

Health Sciences PEP 2019 Latest Version

PEP

PEP - Overview (Copy)

Prepared By:	Program:	Reviewed by: (OAC Rep)
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Program Data

PEP - Learning Outcomes (SLO & PLO) Lists : Version by Spurgin, Kurt on 03/14/2019 02:08

List course Student Learning Outcomes (SLOs)

Introduction to Health Sciences

- Describe methods to access resources about a degree in Health Science programs and their respective requirements for successful entrance
- Identify differing role responsibilities of each of the following health occupation professions: a. RN: registered nurse b. LVN: licensed vocational nurse c. CNA: certified nursing assistant d. EMT: emergency medical technician

General Nutrition

- Analyze and evaluate the nutrients in food with relationship to functions, sources, and requirements to explain the interrelationships.
- Demonstrate individual eating patterns throughout the lifespan and discuss the importance of nutrition to health and well being.
- Analyze the relationship of food and nutrition in local, National and world economies, politics and ecology.

Medication Dosage Calculations

- Formulate correct dosages and demonstrate safe administration of medications for clients of all ages.
- Medical Terminology
- Recognize health related vocabulary.
- Apply medical word origins and word components to every day situations.

Your Living Body

- Demonstrate a basic understanding of the anatomy and organization of human cells, tissues, organs, and systems
- Demonstrate an understanding of how the anatomy of essential body systems is related to physiological functioning in a healthy human body
- Demonstrate an understanding of how common diseases negatively impact normal human anatomy and physiology of essential body systems.

Nurse Assistant

- Meet the eligibility requirements for taking the California State Certification exam for nursing assistant certification
- Demonstrate components of safe, effective care for residents of long-term care facilities

Basic Pharmacology

- Students will synthesize drug therapy implications on disease processes.
- Students will analyze pharmacological processes within each body system
- Students will evaluate drug therapies for specialized populations across the lifespan.

Success in Nursing

- Acquire study strategies that will facilitate successful completion of the nursing program.
- Identify and enhance healthy coping mechanisms, which can be implemented in the nursing program and upon entering a professional nursing career

Intro to Public Health

- Define important foundational concepts in community/public health
- Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.
- Describe the historical development of public health including the most important achievements of public health
- Distinguish the difference between personal and public health
- Informatics for Health Science
- Demonstrate basic use of software applications that pertain to assessment, planning, education, program implementation and management currently used in health science and allied health.
- Explain the concepts of ethical use in health care informatics
- Describe the legal issues surrounding health care records and personal information

ECG Interpretation

- Competently analyze ECG waveforms and identify ECG rhythms.
- Recognize ECG rhythms that indicate a condition change and specifically those that may be life threatening, requiring intervention.
- Display knowledge of common interventions that may be implemented for specific ECG dysrhythmias.
- Demonstrate the skills needed to place a patient on telemetry monitoring and to obtain a 12-lead ECG

Home Health Aide

- Provide care of residents in a home care setting with emphasis on personal care (hygiene), meal planning and maintaining a safe healthful environment.
- Identify the scope and limitations of practice for a Home Health Aid.

Principles of Food

- Synthesize and apply basic principles of food science to specific food systems in the written and pre/post laboratory exercises.
- Develop, implement, evaluate and report on a food research problem that mediates a given nutrition problem.
- Appraise, evaluate and effectively judge food quality using objective and sensory methods of assessment.

List Program Learning Outcomes (PLOs)

Health Science AS Degree

- Degree will transfer to CSUSB Bachelor of Science in Health Science / Public Health Education Concentration

Nutrition and Dietetics AS-T Degree

- Utilize knowledge from the biological and physical sciences to understand the role of food and nutrients in the human life-cycle stages and nutrition-related chronic diseases
- Demonstrate basic food science principles in food procurement, preparation, and safety for individuals, families, and communities.
- Describe social, ethnic and/or environmental dimensions within nutrition and the life sciences.
- Be eligible and prepared for transfer to related health science programs.

Public Health Science AS-T Degree

- Assess and monitor the prevalence of disease and environmental exposure on the health of populations.
- Develop and deliver health programs, policies, and interventions.
- Be prepared and eligible for transfer in a related public health science program.

PEP - Program Description : Version by **Spurgin, Kurt** on **03/14/2019 02:08**

Describe the program components, function, and purpose.

Health Science AS Degree and Transfer Preparation

The Associate Degree in Health Science provides courses which are the foundation to professional career opportunities in the health science, public health and environmental fields. The degree emphasizes an ecological approach to health issues in the community and to provide students with the tools and knowledge necessary to understand factors contributing to the promotion of optimal health and well-being.

Nutrition and Dietetics AS-T

The Associate in Science in Nutrition and Dietetics for Transfer introduces students to the principles and methodologies used in the study of nutrition and dietetics. Students will acquire the foundational knowledge necessary to pursue post-secondary degrees in nutrition and dietetics.

Public Health Science AS-T

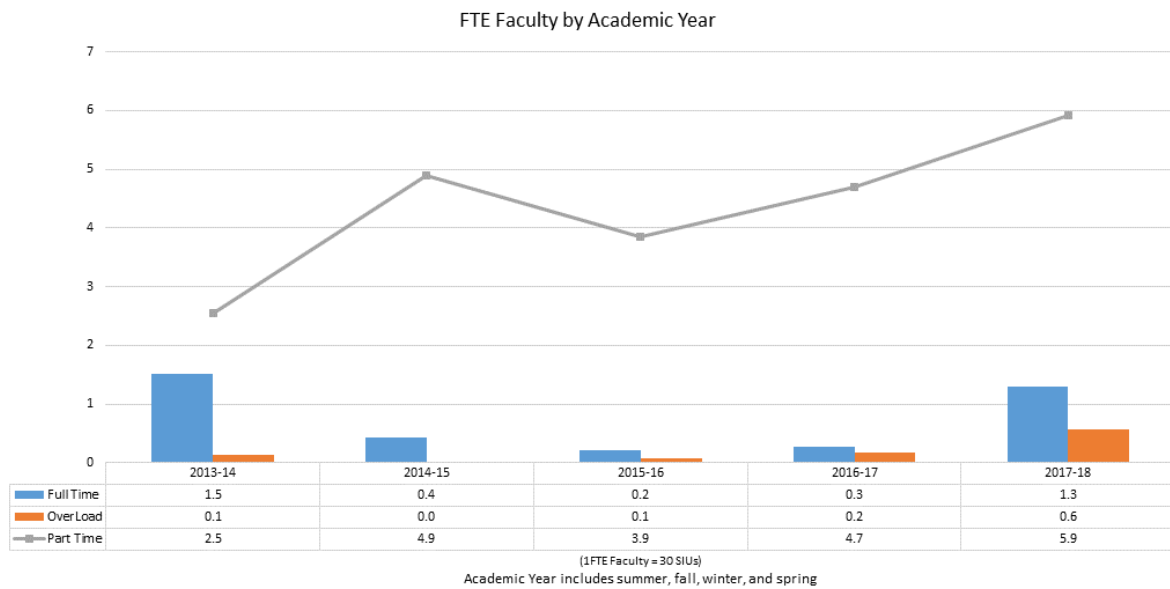
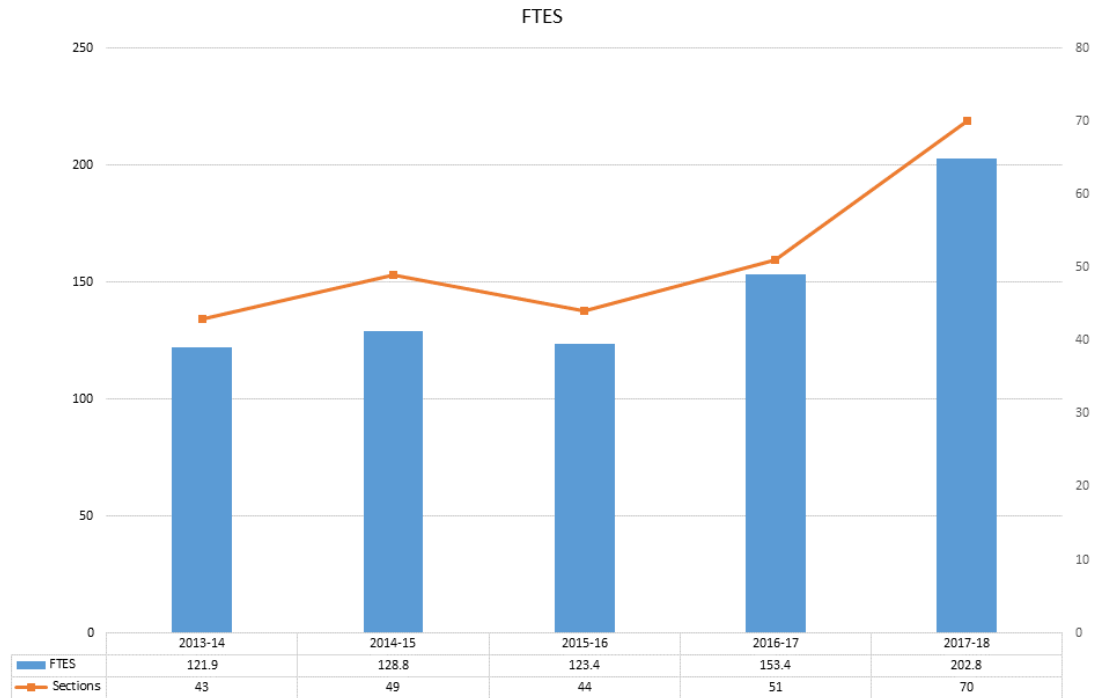
The Associate in Science in Public Health Science for Transfer prepares students to transfer to the California State University campuses that offer bachelor's degrees in Health, Health Science and Public Health Science. The Associate in Science in Public Health Science for Transfer focuses on an understanding of the health of populations. This degree is designed to prepare students in the study of public health science and provide comprehensive preparation for upper-division work. Students choosing this degree program will study a range of topics related to human health and disease including: core functions and disciplines of public health; human anatomy and physiology; diseases and their causes, including risk factor; distributions of diseases; primary prevention strategies; and behavior-change theory and application. Students will gain understanding of the biopsychosocial basis for health and healthy populations. Further they will be able to understand and assess the burden of disease on the health of populations, including the impact of environmental exposures; use of data to support evidence-based practices; develop and deliver health programs and interventions that are based on behavior frameworks; and evaluate health programs and initiatives for effectiveness. Public Health Science bridges the gap between scientific discoveries and the application of this knowledge to improve the quality of life.

