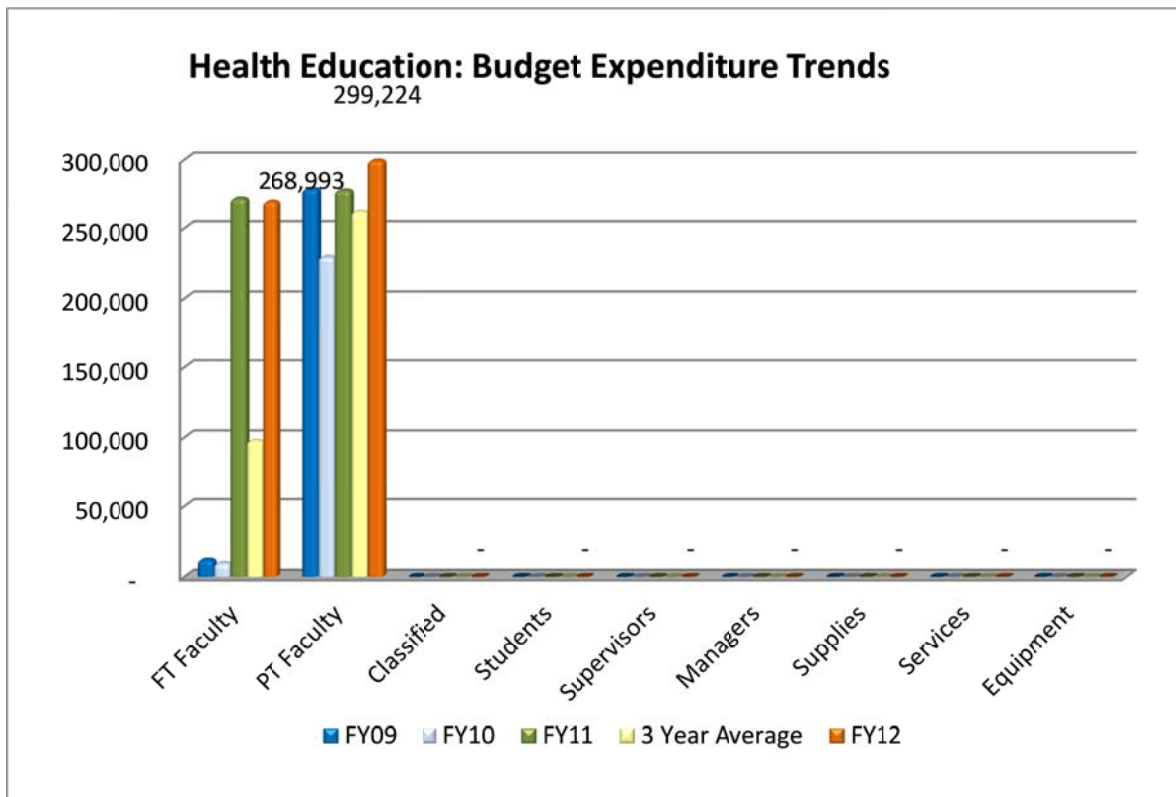
3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

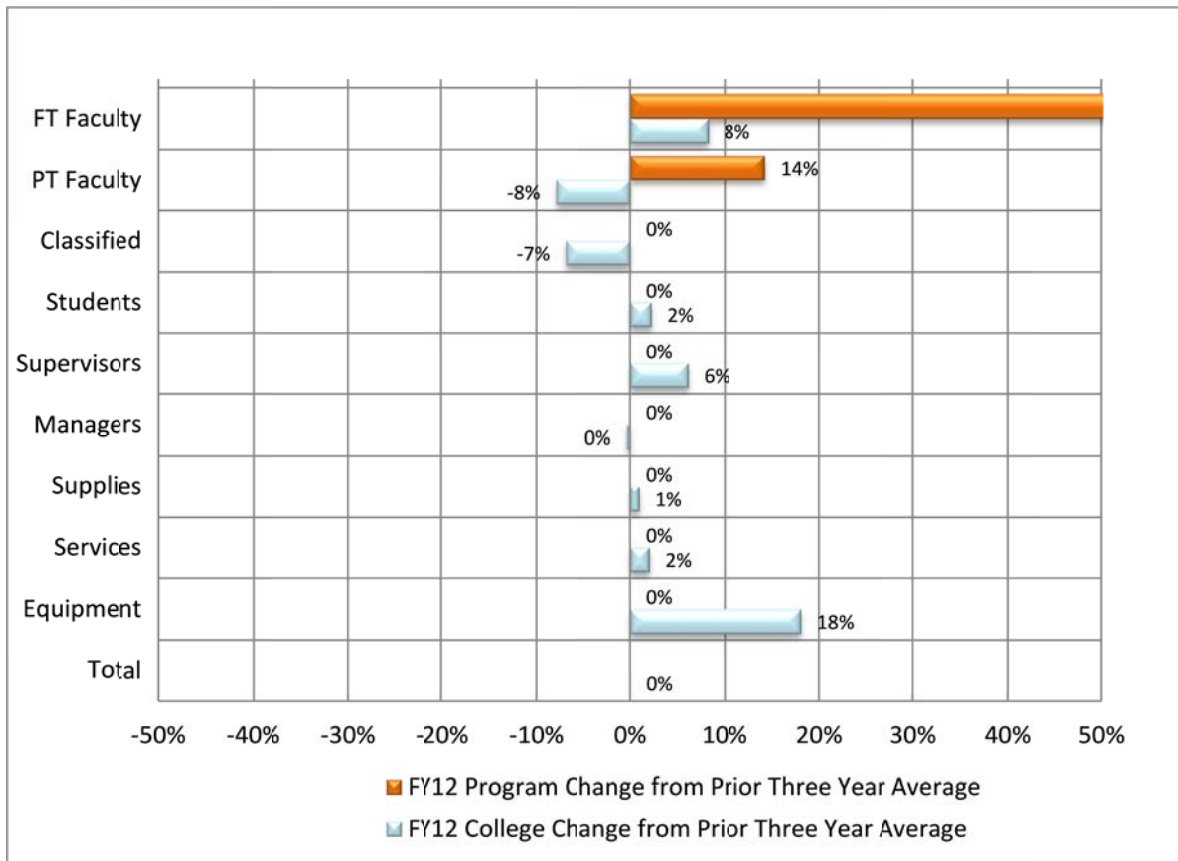
The numbers stated in the chart below for FY 12 may be skewed. We have an additional full-time faculty member, Joey Ramirez, teaching 40% of his load in the health discipline.

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Category	Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
1	FT Faculty	11,710	9,241	271,274	97,408	268,993	176%	8%
2	PT Faculty	278,139	229,846	277,151	261,712	299,224	14%	-8%
3	Classified	-	-	-	-	-	0%	-7%
4	Students	-	-	-	-	-	0%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	-	-	-	-	0%	0%
7	Supplies	-	-	-	-	-	0%	1%
8	Services	-	-	-	-	-	0%	2%
9	Equipment	-	-	-	-	-	0%	18%
	Total	289,849	239,087	548,425	359,120	568,217		0%



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3C2: Interpretation of the Program Inventory Information

http://www.venturacollege.edu/assets/pdf/program_review/2012-2013/3C2a%20Inventory%20by%20Program.pdf

No inventory for health education is listed. We do have DVDs and instructional supplies that we keep in a health supply closet.