Describe current program staffing.

The health science department has one FT faculty to ten PT faculty (1:10) serving 70 sections and 2,365 students at 202.8 FTES. There is a critical need for additional FT faculty to increase our certificate programs and transferable degrees. Healthcare is one of the fastest growing sectors our community; and as the population ages, this growth is expected to accelerate. The Health Sciences department is well positioned to attract new students from local health academies and from outside the area (there are no other regional programs at the community college level), and to meet Institutional Level Outcomes.

The HS department provides many of the prerequisites for the LVN and RN programs at College of the Desert. However, the HS department has the potential to provide a much greater impact for COD students and for the Coachella Valley at large. Entrance into the nursing program at College of the Desert is extremely competitive and COD has an obligation to contribute to the success of students who complete the prerequisites for nursing but do not continue toward a career in nursing. The HS department can provide alternative career paths that will enable students to earn a living wage in a health care field while they continue to expand their education. Furthermore, the new state funding formula places a heightened emphasis on students completing certificates of achievement and obtaining living wage positions. The HS department is uniquely positioned at COD to fulfill the mission of providing students with the tools and certificates necessary to earn a living wage in a career area of tremendous growth.

The addition of one full-time faculty has already generated significant growth for the department. The HS department has had a full-time faculty for only three semesters and already the department has seen significant expansion of degree and CTE offerings. The addition of a full-time faculty position has enabled the department to build new Nutrition and Dietetics, and Public Health Science AS-T degrees. Furthermore, the department has coordinated with the business department to help create a new BIW-Medical CTE program. A new Pharmacy Technician course has been submitted to Curriculum, and a Pharmacy Technician CTE program is in development. Additional new programs have been discussed within the division including the development of certificates of achievement for: Certified Dietary Manager (CDM), Radiology Technician, Behavioral Health Specialist, and Physical Therapy Technician. An additional full-time faculty would enable the HS department to continue to add new programs, attract new students, and provide much needed stability to the department. Additional full-time faculty would also enable improved long-term planning and allow the health science program to better serve the needs of College of the Desert, its students, and the surrounding community.



PEP - Outcome Alignment & Assessments : Version by Spurgin, Kurt on 05/07/2019 23:51

How do the course SLOs and PLOs align with and support the College of the Desert's mission and ILOs?

Introduction to Health Sciences

Mission Statement alignment: supports the college's mission related to transfer preparation and associate degrees.

- SLO: Describe methods to access resources about a degree in Health Science programs and their respective requirements for successful entrance
 - ILO alignment:

- Develop realistic goals.
- SLO: Identify differing role responsibilities of each of the following health occupation professions: a. RN: registered nurse b. LVN: licensed vocational nurse c. CNA: certified nursing assistant d. EMT: emergency medical technician
 - ILO alignment:
 - Analyze quantitative and qualitative information to make decisions, judgments, and pose questions.

General Nutrition

Mission Statement alignment: supports the college's mission related to transfer preparation and associate degrees.

- SLO: Analyze and evaluate the nutrients in food with relationship to functions, sources, and requirements to explain the interrelationships.
 - ILO alignment:
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.
- SLO: Demonstrate individual eating patterns throughout the lifespan and discuss the importance of nutrition to health and well being.
 - ILO alignment:
 - Appreciate the complexity of global relationships between self and others, as well as self and the environment.
- SLO: Analyze the relationship of food and nutrition in local, National and world economies, politics and ecology.
 - ILO alignment:
 - Analyze quantitative and qualitative information to make decisions, judgments, and pose questions.
 - Collect and analyze data. Skills of data collection include an understanding of the notion of hypothesis testing and specific methods of inquiry such as experimentation and systematic observation.
 - Appreciate the complexity of global relationships between self and others, as well as self and the environment.

Medication Dosage Calculations

Mission Statement alignment: supports the college's mission related to student preparation in basic skills, as well as career and technical education

- SLO: Formulate correct dosages and demonstrate safe administration of medications for clients of all ages.
 - ILO alignment:
 - Utilize quantitative expression in a variety of contexts. These would include units of measurement, visual representations, and scales and distributions.

Medical Terminology

Mission Statement alignment: supports the college's mission related to transfer preparation and associate degrees.

- SLO: Recognize health related vocabulary.
 - ILO alignment:
 - Produce oral and written information in various modes and media, using technology such as computers, the Internet, and library databases.
- SLO: Apply medical word origins and word components to every day situations.
 - ILO alignment:
 - Produce oral and written information in various modes and media, using technology such as computers, the Internet, and library databases.

Your Living Body

Mission Statement alignment: supports the college's mission related to student preparation in basic skills, as well as career and technical education

- SLO: Demonstrate a basic understanding of the anatomy and organization of human cells, tissues, organs, and systems
 - ILO alignment:
 - Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate fact from opinion.
- SLO: Demonstrate an understanding of how the anatomy of essential body systems is related to physiological functioning in a healthy human body
 - ILO alignment:
 - Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate fact from opinion.
- SLO: Demonstrate an understanding of how common diseases negatively impact normal human anatomy and physiology of essential body systems.
 - ILO alignment:
 - Recognize the utility of the scientific method and its application to real life situations and natural phenomena.

Nurse Assistant

Mission Statement alignment: supports the college's mission related to student preparation in basic skills, as well as career and technical education

- SLO: Meet the eligibility requirements for taking the California State Certification exam for nursing assistant certification
 - ILO alignment:
 - Self-evaluate knowledge, skills, and abilities
 - Analyze quantitative and qualitative information to make decisions, judgments, and pose questions.
- SLO: Demonstrate components of safe, effective care for residents of long-term care facilities
 - ILO alignment:
 - Recognize the utility of the scientific method and its application to real life situations and natural phenomena.
 - Integrate universally accepted values such as honesty, responsibility, respect, fairness, courage and compassion into judgments and decision-making.

Basic Pharmacology

Mission Statement alignment: supports the college's mission related to student preparation in basic skills, as well as career and technical education

- SLO: Students will synthesize drug therapy implications on disease processes.
 - ILO alignment:
 - Predict outcomes utilizing scientific inquiry: using evidence and assertions determine which conclusions logically follow from a body of quantitative and qualitative data.

- Recognize the utility of the scientific method and its application to real life situations and natural phenomena.
- SLO: Students will analyze pharmacological processes within each body system
 - ILO alignment:
 - Predict outcomes utilizing scientific inquiry: using evidence and assertions determine which conclusions logically follow from a body of quantitative and qualitative data.
 - Recognize the utility of the scientific method and its application to real life situations and natural phenomena.
- SLO: Students will evaluate drug therapies for specialized populations across the lifespan.
 - ILO alignment:
 - Predict outcomes utilizing scientific inquiry: using evidence and assertions determine which conclusions logically follow from a body of quantitative and qualitative data.
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.

Success in Nursing

Mission Statement alignment: supports the college's mission related to transfer preparation and associate degrees.

- SLO: Acquire study strategies that will facilitate successful completion of the nursing program.
 - ILO alignment:
 - Display habits of intellectual exploration, personal responsibility, and physical well being.
 - Self-evaluate knowledge, skills, and abilities.
 - Value the feedback of others.
- SLO: Identify and enhance healthy coping mechanisms, which can be implemented in the nursing program and upon entering a professional nursing career
 - ILO alignment:
 - Display habits of intellectual exploration, personal responsibility, and physical well being.
 - Self-evaluate knowledge, skills, and abilities.
 - Value the feedback of others.

Intro to Public Health

Mission Statement alignment: supports the college's mission related to transfer preparation and associate degrees.

- SLO: Define important foundational concepts in community/public health
 - ILO alignment:
 - Demonstrate an understanding of ethical issues to make sound judgments and decisions.
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.
- SLO: Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.
 - ILO alignment:
 - Analyze quantitative and qualitative information to make decisions, judgments, and pose questions.
 - Appreciate the complexity of global relationships between self and others, as well as self and the environment.
- SLO: Describe the historical development of public health including the most important achievements of public health
 - ILO alignment:
 - Apply ethical reasoning to contemporary issues and moral dilemmas.
 - Appreciate the complexity of global relationships between self and others, as well as self and the environment.
- SLO: Distinguish the difference between personal and public health
 - ILO alignment:
 - Appreciate the complexity of global relationships between self and others, as well as self and the environment.

Informatics for Health Science

Mission Statement alignment: supports the college's mission related to student preparation in basic skills, as well as career and technical education

- SLO: Demonstrate basic use of software applications that pertain to assessment, planning, education, program implementation and management currently used in health science and allied health.
 - ILO alignment:
 - Utilize quantitative expression in a variety of contexts. These would include units of measurement, visual representations, and scales and distributions.
- SLO: Explain the concepts of ethical use in health care informatics
 - ILO alignment:
 - Apply ethical reasoning to contemporary issues and moral dilemmas.
 - Demonstrate an understanding of ethical issues to make sound judgments and decisions
- SLO: Describe the legal issues surrounding health care records and personal information
 - ILO alignment:
 - Apply ethical reasoning to contemporary issues and moral dilemmas.
 - Demonstrate an understanding of ethical issues to make sound judgments and decisions

ECG Interpretation

Mission Statement alignment: supports the college's mission related to student preparation in basic skills, as well as career and technical education

- SLO: Competently analyze ECG waveforms and identify ECG rhythms.
 - ILO alignment:
 - Utilize quantitative expression in a variety of contexts. These would include units of measurement, visual representations, and scales and distributions.
- SLO: Recognize ECG rhythms that indicate a condition change and specifically those that may be life threatening, requiring intervention.
 - ILO alignment:
 - Utilize quantitative expression in a variety of contexts. These would include units of measurement, visual representations, and scales and distributions.
 - Analyze quantitative and qualitative information to make decisions, judgments, and pose questions.
- SLO: Display knowledge of common interventions that may be implemented for specific ECG dysrhythmias.
 - ILO alignment:
 - Analyze quantitative and qualitative information to make decisions, judgments, and pose questions.
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.
- SLO: Demonstrate the skills needed to place a patient on telemetry monitoring and to obtain a 12-lead ECG
 - ILO alignment:
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.

Home Health Aide

Mission Statement alignment: supports the college's mission related to student preparation in basic skills, as well as career and technical education

- SLO: Provide care of residents in a home care setting with emphasis on personal care (hygiene), meal planning and maintaining a safe healthful environment.
 - ILO alignment:
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.
 - Exhibit respect for self and others.
 - Value diverse cultures and populations.
- SLO: Identify the scope and limitations of practice for a Home Health Aid.
 - ILO alignment:
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.

Principles of Food

Mission Statement alignment: supports the college's mission related to transfer preparation and associate degrees.

- SLO: Synthesize and apply basic principles of food science to specific food systems in the written and pre/post laboratory exercises.
 - ILO alignment:
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.
 - Apply principles of logic to problem solve and reason with a fair and open mind.
- SLO: Develop, implement, evaluate and report on a food research problem that mediates a given nutrition problem.
 - ILO alignment:
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.
- SLO: Appraise, evaluate and effectively judge food quality using objective and sensory methods of assessment.
 - ILO alignment:
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.
 - Apply principles of logic to problem solve and reason with a fair and open mind.

Provide assessment documentation.

For the first time, the Health Sciences program has a permanent full-time faculty. With significant input from the SLO Coordinator, the Health Sciences program is beginning to obtain consistent assessment data. A review of course assessments has resulted in instructors increasing the number of interactive activities and group projects to course instruction. These interactive activities are expected to enhance student engagement and learning. Examples include:

HS013:

One instructor modified her teaching approach using skeletal notes. Students were assigned skeletal notes to be completed before class. 67% of student completed the work as assigned before class and as homework and 79% of students completed the work in total including late assignments. Students were given time in small groups and after lecture to share their notes with each other. Students who participated in the homework did an excellent job learning material from a challenging course.

Another instructor created a small group project to evaluate scientific; versus organization; versus public sources of information for areas of emerging nutritional focused media and programs. The goal was to enhance understanding of scientific literature, how to read journal articles, and understand con-founders, to fact check and verify the many diverse and growing diets and nutritional claims, and how this compares to reports from public agencies. This in class participation project, with immediate instructor feedback and support, allowed students to learning the targeted research and comparison skills.

HS 061:

Our instructor added a new word-share component to the class to encourage student interaction and participation. Students were engaged and busy throughout the activity and interacted with one another in a respectful manner. As a result of this addition, performance on the first midterm improved from 72% to 75.3% indicating that enhanced student engagement resulted in improved performance on exams and better retention of information.

HS062:

Students worked with a partner to research an infectious disease and demonstrate an understanding of the concepts of disease etiology and epidemiology. Students put effort into gathering information and presenting their topic in a professional manner. Furthermore, students were respectful of their classmates while working together and when observing other group's presentations. On the whole, this assignment was effective at engaging students and solidifying the key concepts of disease etiology and epidemiology while fostering a cooperative learning environment.