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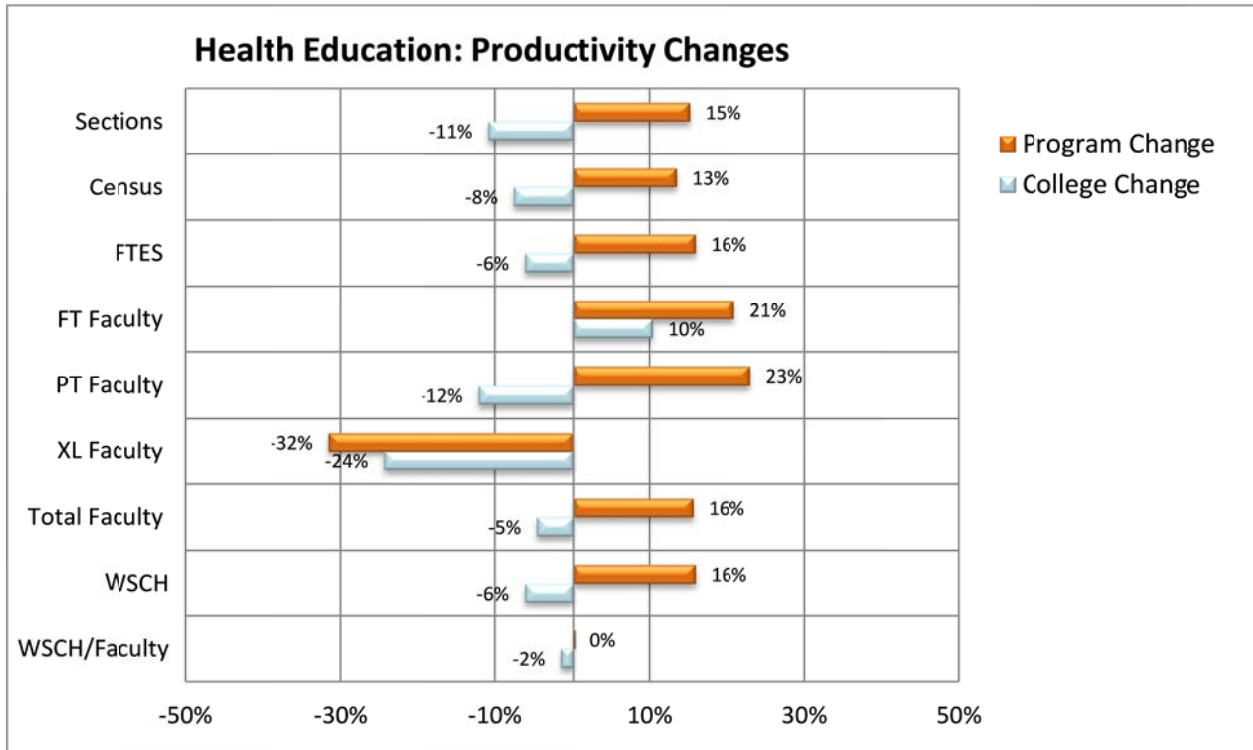
3C3: Interpretation of the Program Productivity Information

The FTES and WSCH have increased each year due to the popularity of the Health Education Program with the students. The number of health education sections increased due to several factors:

1. The 15% increase in the number of sections is in part due to Health Education department absorbing two Nutrition Classes last year, which, past practice were funded entirely by the Home Economics Department. (The Nutrition course, previously, HEC V10, is now HED V87) Course review showed the Nutrition courses belonged with Health Education. Past practice shows the Nutrition class offered twice each semester – one in the day and one in the evening. We are continuing this schedule
2. Student demand: Health Education is a requirement for the majority of Associate of Arts and Associate of Sciences degrees offered at Ventura College.
3. Health Education is in the same division as Kinesiology . Kinesiology lost several course offerings due to many factors beyond the control of the department. Because of these course deletions in our kinesiology offerings, and student demand, we added a couple health classes.
4. Increased popularity of the holistic health studies A.A. degree increased the demand by the students for more sections. The department is attempting to offer the core required courses in the degree such that a student could earn the degree either as a day or an evening student. We added a couple of classes this fall, 2012 to give more opportunities to students pursuing the degree.
5. The 32% decrease in XL faculty is due to capping the enrollment of our online health education classes. This was both an administrative decision and a philosophy decision by the department concerning the quality of teaching in the XL online classes.

Health Education: Productivity Changes							
Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	72	74	78	75	86	15%	-11%
Census	3,392	3,510	3,635	3,512	3,985	13%	-8%
FTES	321	320	340	327	379	16%	-6%
FT Faculty	2.23	1.63	1.77	2	2.27	21%	10%
PT Faculty	4.49	4.56	4.97	5	5.75	23%	-12%
XL Faculty	1.40	0.80	0.65	1	0.65	-32%	-24%
Total Faculty	8.12	7.00	7.38	8	8.67	16%	-5%
WSCH	4,815	4,800	5,100	4,905	5,685	16%	-6%
WSCH/Faculty	593	686	691	654	656	0%	-2%

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3C4: Interpretation of the Program Course Productivity Information

The productivity for the health education program exceeds the district's goals. The district goal for health education classes is 650. The programs average is 656, which is **101%** of the district's goals.

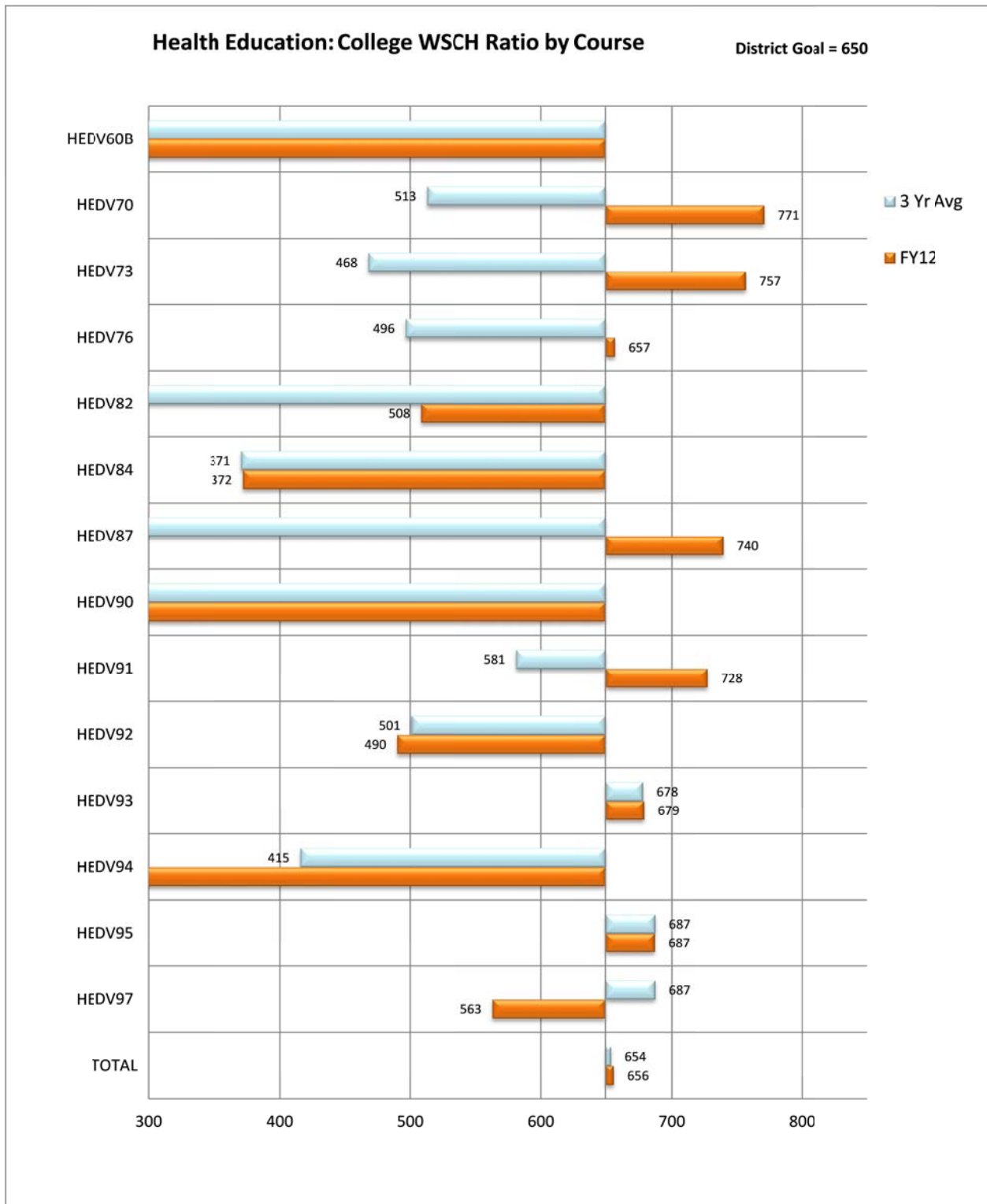
Most of the classes are equal to or greater than the district's goal. The class sections that didn't meet the goal were those classes where the class size is limited by the size of the classroom or by the maximum enrollment. Classes like HED V94 The Trainer and Athletic Injuries and HED V92, First Aid and CPR are capped at 30 due to the nature of the work in the class.

The highest numbers are for the core courses in the Holistic Studies Degree (HED V70, HED V73, HED V91) and for HED V87 (Nutrition)

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College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
HEDV60B	Spiritual Health	573	-	-	191	-	(191)	650	0%
HEDV70	Spiritual Health	-	765	773	513	771	258	650	119%
HEDV73	Holistic Health and Healing	-	705	700	468	757	289	650	116%
HEDV76	Managing Stress	-	698	791	496	657	161	650	101%
HEDV82	Health and Fitness	-	-	-	-	508	508	650	78%
HEDV84	CPR for Professional Rescuers	389	395	328	371	372	1	650	57%
HEDV87	Nutrition	-	-	-	-	740	740	650	114%
HEDV90	Directd Study:Health Education	-	-	-	-	-	-	650	0%
HEDV91	Survey of Alternative Medicine	505	615	623	581	728	147	650	112%
HEDV92	First Aid, Safety and CPR	420	548	534	501	490	(11)	650	75%
HEDV93	Health and WellNess	613	710	711	678	679	1	650	104%
HEDV94	Trainer and Athletic Injuries	769	186	291	415	239	(176)	650	37%
HEDV95	Health and WellNess: Women	595	714	753	687	687	(0)	650	106%
HEDV97	Fundmntls Nutrition & Fitness	630	686	746	687	563	(124)	650	87%
TOTAL	Annual College WSCH Ratio for	594	685	690	654	656	2	650	101%

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3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

Student Retention:

The Health Education Program has consistently achieved a higher retention rate than the overall college retention rate. For the average of the past three years, the health education retention rate was 90% compared to the college wide retention rate of 85% for the same time period. That is 5% higher than the college wide retention rate. There was also an increase of 1% from the 3 year average to FY 12 in the retention rate of students in the health education program.

Some of the factors that may contribute to this high retention rate are:

- Student interest in the material
- Relevance to the student's lives
- The encouragement of classroom discussions
- Small group discussions which peak student interest
- The holistic health studies A.A. degree program
- The HED requirement for most A.A. and A.S. Degrees

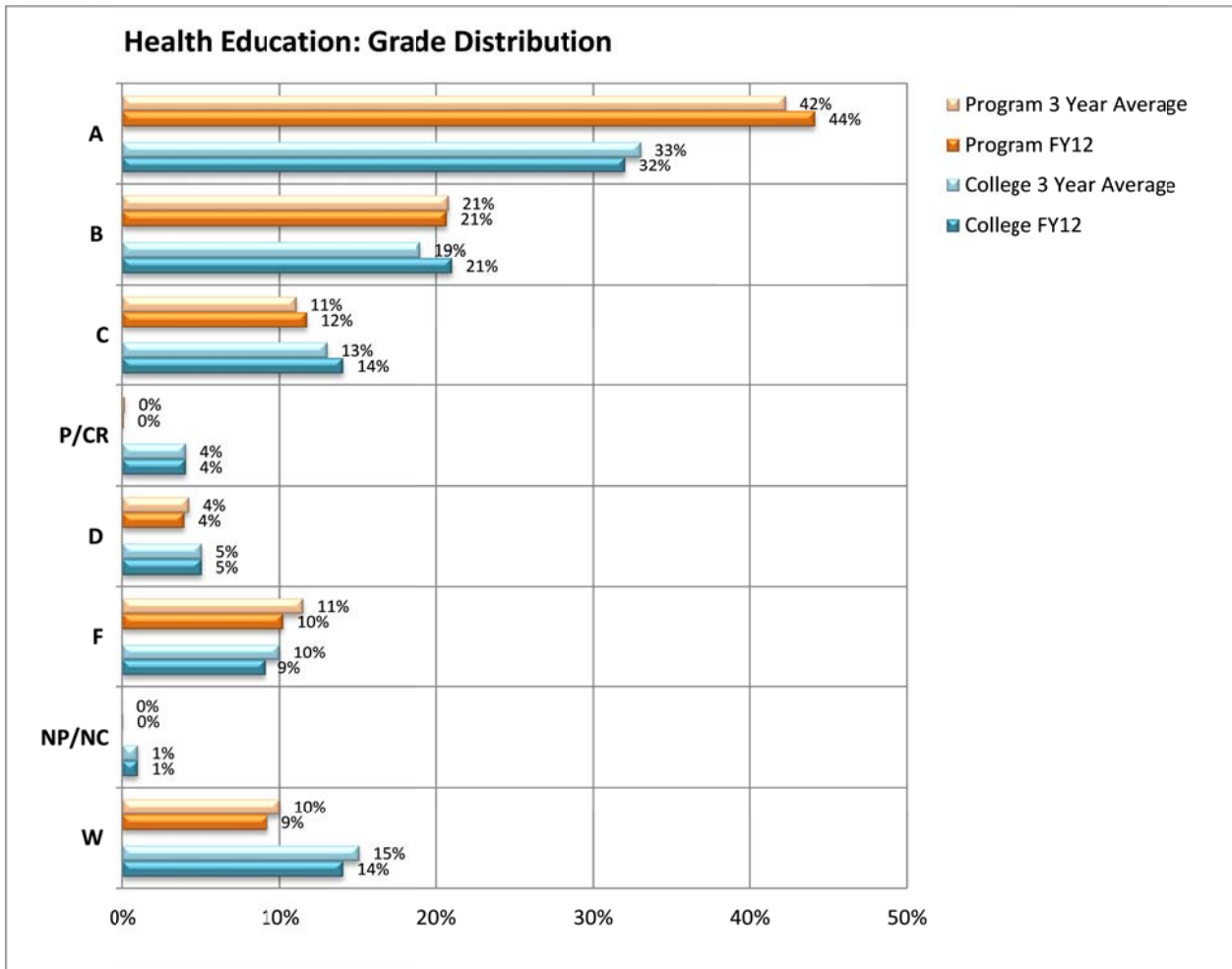
Student Success:

The Health Education student success rate was 74% over the past three years as compared with the college's overall success rate of 69% for the same time period. This is a 1 % increase in student success in health classes as compared to last year, FY11. This is five (5) percentage points higher than the college wide average student success rate! Comparing FY12 college success rate (71%) to health department success rate (77%) shows a 6% higher success rate to the overall FY12 college wide success rate. The grade distribution does appear heavy on the number of "A"s earned. This may be reflective of the clear expectations delineated on the course syllabi, the interest in the subject by the students, and possibly the nationwide trend toward grade inflation.