HS 067:

The instructor created an interactive activity where students would pair up and work together to build the dimensional analysis equations. The exercise, called "equation volleyball", involved one student filling out the first part of the equation and then passing it to their partner to complete the second part of the equation and so on. Mean scores for the quiz following this exercise improved 12% over prior semesters.

HS073

In the Fall semester the instructor presented material in preparation of the free-response portion of first midterm during lecture. The instructor provided several videos and discussed the material using slides and traditional lecture techniques. When the students took the exam the average score was 39.6% on the free-response section. In Spring 2019, the instructor added a group discussion and/or individual reflection component to the lecture material for each free-response question that were on the midterm. These were critical concepts that the instructor wanted to ensure that the students were grasping at the first midterm. The students performed significantly better on the free response portion of the exam when compared to the prior semester. Two students scored extremely poorly on the exam earning 2 or fewer points on that section. With those outliers removed, however, the mean score in the class was 62%. Generally, the new approach was successful at improving student success on the free-response component of the midterm exam.

Another assessment involved students being tasked to submit a blog reflection via Canvas of no less than two paragraphs. Blogs responses addressed a provided prompt and were intended to include critical synthesis of the week's topics, discussions, and activities as well as reflection of related personal opinions. Critical responses to weekly reflection questions, including related personal opinions, may also provide weekly blog content. Blogs were intended to promote student reflection as it relates to the immediately past week's classes. Prompt: How far do you believe government should go in advocating and/or enforcing moral behavior? Blogs were graded on a 20 point scale for clarity, relevance, and significance. The mean score for students who completed the assignment was 15.6 points (78%). Generally student participation was excellent and most students demonstrated adequate breadth and depth of consideration for the topic.

These assessments are aligned with Program and Institutional Outcomes including:

- Participate in teams to make decisions and seek consensus.
- Gather, assess, and interpret relevant information.
- Develop individual responsibility, personal integrity, and respect for diverse people and culture.
- Value the feedback of others.
- Exhibit respect for self and others.

Methods of Instruction components will be updated via the Course Inventory Management system to reflect the inclusion of these teaching methods.

Provide outcome mapping documentation.

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- SLO: Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.
 - ILO alignment:
 - Analyze quantitative and qualitative information to make decisions, judgments, and pose questions.

- Appreciate the complexity of global relationships between self and others, as well as self and the environment.
- SLO: Describe the historical development of public health including the most important achievements of public health
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 - ILO alignment:
 - Analyze quantitative and qualitative information to make decisions, judgments, and pose questions.
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.
- SLO: Demonstrate the skills needed to place a patient on telemetry monitoring and to obtain a 12-lead ECG
 - ILO alignment:
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.

Home Health Aide

Mission Statement alignment: supports the college's mission related to student preparation in basic skills, as well as career and technical education

- SLO: Provide care of residents in a home care setting with emphasis on personal care (hygiene), meal planning and maintaining a safe healthful environment.
 - ILO alignment:
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.
 - Exhibit respect for self and others.
 - Value diverse cultures and populations.
- SLO: Identify the scope and limitations of practice for a Home Health Aid.
 - ILO alignment:
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.

Principles of Food

Mission Statement alignment: supports the college's mission related to transfer preparation and associate degrees.

- SLO: Synthesize and apply basic principles of food science to specific food systems in the written and pre/post laboratory exercises.
 - ILO alignment:
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.
 - Apply principles of logic to problem solve and reason with a fair and open mind.
- SLO: Develop, implement, evaluate and report on a food research problem that mediates a given nutrition problem.

- ILO alignment:
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.
- SLO: Appraise, evaluate and effectively judge food quality using objective and sensory methods of assessment.
 - ILO alignment:
 - Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.
 - Apply principles of logic to problem solve and reason with a fair and open mind.

PEP - Facility & Resource Attributes : Version by **Spurgin, Kurt** on **03/14/2019 02:08**

Describe the program's current facilities.

Currently, Health Science primarily utilizes nursing facilities to administer courses. HS has coordinated with the chemistry department to share lab space for the addition of a new Pharmacy Technician course and Certificate of Achievement. The Education Master Plan includes Health Science as a growth/target program at the West Valley Center. A proposal was submitted for an Allied Health lab to support this growth.

Allied Health Lab: This would be a collaborative lab between Kinesiology, Nursing, Health Sciences, and Health Education. There is available space in the Nursing area where we could set up lab equipment like a Bod Pod (body fat assessment tool), VO2Max treadmill (to run stress tests), nutrition and dietary assessment software, and other health assessment tools for blood pressure screening, blood lipid profiles, and glucose profiles. Students in each of these areas would work together to collect data from clients (i.e. community members, other students, faculty and staff) and put together comprehensive health screenings and assessments. A lab coordinator would be needed as well. One time funds would be needed for equipment and supplies. Ongoing funds would be needed for the coordinator position and maintenance.

Additionally, health science faculty are discussing the program's role in the Indio expansion. A memorandum of understanding is being worked on with SAC Health Care and Loma Linda to collaborate in Indio to develop a community education program relevant to the east end of the valley.

PEP - Course listings, revisions, advisories, co & prerequisites, & articulation : Version by **Spurgin, Kurt** on **03/14/2019 02:08**

General Nutrition

- Prerequisite Course(s)
 - Advisory: ENG 061
- Entrance Skills
 - Identify and employ prewriting activities.
 - Prerequisite Course Objectives
 - ENG 061-Use theses to organize paragraphs into coherent analyses. ENG 061-Recognize features of style such as purpose, audience and tone integrate these elements into academic and professional writing.
- Entrance Skills
 - Read and identify main ideas and supporting details.
 - Prerequisite Course Objectives
 - ENG 061-Demonstrate the ability to think critically and express ideas using various patterns of development.
- Entrance Skills
- Demonstrate the ability to generate, develop and organize ideas into a cohesive essay using two or three paragraphs.
- Prerequisite Course Objectives
 - ENG 061-Use theses to organize paragraphs into coherent analyses.

Medication Dosage Calculations

- Prerequisite Course(s)
 - Advisory: MATH 060 & ENG 061
- Entrance Skills
 - Read, comprehend, and summarize 8th grade level readings and identify main ideas and supporting details.
 - Prerequisite Course Objectives
 - ENG 061-Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.
- Entrance Skills
 - Apply the basic operations appropriately to solve application (word) problems that involve their use.
 - Prerequisite Course Objectives
 - MATH 060-Apply the basic operations to solve application problems that involve whole numbers, integers, and rational numbers.

Medical Terminology

- Prerequisite Course(s)
 - Advisory: ENG 061

Your Living Body

- Prerequisite Course(s)
 - Advisory: HS 061 & ENG 061
- Entrance Skills
 - Define, spell and pronounce medical terms
 - Prerequisite Course Objectives
 - HS 061-Define, spell and pronounce medical terms
- Entrance Skills
 - Use medical terminology within the context of the human body systems and basic physiological functions.
 - Prerequisite Course Objectives
 - HS 061-Use medical terminology within the context of the human body systems and basic physiological functions.
- Entrance Skills
 - Identify medical abbreviations used by various services in a health-care facility.

- Prerequisite Course Objectives
 - HS 061-Identify medical abbreviations used by various services in a health-care facility.
- Entrance Skills
 - Pronounce words that pertain to each specific body system.
 - Prerequisite Course Objectives
 - HS 061-Pronounce words that pertain to each specific body system.
- Entrance Skills
 - Use a medical dictionary.
 - Prerequisite Course Objectives
 - HS 061-Use a medical dictionary.
- Entrance Skills
 - Demonstrate the ability to apply standard rules of grammar, punctuation and spelling in academic writing
 - Prerequisite Course Objectives
 - ENG 061-Recognize features of style such as purpose, audience and tone integrate these elements into academic and professional writing.
- Entrance Skills
 - Read, comprehend, and summarize 8th grade level readings and identify main ideas and supporting details.
 - Prerequisite Course Objectives
 - ENG 061-Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.
- Entrance Skills
 - Recognize and explain patterns of idea development in short readings and academic writing.
 - Prerequisite Course Objectives
 - ENG 061-Use theses to organize paragraphs into coherent analyses.
 - ENG 061-Demonstrate the ability to think critically and express ideas using various patterns of development.
 - ENG 061-Recognize features of style such as purpose, audience and tone integrate these elements into academic and professional writing.
 - ENG 061-Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.