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
HED	FY09	1,372	693	378	6	127	373	1	379	3,329	2,950	2,449
HED	FY10	1,455	695	387	5	178	438	-	307	3,465	3,158	2,542
HED	FY11	1,538	760	378	7	129	376	2	350	3,540	3,190	2,683
HED	3 Year Avg	1,455	716	381	6	145	396	1	345	3,445	3,099	2,558
HED	FY12	1,715	804	456	4	152	398	3	359	3,891	3,532	2,979

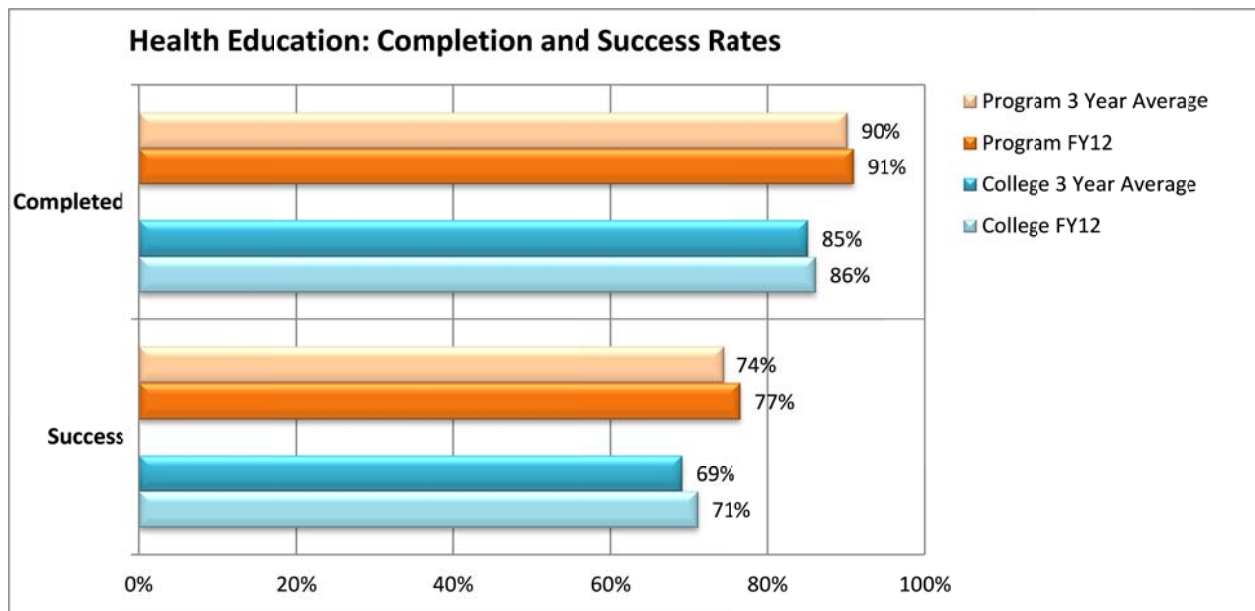
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Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
HED	FY09	41%	21%	11%	0%	4%	11%	0%	11%	100%	89%	74%
HED	FY10	42%	20%	11%	0%	5%	13%	0%	9%	100%	91%	73%
HED	FY11	43%	21%	11%	0%	4%	11%	0%	10%	100%	90%	76%
HED	3 Year Avg	42%	21%	11%	0%	4%	11%	0%	10%	100%	90%	74%
HED	FY12	44%	21%	12%	0%	4%	10%	0%	9%	100%	91%	77%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%



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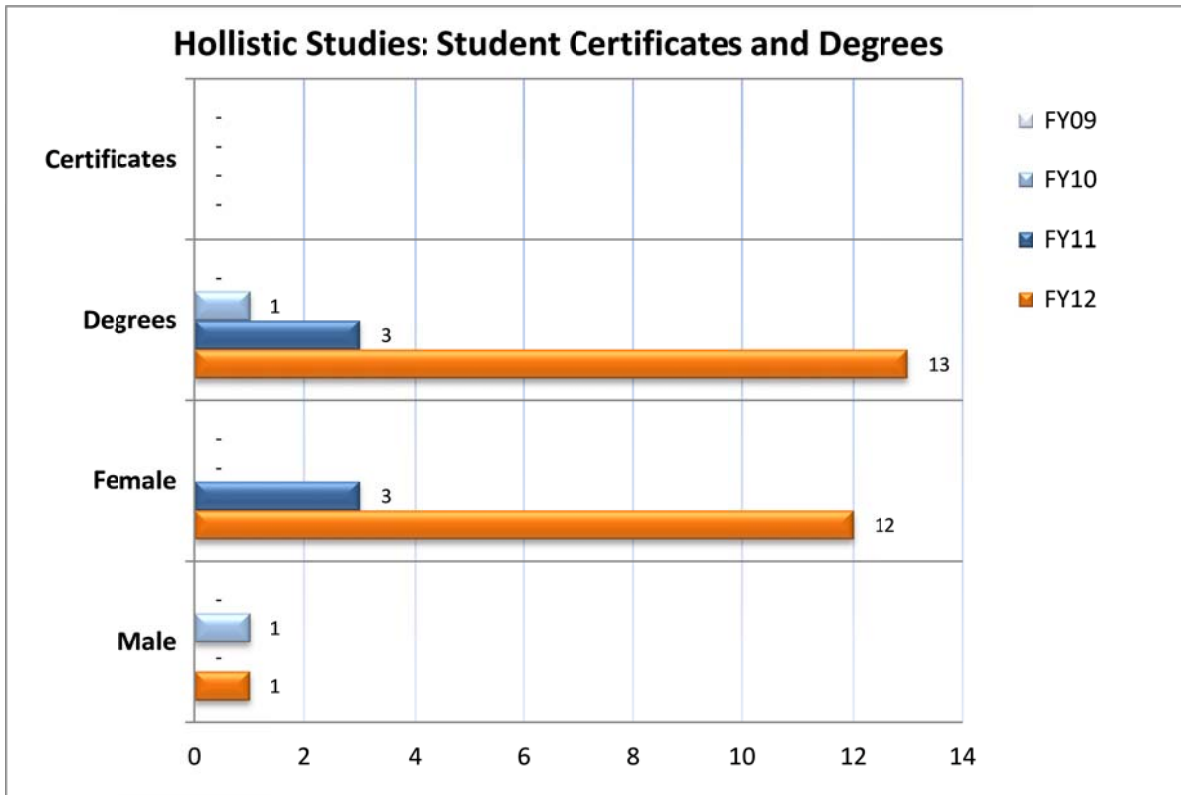
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3C6: Interpretation of the Program Completion Information

The General Studies, Pattern 1: Emphasis Holistic Studies Associate of Arts Degree was established in July 2009. The degree program has been in existence for three years. There was one graduate the first year, three graduates the second year, and 13 graduates in 2012! This totals 17 graduates in three years. Three proficiency awards were earned in 2012, totaling 7 since the program began three years ago. The graduation rates of holistic studies students have increased exponentially.