Nurse Assistant

- Prerequisite Course(s)
 - Advisory: ENG 061

Basic Pharmacology

- Prerequisite Course(s)
 - Advisory: BI 004
- Prerequisite Course Objectives
 - BI 004-Identify and explain basic anatomical and physiological characteristics of life systems.
 - BI 004-Demonstrate knowledge of essential life processes such as metabolism, photosynthesis, respiration, sensitivity, digestion, circulation, reproduction, ecology, evolution, and behavior.

Intro to Public Health

- Prerequisite Course(s)
 - Advisory: ENG 001A

Health Science Informatics

- No prerequisites established

ECG Interpretation

- No prerequisites established

Home Health Aide

- Prerequisite Course(s)
 - HS 064 or CNA

Nursing Skills Lab

- No prerequisites established

Principles of Food

- Prerequisite Course(s)
 - Advisory: ENG 061

What articulation agreements does your program have with 4-year colleges?

No articulation agreements are currently in effect.

PEP - Course Sequencing diagram and offerings : Version by Spurgin, Kurt on 03/14/2019 02:08

Public Health Science AS-T Degree

Required Courses		
HS 013	General Nutrition	3
HS 073	Introduction to Public Health	3
BI 004	Elements of Biology	4
BI 013	Human Anatomy and Physiology I	4
BI 014	Human Anatomy and Physiology II	5
CH 003	Introductory General Chemistry	4
KINE 010	Personal & Community Health	3
MATH 014	Statistical Methods	4
PSY 001	General Psychology	3
Select one of the following: ¹		37-39
Required Subtotal		33
CSU General Education		
IGETC Pattern		
Transferable electives (as needed to reach 60 transferable units) ²		
DEGREE TOTAL		60

¹ Units for the major may be double counted for CSU GE or IGETC, confer with Counselor.

² Elective units to reach 60 unit total must be CSU transferable, confer with Counselor.

Nutrition and Dietetics AS-T Degree

Required Courses		
HS 013	General Nutrition	3
HS 014	Principles of Food	3
BI 015	General Microbiology	5
CH 001A	General Chemistry I	5
CH 001B	General Chemistry II	5
PSY 001	General Psychology	3
SOC 003	Fundamentals of Statistics	3
or MATH 014	Statistical Methods	
Select one of the following: ¹		37-39
Required Subtotal		27-28
CSU General Education		
IGETC Pattern		
Transferable Electives (as needed to reach 60 transferable units) ²		
DEGREE TOTAL		60

¹ Units for the major may be double counted for CSU GE or IGETC, confer with Counselor.

² Elective units to reach 60 unit total must be CSU transferable, confer with Counselor.

Health Science AS Degree

Required Courses		Units
BI 013	Human Anatomy and Physiology I	4
BI 014	Human Anatomy and Physiology II	5
BI 015	General Microbiology	5
KINE 010	Personal & Community Health	3
HS 073	Introduction to Public Health	3
or HS 013	General Nutrition	
HS 074	Informatics for Health Science	3
Recommended Courses for Transfer		
ENG 001A	Composition	4
Select one of the following three courses:		3
PSY 001	General Psychology	
PSY 003	Developmental Psychology	
SOC 001	Introductory Sociology	
SPAN 001	Elementary Spanish I	5
or ASL 001	Elementary American Sign Language I	
SOC 003	Fundamentals of Statistics	3
Required Subtotal		23
Select one of the following:		37-39
CSU General Education		
IGETC Pattern		
Kinesiology (PE) Activities		2
DEGREE TOTAL		62-64

Include a list/diagram of courses reflecting course sequencing and how often courses have been offered.

Health Sciences Courses Required for the Vocational Nursing Certificate and AS Degree

- HS 13 General Nutrition
 - 11 sections offered in both Spring and Fall semesters
 - 5 sections offered in Summer session
- HS 62 Your Living Body
 - 4 sections offered in both Spring and Fall semesters
 - 1 section offered in Summer session
- HS 67 Intro Med/Dosage Calculations
 - 4 sections offered in both Spring and Fall semesters
 - 1 section offered in Summer session

Health Sciences Courses Required for the Nutrition and Dietetics AS-T Degree

- HS 013 General Nutrition
 - 11 sections offered in both Spring and Fall semesters
 - 5 sections offered in Summer session
- HS 014 Principles of Food
 - Not currently offered

Health Sciences Courses Required for the Public Health Science AS-T Degree

- HS 013 General Nutrition
 - 11 sections offered in both Spring and Fall semesters
 - 5 sections offered in Summer session
- HS 073 Introduction to Public Health
 - 1 section offered in both Spring and Fall semesters

Health Sciences Courses Required for the Health Science AS Degree

- HS 073 Introduction to Public Health
 - 1 section offered in both Spring and Fall semesters
- HS 013 General Nutrition
 - 11 sections offered in both Spring and Fall semesters
 - 5 sections offered in Summer session
- HS 074 Informatics for Health Science
 - 1 section offered in Spring and Fall semesters

Additional Health Sciences Courses

- HS 061 Medical Terminology
 - 3 sections offered in both Spring and Fall semesters
 - 1 section offered in Summer session
- HS 065 Basic Pharmacology
 - 2 sections offered in both Spring and Fall semesters
 - 1 section offered in Summer session
- HS 064 Nurse Assistant
 - 2 sections offered in both Spring and Fall semesters
 - 2 sections offered in Summer session
- HS 300 Nursing Skills Lab
 - 1 section offered in both Spring and Fall semesters
 - 1 section offered in Summer session
- HS 080 ECG Interpretation
 - 1 section offered in both Spring and Fall semesters
- HS 071 Success in Nursing
 - 1 section offered in both Spring and Fall semesters

Program Improvement/Analysis & Assessment

PEP - SLO Assessment Processes : Version by Spurgin, Kurt on 03/14/2019 02:08

Indicate how program and course level Learning Outcomes (PLOs/SLOs) are assessed on a regular basis.

All HS courses have established SLOs and they are included on all syllabi as per accreditation standards (ACCJC). Over the past two years the department has been working to review and revise student learning outcomes to meet ACCJC best practice recommendations. Both full-time and part-time faculty are expected to complete course-level assessments via the assessment form on the COD portal. The department has a goal of completing one assessment per course per instructor for each semester. In prior semesters, the Health Science faculty consisted of adjunct and temporary faculty. This created challenges in ensuring that course assessments were completed on a regular basis. Recognizing this challenge, the SLO coordinator was instrumental in communicating to the staff the importance of completing course-level assessments. The SLO coordinator met with several of the adjunct faculty to review the assessment process and department compliance with assessment goals was significantly improved. Assessment compliance was further aided by the addition of the department's first permanent full-time faculty in the Fall 2018 semester. These changes have significantly improved assessment compliance. For example, in Fall 2017, only 1 assessment was completed. For Fall 2018, 7 assessments were performed by 4 different faculty members. With ongoing coordination by our full-time faculty member, this trend is expected to continue leading to improved recognition of areas of improvement and revision.

What process is used to discuss and review SLOs/PLOs and assessments among all program faculty members?

For the first time, the Health Sciences program has a permanent full-time faculty. With significant input from the SLO Coordinator, the Health Sciences program is beginning to obtain consistent assessment data. In the coming months we anticipate that we will be able to utilize assessment data to guide course improvements.

Our full-time faculty member has reviewed course outline of record documents via the Course Inventory Management system and has made recommendations for updates to the department chair. Courses will be subject to ongoing review on an annual basis. As new curriculum is discussed and developed, individual courses will be evaluated to determine how courses align with program outcomes

What, if any, changes have been made as a result of this process?