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Hollistic Studies: Student Certificates and Degrees					
Program	FY	Certificates	Degrees	Female	Male
Hollistic Studies	FY09	-	-	-	-
Hollistic Studies	FY10	-	1	-	1
Hollistic Studies	FY11	-	3	3	-
Hollistic Studies	FY12	-	13	12	1
Total Awards in 4 Years		-	17	15	2



Health Education : Student Certificates and Degrees					
Program	FY	Certificates	Degrees	Female	Male
Health Education	FY09	-	-	-	-
Health Education	FY10	-	-	-	-
Health Education	FY11	-	-	-	-
Health Education	FY12	-	-	-	-
Total Awards in 4 Years		-	-	-	-

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3C7: Interpretation of the Program Demographic Information

The health education demographics closely mirror the college's combined demographics with respect to ethnicity. The demographic trend has remained relatively constant over the past four years.

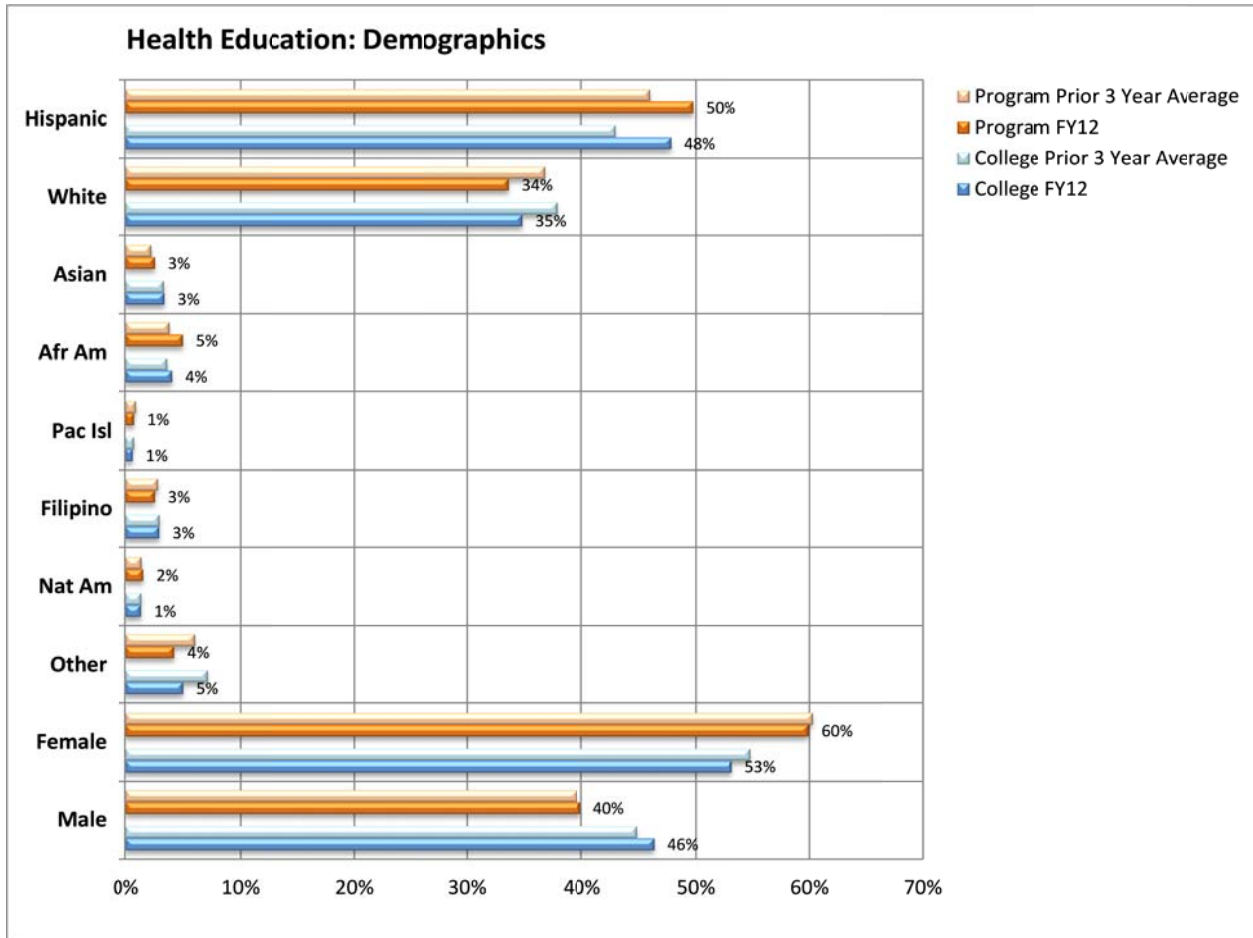
With regard to gender, there is a significant deviation from the college demographics. The 3 year college ratio of females to males is 53/46. The 3 year health education program ration is 60/40.

FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
FY09	1,512	1,233	76	118	33	97	47	215	1,982	1,341	8	26
FY10	1,623	1,255	79	125	34	88	51	214	2,099	1,359	11	25
FY11	1,620	1,307	79	153	30	109	48	196	2,150	1,386	6	25
3 Year Avg	1,585	1,265	78	132	32	98	49	208	2,077	1,362	8	25
FY12	1,936	1,306	100	194	30	100	61	165	2,331	1,552	9	24
3 Year Avg	12,714	11,174	990	1,074	223	880	414	2,110	16,221	13,261	97	27
FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
FY09	45%	37%	2%	4%	1%	3%	1%	6%	60%	40%	0%	26
FY10	47%	36%	2%	4%	1%	3%	1%	6%	61%	39%	0%	25
FY11	46%	37%	2%	4%	1%	3%	1%	6%	61%	39%	0%	25
3 Year Avg	46%	37%	2%	4%	1%	3%	1%	6%	60%	40%	0%	24
FY12	50%	34%	3%	5%	1%	3%	2%	4%	60%	40%	0%	24
3 Year Avg	43%	38%	3%	4%	1%	3%	1%	7%	55%	45%	0%	27
FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

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4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	80% of the students will achieve a C or higher according to the institutional communication rubric for written communication
Operating Information	
This ISLO will be assessed in HED V73 this year	
Analysis – Assessment	
This ISLO will be assessed in November, 2012	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	This ISLO will not be assessed by Health Education
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This ISLO will be assessed in Fall 2013 and Spring 2014 per the ISLO institutional calendar
Operating Information	
Analysis – Assessment	
No data yet	

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Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	
Operating Information	
This ISLO will be assessed at the time determined by the college	
Analysis – Assessment	
No data yet	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	
Operating Information	
This ISLO will be assessed in Fall of 2014 and Spring of 2015 per the institutional ISLO calendar.	
Analysis – Assessment	
No data yet	

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4A2: 2012-2013 Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates

Program-Level Student Learning Outcome 1	Performance Indicators
Identify, assess, and implement personal wellness behaviors and individual health promotion strategies.	Students take a pre test, post test assessment of their health behaviors. They evaluate any change in their health behaviors. The goal is that 80% of the students improve in 3 or more dimensions of wellness.
Operating Information	
This PSLO was assessed during the fall 2012 semester in HED V 95. The health instructors developed a consistent methodology for assessment at the department meeting.	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Identify the factors influencing the multi-dimensional aspects of health.	A written quiz will be developed and given to students in identified classes. The goal is 80% of students will score 80% or higher on the written quiz.
Operating Information	
This PSLO is being assessed fall 2012 in the HED V73 classes	
Analysis – Assessment	

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Program-Level Student Learning Outcome 3	Performance Indicators
Explore transfer and career opportunities in various health related professions	A quiz will be given in HED V91. The goal is 80% of the students will score 70% or better on the written quiz.
Operating Information	
This PSLO will be assessed in Fall 2013	
Analysis – Assessment	

Program-Level Student Learning Outcome 4	Performance Indicators
Analyze and discuss the interconnectedness of the mind, body and spirit.	Short essay
Operating Information	
This PSLO will be assessed November, 2012.	
Analysis – Assessment	

4A3: 2012-2013 **Course Level Student Learning Outcomes - Refer to TracDat**

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4B: 2012-2013 Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will maintain its high retention rate of 89% or increase its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase its retention rate of by 2% or higher.
Operating Information	
Health Education's prior three year average retention rate was 89%. Health Educations FY11's retention rate was 90%	
Analysis – Assessment	
The Health Education department or increased its student retention rate by 1%.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the college's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the college retention rate for the prior three years.
Operating Information	
The college's 3 year retention rate was 85% The Health Education's FY11 retention rate was 90%	
Analysis – Assessment	
Health Education was five percentage points higher than the college wide retention rate.	

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4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain or increase WSCH/FTEF above the 525 goal set by the district	Where possible, due to classroom maximum capacities, the program will exceed the efficiency goal set by the district by 1%
Operating Information	
Health classes were at 101% of the 525 goal.	
Analysis – Assessment	
Analyzing the individual course WSCH numbers, it is evident that meeting or exceeding the district goal in health is entirely dependent upon the size of the classroom.	

Program Operating Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	6
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	5
Up to 4	Agreed-upon productivity rate	3.5
Up to 4	Retention rate	3.5
Up to 3	Success rate (passing with C or higher)	2.75
Up to 3	Ongoing and active participation in SLO assessment process	2.75
Total Points	Interpretation	
j22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL

Health Education/Holistic Health Studies Program Review 2012-2013

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	Interpretation	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

5. Findings

2012-2013 - FINDINGS

Finding 1

Previously there were three dedicated health education classrooms: AEC-103, AEC-104. In fact, a third classroom, C-2 was also a dedicated health classroom prior to 2002. We have had, at most, three dedicated classrooms, and at least, two dedicated health classrooms until now. Currently, there is only one, MCW-110. More sections of Health Education are offered, but we have fewer dedicated classrooms. **The AEC/C1 room, which was originally designed as a health education classroom, has been remodeled and designated as a kinesiology and intercollegiate athletics activities room!** In order to fully meet the SLO's program and department needs, additional modern, large dedicated classrooms will increase the instructional effectiveness and enhance the students' ability to learn. Three dedicated health education department classrooms would be optimal, although 2 ½ dedicated classrooms may suffice. Furthermore, modern classrooms will also allow the program to accept more students beyond the current cap. This will help student success outcomes (SSOs) 1, 2, 3, 4 and program operating outcomes 1.

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Finding 2

New and additional instructional and technological aids help enhance the learning experience of the students and the effectiveness of the instruction. Clicker technology training for HED faculty occurs each semester. Enhances student success outcomes 3 & 4.

Finding 3

Last year's program review discovered that many of the older health videos needed to be replaced because they do not meet California's closed captioning requirements. A few of those videos have been replaced. The rest of the VHS videos need to be replaced with new DVD videos because they are out dated and provide irrelevant information for the dynamic and evolving health education field. This will enhance SLO 1, 2, 4 and student success outcomes 3 & 4.

Finding 4

In collaboration with the nursing program faculty, the health education program has seen an increase in the number of pre-nursing students in addition to a large increase in the general student population. In response, a holistic nursing scholarship was developed. A scholarship was awarded in spring, 2012 and fall 2012. Further collaboration with other departments, in addition to the nursing program, will help increase the number of students interested in the general health education program as well as the holistic health studies program. This will help meet SLO 2 & 3 and student success outcomes 3 & 4.

Finding 5

Student interest in the holistic health classes has continued to grow. There were 13 students who graduated with an Associate in Arts in General Studies, Holistic Studies Emphasis in 2012, which brings the total number to 17 graduates in three years. Scheduling of holistic health class sections needs to be evaluated so as to maximize the opportunity for both day and evening students to earn the degree. This meets SLO 3, student success outcomes 1, 2, 3, 4, 5, and program operating outcome 1.

Finding 6

The curriculum is current and is meeting the needs of the students – if the classes are offered. Core tier designation of some courses in the holistic health program will decrease the opportunity for students to earn the Holistic Health Studies degree. One of the core required courses in the Holistic Health Studies Degree is listed as Tier 2. Required courses for degrees are usually listed as Tier 1. The number of holistic kinesiology classes which meet the Mind/Body/Spirit required course section has shrunk significantly. KIN V70, Physiology and Fundamentals of Yoga, KIN V74, Core Applications of Functional Kinesiology and KIN V76, Tai Chi for Balance and Health are listed as tier 3, which leaves only one holistic kinesiology class, KIN V73, as tier 2. This severely limits opportunities for students to earn the Holistic Health Studies degree. This meets SLO 2, 3, 4 and student success outcomes 1, 2, 3, 4, 5 and program operating outcome 1.

Health Education/Holistic Health Studies Program Review

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Finding 7

WSCH and FTES are high. Student retention and student success is above the college wide level. This justifies increasing sections in the fall, spring and summer schedules. Program operating outcome 1.

Finding 8

During last year's program review, the health instructors analyzed the health education department's catalog description and found it to be outdated and inadequate. The description was updated to reflect the current vision and mission of the health department.

Finding 9

Two health faculty attended the Summer Institute of Teaching Excellence (SITE) in May 2012.

Finding 10

Health department faculty are beginning to participate in learning communities with other departments.

Finding 11

CID is proposing a new transfer degree (TMC) in nutrition.

6. Initiatives

6A: 2011-2012 - Initiatives

Initiative 1

Four dedicated Health Education Classrooms with fully modernized technology. One classroom, MCW-110 is the only current designated classroom for health education. AEC room is to be designated as a health education classroom. (Two additional dedicated classrooms) This initiative will enhance the attainment of the SLOs, SSOs and POOs.

Initiative ID: [HED1201](#)

Links to Finding 1

The HED classes have been held in AEC-103 & AEC-104, TR-5 and TR-6 primarily. These classrooms were located next to the Dance Studio. The loud music was very distracting to students and created an environment simply not conducive for student learning. The trailers are not adequate learning facilities and were meant to be temporary classrooms; they are small, cramped, with poor climate control, and present a safety hazard as they only have one entrance and exit. New and/or updated dedicated health education classrooms will help alleviate this problem while enhancing the students learning opportunities.

Links to Finding 2

State of the Art instructional technology will be purchased to enhance student learning. Modern technological instructional resources require modern high tech classrooms to be most effective.

Links to Finding 4

With the increased interest in the holistic health program of pre-nursing students, the enrollment figures should increase but may be limited by the availability of modern classrooms.

Health Education/Holistic Health Studies Program Review 2012-2013

Benefits: Improved student quality of life and educational opportunities, increased instructional effectiveness, and decreased environmental distractions (noise, temperature, climate)

Request for Resources

AEC classroom (currently the weight room) and two additional new smart classrooms dedicated for Health Education classes.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	X
Requires other resources (grants, etc.)	

Explanation: No new resources are required, just a reallocation of quality learning environments, spread EQUALLY among the departments!

Health Education/Holistic Health Studies Program Review

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Initiative 2

Purchase additional instructional aids and resources that help promote an increase in student interaction. Replace old, outdated VHS & DVDs with California Mandated DVDs that include closed captioning. This initiative helps meet SLOs, SSOs and POOs.

Initiative ID: [HED1202](#)

Links to Finding 1

Modern technology requires modern classrooms to fully and effectively work in the classroom.

Links to Finding 2

Research shows that student success is related to student interaction in the classroom. The purchase of additional instructional supplies for the classroom will help further explain important concepts to students.