The course outline of record for HS 073 needed revision to meet best practices guidelines. Our full-time faculty member submitted updated Student Learning Outcomes and Course Objectives sections to the department chair for consideration. These revisions have been submitted to curriculum via the Course Inventory Management system.

PEP - Outcome Assessment Improvement : Version by Spurgin, Kurt on 03/14/2019 02:08

How have Learning Outcome (PLOs/SLOs) assessments and program data been utilized to improve instruction in the program?

For the first time, the Health Sciences program has a permanent full-time faculty. With significant input from the SLO Coordinator, the Health Sciences program is beginning to obtain consistent assessment data. A review of course assessments has resulted in instructors increasing the number of interactive activities and group projects to course instruction. These interactive activities are expected to enhance student engagement and learning. Examples include:

HS013:

One instructor modified her teaching approach using skeletal notes. Students were assigned skeletal notes to be completed before class. 67% of student completed the work as assigned before class and as homework and 79% of students completed the work in total including late assignments. Students were given time in small groups and after lecture to share their notes with each other. Students who participated in the homework did an excellent job learning material from a challenging course.

Another instructor created a small group project to evaluate scientific; versus organization; versus public sources of information for areas of emerging nutritional focused media and programs. The goal was to enhance understanding of scientific literature, how to read journal articles, and understand con-founders, to fact check and verify the many diverse and growing diets and nutritional claims, and how this compares to reports from public agencies. This in class participation project, with immediate instructor feedback and support, allowed students to learning the targeted research and comparison skills.

HS 061:

Our instructor added a new word-share component to the class to encourage student interaction and participation. Students were engaged and busy throughout the activity and interacted with one another in a respectful manner. As a result of this addition, performance on the first midterm improved from to 72% to 75.3% indicating that enhanced student engagement resulted in improved performance on exams and better retention of information.

HS062:

Students worked with a partner to research an infectious disease and demonstrate an understanding of the concepts of disease etiology and epidemiology. Students put effort into gathering information and presenting their topic in a professional manner. Furthermore, students were respectful of their classmates while working together and when observing other group's presentations. On the whole, this assignment was effective at engaging students and solidifying the key concepts of disease etiology and epidemiology while fostering a cooperative learning environment.

HS 067:

The instructor created an interactive activity where students would pair up and work together to build the dimensional analysis equations. The exercise, called "equation volleyball", involved one student filling out the first part of the equation and then passing it to their partner to complete the second part of the equation and so on. Mean scores for the quiz following this exercise improved 12% over prior semesters.

These assessments are aligned with Program and Institutional Outcomes including:

- Participate in teams to make decisions and seek consensus.
- Gather, assess, and interpret relevant information.
- Develop individual responsibility, personal integrity, and respect for diverse people and culture.
- Value the feedback of others.
- Exhibit respect for self and others.

Methods of Instruction components will be updated via the Course Inventory Management system to reflect the inclusion of these teaching methods.

How is your program utilizing and discussing findings from disaggregated data?

Student success rates in HS courses have steadily improved among all groups. Success among female students improved from 58% in 2013-14 to 72.8% in 2017-18. Success among male students improved from 56.8% in 2013-14 to 67.4% in 2017-18. Success rates for all age and ethnicity groups improved over the same time period.

One area of concern is that, when averaged over the prior 4 years, success rates among students identified as high socio-economic status were 4.5% greater than for students identified as low socio-economic status. This is slightly below the college-wide socio-economic success gap of 2.3%. However, the health sciences department does service a slightly larger percentage of students designated as low socio-economic status when compared to the college at large. College-wide, students designated as low socioeconomic status account for 60.6% of enrollment; whereas low SES students make up 61.7% of Health Sciences enrollment. This indicates that the Health Sciences department is providing coursework that serves students of generally lower socioeconomic status.

Our plan for improvement involves recognizing that students identified as low socio-economic status often have greater difficulty with transportation and access to resources. We will evaluate ways to allow for greater flexibility and diversity in assignments to address this transportation and resource gap. Furthermore, we intend to establish guidelines within the department for early identification of students who are struggling to meet course deadlines. This will allow us to provide those students with additional support and guidance.

How do the courses in the program prepare students to meet the PLOs and SLOs?

General Nutrition

- Function:
 - Study the chemical composition of foods and their utilization by the body.
 - Students study the roles, functions, and interactions of proteins, fats, carbohydrates, vitamins, minerals, and water
 - Practical problems of nutrition and relationship of adequate diet to physical and mental health are covered.
- Purpose:
 - Equip students with skills necessary to care for patients' nutrition in a clinical setting
 - Enrich student understanding of nutrition for their personal and family health
 - Prepare students for transfer into a nursing program or other healthcare related program

Medication Dosage Calculations

- Function:
 - Provides basic information and skills necessary for successful drug administration to clients in health care settings
 - Develop mathematical competency required for safe drug administration.
 - Review critical components of nursing with special attention on recognizing and interpreting drug labels and medication orders.
- Purpose:
 - Equip students with practical skills necessary to safely calculate medication dosages for the safety of patients in a healthcare setting
 - Familiarize students with commonly used documentation and terminology for dosage, route, and frequency of drugs
 - Prepare students for transfer into a nursing program or other healthcare related program

Introduction to Health Sciences

- Function:
 - Provides the student with an opportunity to view Health Science Program requirements and learn about career opportunities from speakers actively practicing in health care roles
- Purpose:
 - Familiarize students with classes and degrees available through the Health Sciences program at COD
 - Prepare students for transfer into a nursing program or other healthcare related program

Medical Terminology

- Function:
 - Understand commonly used health-related vocabulary including medical word origins and word components
 - Understand vocabulary as it relates to anatomy and basic organization of human tissues, organs, and systems
- Purpose:
 - Equip students with the vocabulary necessary to communicate effectively with other healthcare professionals in a work setting
 - Enrich student understanding of anatomy and physiology for their personal and family health
 - Prepare students for transfer into a nursing program or other healthcare related program

Your Living Body

- Function:
 - Identify anatomy and basic organization of human tissues, organs, and systems
 - Understand how organs and tissue anatomy is related to the function of essential body systems.
 - Understand how major diseases affect essential body systems.
- Purpose:

- o Equip students with a basic understanding of anatomy and physiology for use in a healthcare setting
- o Enrich student understanding of anatomy and physiology for their personal and family health
- o Prepare students for transfer into a nursing program or other healthcare related program

Nurse Assistant

- Function:
 - o Provide training in basic nursing principles used in the care of clients in long-term care facilities and other health care settings
 - o The content addresses the basic needs of clients; concepts of ethics and confidentiality; techniques of communication; reporting and recording of observations and basic assessments; performance of special treatments, procedures and skills required for client care.
- Purpose
 - o Prepare students for transfer into a nursing program or other healthcare related program
 - o Successful completion of the course results in eligibility to take the state-approved test that leads to certification as a nursing assistant
 - o Equip students with the skills necessary to perform vital patient care tasks in a healthcare setting

Basic Pharmacology

- Function
 - o Provide an overview of underlying disease processes in health care settings, and their associated drug therapies to reach therapeutic goals.
 - o The actions, untoward actions, and desired and undesired effects of commonly used drugs in the major classifications are presented.
- Purpose
 - o Prepare students for transfer into a nursing program or other healthcare related program
 - o Equip students with basic knowledge of drug uses and side effects for employment in a healthcare setting

Success in Nursing

- Function
 - o Prepare students who are considering a career in nursing with the information and skills necessary to successfully complete the nursing program
 - o Students will be given an overview of the program requirements and expectations and they will acquire information and skills that facilitate student success once admitted into the program.
 - o Students will also explore nursing career options, which will guide the development of their educational plan.
- Purpose
 - o to prepare students for transfer into a nursing program or other healthcare related program
 - o to equip students with the skills necessary to perform vital nursing tasks in a healthcare setting