Links to Finding 3

Many Videos are outdated and do not have closed captioning. These need to be replaced with videos that have closed captioning in order to meet *California Law*.

Benefits:

Increasing student interaction increases student engagement and learning and helps to increase the effectiveness of the instructional material. Students with hearing impairment will greatly benefit from closed captioning to somewhat level the learning field.

Request for Resources:

- Buy a life size musculo-skeletal model
- Buy an Em-Wave interactive biofeedback machine for stress unit
- Purchase subject matter slides to include in Powerpoint presentation
- Purchase tuning forks, magnet, filing to demonstrate vibrational energy
- Purchase posters, maps for dedicated classrooms
- Buy new videos with closed captioning or add closed captioning to existing videos.

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	X

Health Education/Holistic Health Studies Program Review 2012-2013

Initiative 3: Increase collaboration with the nursing department. Assess the possibility of the creation of a holistic nursing scholarship.

Initiative ID: [HED1203](#)

Links to Finding 4: There are increasing numbers of nursing students enrolling in holistic health classes. This is due, in part, to the trend in nursing to incorporate a more holistic approach towards the treatment of patients. An increase in collaboration between both departments helps keep both programs competitive in today's dynamic and evolving health field.

Benefits: Collaboration benefits both the nursing program and the health education program.

Request for Resources: None

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Health Education/Holistic Health Studies Program Review 2012-2013

Initiative 4: Meet the needs of the many students in the holistic health studies program by curriculum development and course scheduling changes. Offer required core course sections in both the day and in the evening in order for students to have the opportunity to earn the degree in totality as either a day or a night student. Ensure holistic health studies course sections are scheduled so they do not overlap and when feasible, are offered back to back. This allows for the student to move through the program faster and opens up additional seats in the program. Increase the number of sections offered of required core courses, as funding allows. Increase the number of mind/body kinesiology course sections as funding permits. Bring KIN V70, Physiology and Fundamentals of Yoga and KIN V76, Tai Chi for Balance and Health back to regularly scheduled offerings. Create a new “Survey of Integrative Mind/Body Exercise” class.

Initiative ID: [HED1203](#)

Links to Finding 4: With increased interest in the holistic health program by pre-nursing students, the health education program will continue to grow. Sufficient sections of classes need to be offered to meet the need.

Links to Finding 5: Student interest in the holistic health studies degree has grown exponentially. The number of students in the program working toward an Associate’s Degree in Holistic Health Studies is increasing far beyond original projections.

Benefits: Increases opportunity for students to achieve the holistic health studies A.A. Degree. The students are able to move faster through the program, which will open up additional seats in the program as well as in other programs.

Request for Resources

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
01.Requires college facilities funds	
Requires other resources (grants, etc.)	

Health Education/Holistic Health Studies Program Review 2012-2013

Initiative 5: Move HED V70, Spiritual Health to the Core courses # 1 tier. Move KIN V74: Balance and Beyond, KIN V70: Physiology and Fundamentals of Yoga and KIN V76: Tai Chi for Balance and Health to tier # 2. Create and offer a new mind/body integrative kinesiology course.

Initiative ID: [HED1205](#)

Links to Finding 8: HED V70 is a required core class for the Holistic Health Studies degree. If listed as a tier 1 course, there will be more sections of HED V70 offered each semester, thereby increasing the opportunity for students to obtain the Holistic Health Studies A.A. Degree. If KIN V74, Balance and Beyond is demoted to tier 3 status, there will be **only one** active *Kinesiology* course available for student enrollment in the **Required** Mind/Body Course section of the Holistic Health Studies degree.

Benefits: This initiative will increase opportunities for students to graduate with the Holistic Health Studies degree! If this initiative isn't granted, it will severely limit the opportunity for students to successfully complete the Holistic Health Studies Associates of Arts degree.

Request for Resources
Funding Sources

No new resources are required (use existing resources)	X
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Initiative 6: Revise the current health education department catalog description.

Initiative ID: [HED1206](#)

Links to Finding 8

The current health education catalog description is outdated.

Benefits: Provides accurate information to students and for articulation purposes.

Request for Resources: None

Funding Sources

No new resources are required (use existing resources)	X
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2011 - 2012 FINAL Program Initiative Priority Ratings

Health Education/Holistic Health Studies Program Review 2012-2013

Line Number	Program	Category	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	Health/Holistic Studies	None	0				HED1204	Evaluate course scheduling for Holistic Studies major	Evaluate course scheduling procedures			-	
2	Health/Holistic Studies	None	0				HED1205	Upgrade core tier ranking of holistic studies degree courses	Write and forward to VP of Instruction course status upgrade rationale			-	
3	Health/Holistic Studies	None	0				HED1206	Update Health Education Department catalog description	Meet with health faculty to update catalog description			-	
4	Health/Holistic Studies	Facilities	1	H	M	M	HED1201	Modern Dedicated Health Classrooms	Finish construction on AEC classroom(s) or allocate for 2 modern classrooms	275,000	275,000	275,000	
5	Health/Holistic Studies	Equipment	2	M	M	M	HED1202	Instructional Supplies & Equipment	Purchase instructional supplies, technology, equipment	3,000	3,000	278,000	
6	Health/Holistic Studies	Grants	3	H			HED1203	Increase collaboration with the nursing department	Create holistic nursing scholarship by collaborating with the Holistic Health and Wellness Club	up to \$500		278,000	

6B: 2012-2013 INITIATIVES

Initiative ID should be consistent. For example:

2011-2012 identified initiatives - ART1201, ART1202, etc.

2012-2013 identified initiatives - ART1301, ART1302, etc.

Initiative 1

Initiative ID

Links to Finding

Benefits -

Request for Resources

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Health Education/Holistic Health Studies Program Review

2012-2013

Initiative 1

Three dedicated Health Education large capacity, classrooms with fully modernized technology. There is currently only one classroom, MCW-110, designated for health education. The AEC/C1 room, which was originally designed as a health education classroom, has been remodeled and designated as a kinesiology and intercollegiate athletics activities room! It is unacceptable for teaching health education. In order to fully meet the SLO's program and department needs, additional modern dedicated classrooms will increase the instructional effectiveness and enhance the students' ability to learn (Two additional dedicated classrooms.) This initiative will enhance the attainment of the SLOs, SSOs and POOs.

Initiative ID: HED1301

Links to Finding 1

New and/or updated dedicated health education classrooms will enhancing the students learning opportunities.

Links to Finding 2

State of the Art instructional technology will be purchased to enhance student learning. Modern technological instructional resources require modern high tech classrooms to be most effective.

Links to Finding 4

With the increased interest in the holistic health program of pre-nursing students, the enrollment figures should increase but may be limited by the availability of modern classrooms.

Benefits: Improved student quality of life and educational opportunities, increased instructional effectiveness, and decreased environmental distractions (noise, temperature, climate)

Request for Resources

Two additional large smart classrooms dedicated for Health Education classes. NOTE: This was the health departments' # 1 initiative last year, as well as this year!

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	X
Requires other resources (grants, etc.)	

Explanation: No new resources are required, just a reallocation of quality learning environments, spread EQUALLY among the departments!

Health Education/Holistic Health Studies Program Review

2012-2013

Initiative 2

Purchase additional instructional aids and resources that help promote an increase in student interaction. Continue to replace old, outdated VHS & DVDs with California Mandated DVDs that include closed captioning. This initiative helps meet SLOs, SSOs and POOs.

Initiative ID: HED1302

Links to Finding 2

Research shows that student success is related to student interaction in the classroom. The purchase of additional instructional supplies for the classroom will help further explain important concepts to students.