Intro to Public Health

- Function
 - o Summarize the historical and social contexts in which public health developed in the United States
 - o Explain the basic principles of epidemiology including risk factors, demographic and social characteristics, disease determinants, and public health surveillance
 - o Critically assess emergent global public health issues for the world in the 21st century
- Purpose:
 - o Enrich student understanding of public health for both personal and community well-being
 - o Prepare students for transfer into a nursing program or other healthcare related program
 - o Critically evaluate health-care related statistics and data to enhance health-care literacy

Health Science Informatics

- Function
 - o Train students in informatics and software programs that are currently used in health science education and careers
 - o Introduce students to programs such as statistical packages, Project management, GIS, and Electronic Health Records.
 - o Cover the legal and ethical use of software linked to client care.
- Purpose
 - o Prepare students for transfer into a nursing program or other healthcare related program
 - o Equip students with the practical computer and electronic health record skills necessary to find work in a healthcare setting
 - o Ensure students understand how health care information is exchanged and protected in keeping with current legal guidelines

ECG Interpretation

- Function
 - o Teach students the basics of interpretation of cardiac heart rhythms and performing a 12 lead ECG.
 - o Provide an overview of the anatomy and physiology of the heart and the conduction system.
 - o Encourage analytical thinking to interpret graphic representations of normal and abnormal electrical activity of the heart.
- Purpose
 - o Prepare students for transfer into a nursing program or other healthcare related program
 - o Equip students with a valuable skill for working in a healthcare setting

Home Health Aide

- Function
 - o This course expands on the content taught in the nursing assistant course to provide preparation for care of residents in home care settings.
 - o Content emphasizes personal care, basic communications, safety, meal planning, and maintaining a healthful environment.
- Purpose
 - o to prepare students for transfer into a nursing program or other healthcare related program
 - o to equip students with the skills necessary to perform vital tasks in a healthcare setting

Nursing Skills Lab

- Function
 - o Guides the enrolled student to develop competence and confidence in the performance of nursing skills, through repetition and with instructor support, at times convenient to the learner
- Purpose
 - o to prepare students for transfer into a nursing program or other healthcare related program
 - o to equip students with the skills necessary to perform vital tasks in a healthcare setting

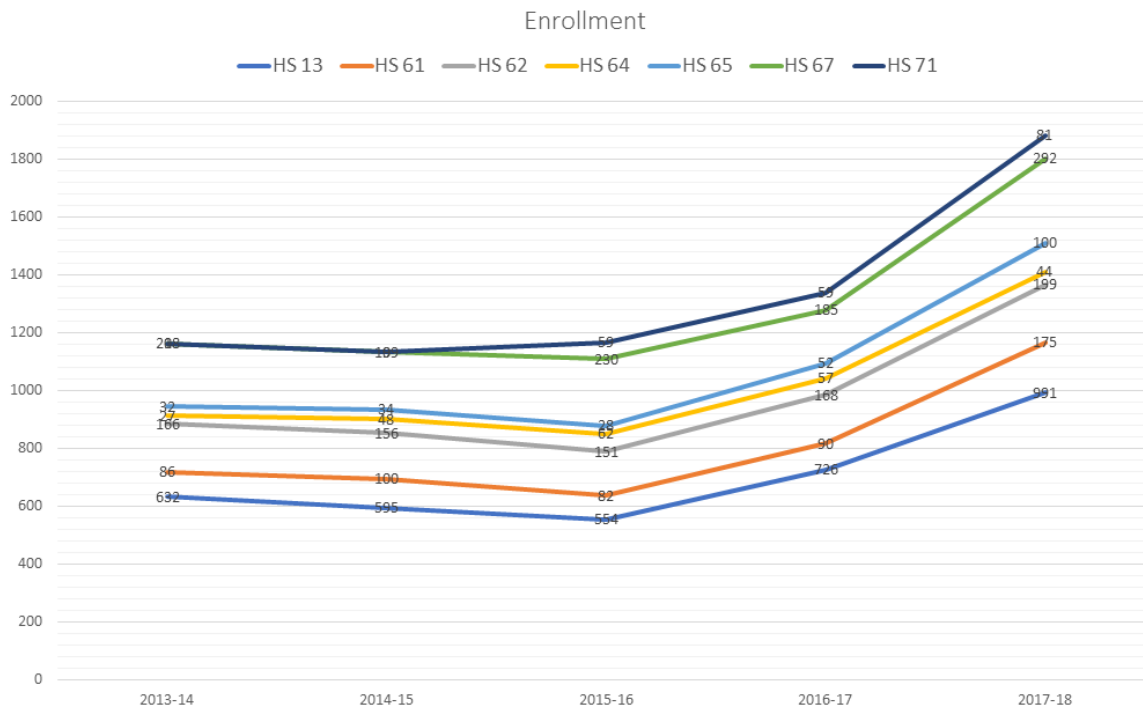
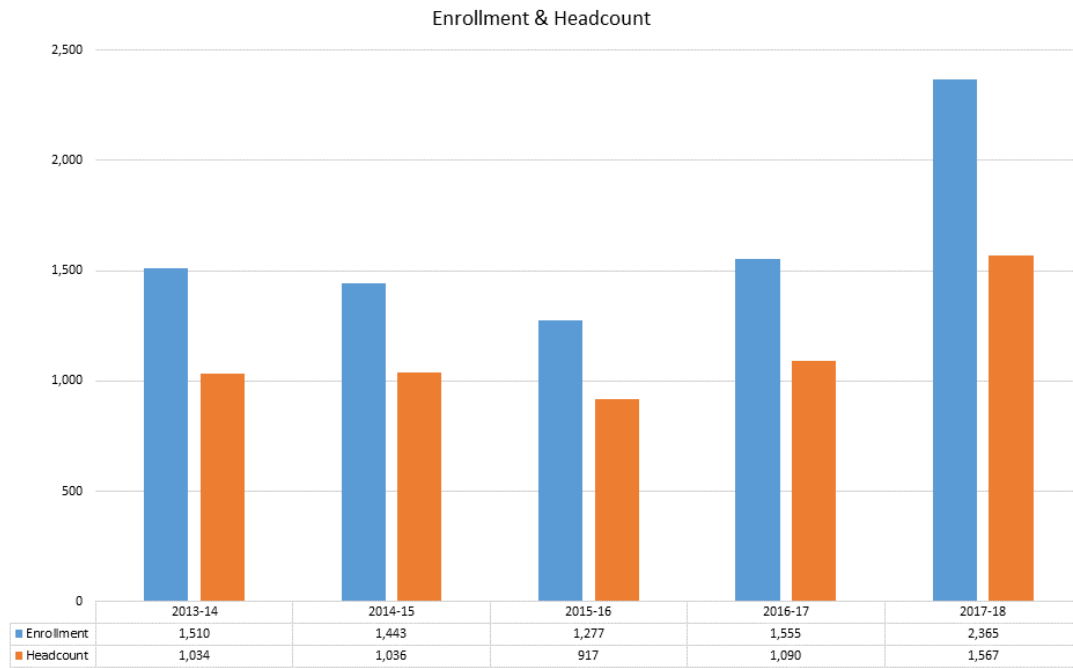
Share changes made to curriculum based on disaggregated data findings.

The demographic make-up of our student body and associated completion/success, retention data been evaluated by our full-time faculty. Review of this data has highlighted areas for potential improvement and these areas will be implemented by the full-time faculty and discussed with adjuncts. Discussion will center on ways to allow for greater flexibility and diversity in assignments to address transportation and resource gap for our low socioeconomic status students.