Links to Finding 3

Many videos are outdated and do not have closed captioning. There are still some videos that need to be replaced with videos that have closed captioning in order to meet *California Law*.

Benefits:

Increasing student interaction increases student engagement and learning and helps to increase the effectiveness of the instructional material. Students with hearing impairment will greatly benefit from closed captioning to somewhat level the learning field.

Request for Resources:

- Purchase subject matter slides to include in Powerpoint presentation
- Purchase tuning forks, magnet, filing to demonstrate vibrational energy
- Purchase posters, maps for dedicated classrooms
- Buy new videos with closed captioning or add closed captioning to existing videos.

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	X

Health Education/Holistic Health Studies Program Review

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Initiative 3: Increase collaboration with the nursing and other departments. Advertise the creation of the holistic nursing scholarship, the Osher Holistic Studies scholarship, and the holistic studies transfer scholarship.

Initiative ID: HED1303

Links to Finding 4: There are increasing numbers of nursing students enrolling in holistic health classes. This is due, in part, to the trend in nursing to incorporate a more holistic approach towards the treatment of patients. An increase in collaboration between both departments helps keep both programs competitive in today's dynamic and evolving health field.

Benefits: Collaboration benefits both the nursing program and the health education program.

Request for Resources: None

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Health Education/Holistic Health Studies Program Review 2012-2013

Initiative 4: Meet the needs of the many students in the holistic health studies program by curriculum development and course scheduling changes. Offer required core course sections in both the day and in the evening in order for students to have the opportunity to earn the degree in totality as either a day or a night student. This allows for the student to move through the program faster and opens up additional seats in the program. Increase the number of sections offered of required core courses, as funding allows. Increase the number of mind/body kinesiology course sections as funding permits. Bring KIN V70, Physiology and Fundamentals of Yoga and KIN V76, Tai Chi for Balance and Health back to regularly scheduled offerings. Offer the newly created “Survey of Integrative Mind/Body Exercise” class.

Initiative ID: HED1304

Links to Finding 4: With increased interest in the holistic health program by pre-nursing students, the health education program will continue to grow. Sufficient sections of classes need to be offered to meet the need.

Links to Finding 5: Student interest in the holistic health studies degree has grown exponentially. The number of students in the program working toward an Associate’s Degree in Holistic Health Studies is increasing far beyond original projections.

Benefits: Increases opportunity for students to achieve the holistic health studies A.A. Degree. The students are able to move faster through the program, which will facilitate student completion of the program in two years as well as open up additional seats for incoming students.

Request for Resources

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
01.Requires college facilities funds	
Requires other resources (grants, etc.)	

Health Education/Holistic Health Studies Program Review

2012-2013

Initiative 5: Move HED V70, Spiritual Health, to the Core courses # 1 tier. Move KIN V74 Core Applications in Functional Kinesiology, and KIN V73 Holistic Movement, to tier ! 1. Move KIN V70: Physiology and Fundamentals of Yoga and KIN V76: Tai Chi for Balance and Health to tier # 2 and offer a new mind/body integrative kinesiology course.

Initiative ID: HED1305

Links to Finding 6: HED V70 and KIN V74, KIN V76 and KIN V70 are the only classes that meet the required mind/body kinesiology class for the Holistic Health Studies degree.

Benefits: This initiative will increase opportunities for students to graduate with the Holistic Health Studies degree! If this initiative isn't granted, it will severely limit the opportunity for students to successfully complete the Holistic Health Studies Associates of Arts degree.

Request for Resources

Funding Sources

No new resources are required (use existing resources)	X
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Initiative 6: Hire a full-time health instructor/head coach of a woman's sport. There are 11 part-time instructors in health education who are all teaching full loads as adjunct faculty. There are four full-time coaches coaching men's teams, while only one full-time coach coaching a women's team. One full-time coach coaches both men's and women's swim teams.

Initiative ID: HED1306

Links to Finding 5: Student interest in the holistic health studies degree has grown exponentially. The number of students in the program working toward an Associate's Degree in Holistic Health Studies is increasing far beyond original projections.

Links to Finding 11: When the new TMC degree is developed, there will be a need for a full-time faculty member to take the lead in the development of the curriculum and to teach the courses leading to the degree.

Benefits: Increases opportunity for students to achieve the holistic health studies A.A. Degree and when created and approved, the nutrition A.A. degree. This also enhance student success for the female athletes who will benefit from having a full-time, on campus coach.

Health Education/Holistic Health Studies Program Review
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Request for Resources

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
01.Requires college facilities funds	
Requires other resources (grants, etc.)	

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2011 - 2012 FINAL Program Initiative Priority Ratings

Line Number	Program	Category	Program Priority (0, 1, 2, 3...)	Division Priority (R, H, M, L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	Health/Holistic Studies	None	0				HED1204	Evaluate course scheduling for Holistic Studies major	Evaluate course scheduling procedures			-	
2	Health/Holistic Studies	None	0				HED1205	Upgrade core tier ranking of holistic studies degree courses	Write and forward to VP of Instruction course status upgrade rationale			-	
3	Health/Holistic Studies	None	0				HED1206	Update Health Education Department catalog description	Meet with health faculty to update catalog description			-	
4	Health/Holistic Studies	Facilities	1	H	M	M	HED1201	Modern Dedicated Health Classrooms	Finish construction on AEC classroom(s) or allocate for 2 modern classrooms	275,000	275,000	275,000	
5	Health/Holistic Studies	Equipment	2	M	M	M	HED1202	Instructional Supplies & Equipment	Purchase instructional supplies, technology, equipment	3,000	3,000	278,000	
6	Health/Holistic Studies	Grants	3	H			HED1203	Increase collaboration with the nursing department	Create holistic nursing scholarship by collaborating with the Holistic Health and Wellness Club	up to \$500		278,000	

Health Education/Holistic Health Studies Program Review 2012-2013

6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
Holistic Studies Health	2, 4	Facilities	H				HED1301	Dedicated Health classrooms	Facilities	none
Holistic Studies Health	2, 3	Equipment	R				HED1302	Closed-captioned DVDs	Equipment & Supplies	\$1000
Holistic Studies Health	4	No new resources	L				HED1303	Collaboration with other departments	None	None
Holistic Studies Health	4, 5	General funds for personnel	M				HED1304	Scheduling holistic studies mind/body courses	General funds for personnel (part-time instruction)	\$3000 - \$9000
Holistic Studies Health	6	Instructional	H				HED1305	Core course tier changes	None	None
Holistic Studies Health	5,11	New Faculty	M				HED1306	Full-time health instructor/Coach of Women's Sport	General funds for personnel	\$65,000

Health Education/Holistic Health Studies Program Review 2012-2013

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

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7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?

Yes. We completed the program review process and identified six initiatives.

2a. Were the identified initiatives implemented?

Initiatives HED V1201, HED V1202, and HED V1204 were partially met. Initiatives HED V1203 and HED V1206 were fully implemented! HED V1205 was not met.

2b. Did the initiatives make a difference?

In some cases, yes, and in other cases no. There needs to be a better process for identifying where each initiative should be sent. There doesn't appear to be a direct route from the division to the EVP's office. There needs to be a process for curriculum related initiatives to be forwarded to the EVP and evaluated, with the assistance of content expert faculty.

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

N/A

4. How have the changes in the program review process worked for your area?

In some cases, the initiative process worked well. In others cases, it didn't seem to have much impact. (see 2b. above)

5. How would you improve the program review process based on this experience?

The program review charts must be populated with the data before given to the department chairs. Also, more release time for department chairs.

7C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

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If you choose to appeal, please complete the appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.