PEP - Enrollment Trends : Version by Spurgin, Kurt on 03/14/2019 02:08

Enrollment by Year/Term						
Course	2013-14	2014-15	2015-16	2016-17	2017-18	Grand Total
HS-013	632	595	554	726	991	3,498
HS-061	86	100	82	90	175	533
HS-062	166	156	151	168	199	840
HS-064	27	48	62	57	44	238
HS-065	32	34	28	52	100	246
HS-067	218	199	230	185	292	1,124
HS-070	63	28	0	0	0	91
HS-071	0	0	59	59	81	199
HS-081	78	0	0	0	0	78
HS-098	60	0	0	0	0	60
HS-099	64	0	0	0	0	64
HS-098B	16	30	0	0	0	46
HS-098C	7	48	0	0	0	55
HS-098A	51	87	0	0	0	138
HS-098D	10	12	0	0	0	22
HS-083	0	20	0	0	0	20
HS-074	0	42	0	52	53	147
HS-080	0	32	71	72	47	222
HS-073	0	12	26	62	60	160
HS-066	0	0	14	0	0	14
HS-072	0	0	0	32	26	58
HS-300	0	0	0	0	297	297
Grand Total	1,510	1,443	1,277	1,555	2,365	8,150

Discuss how enrollment trends impact your program.



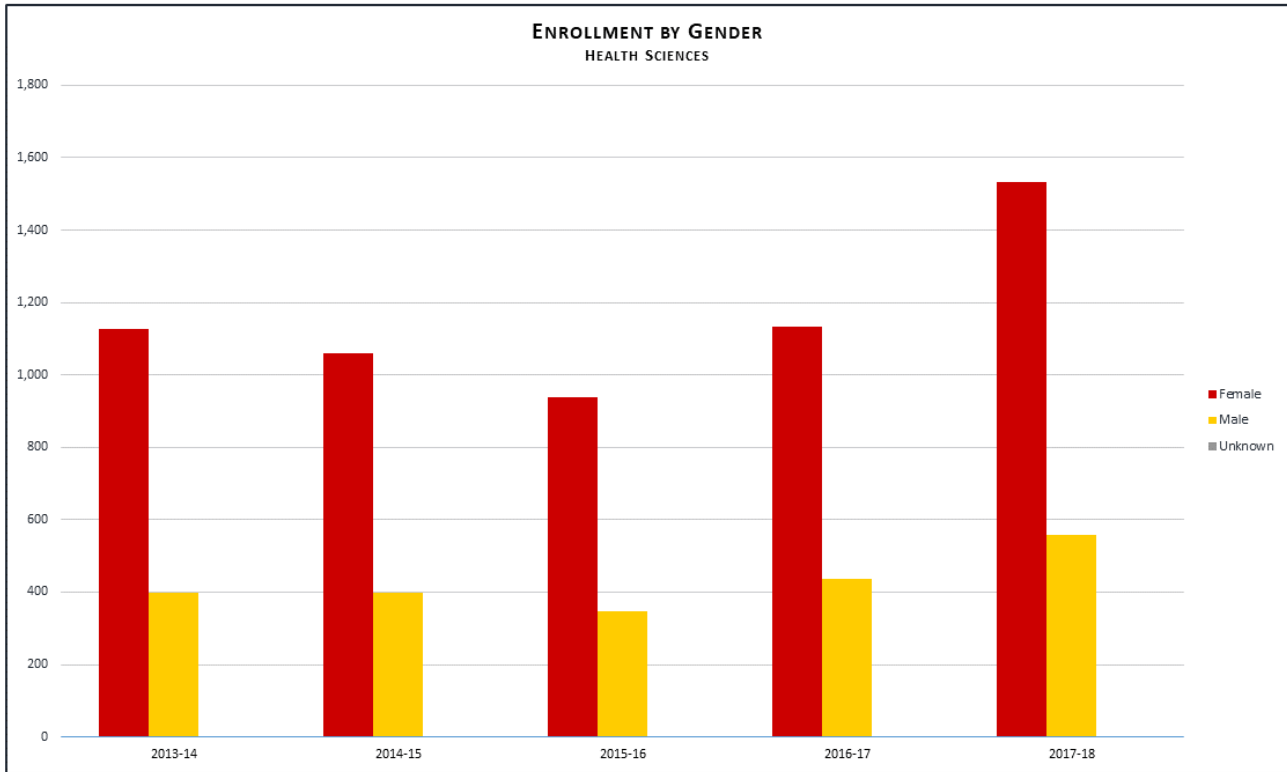
The healthcare industry is expected to see accelerated growth in the coming decade and this growth is evident in the enrollment data for Health Sciences. Overall, enrollment has been steadily increasing. The 2017-2018 school year was the first year with a full-time faculty member and the result of this addition was a dramatic increase in enrollment in that academic year as compared to the prior four years. For example, when compared with average enrollment over the four prior academic years, the 2017-2018 academic year saw increases in enrollment in HS 13 of 58.1%, HS 61 of 95%, HS 62 of 24%, HS 65 of 174%, HS 67 of 40% and HS 71 of 175%.

How is the enrollment trend data used in program enhancement and revisions?

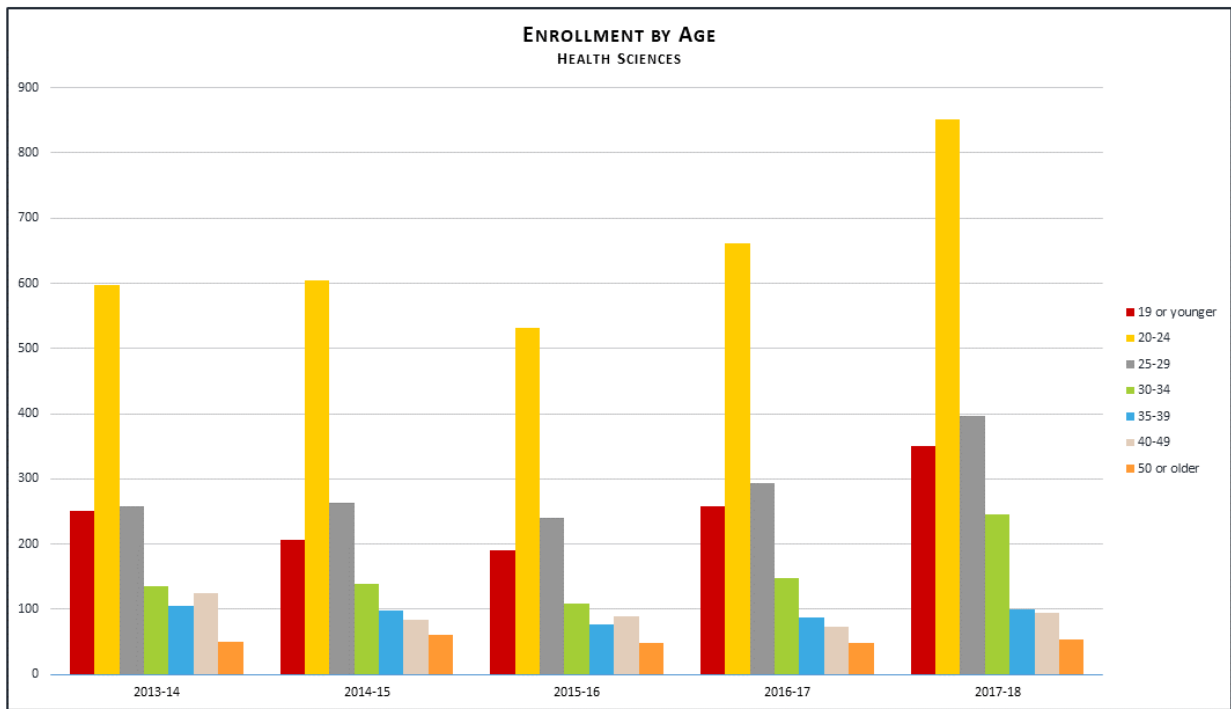
The data clearly shows increasing enrollment for health sciences courses over the past 5 years. In particular, the explosion in enrollment with the addition of a full-time faculty member demonstrates that there is even greater potential for growth in the Health Sciences program. We intend to capitalize on this demand by increasing the number and variety of courses and certificate programs offered to COD students.

PEP - Student Demographics : Version by Spurgin, Kurt on 03/14/2019 02:08

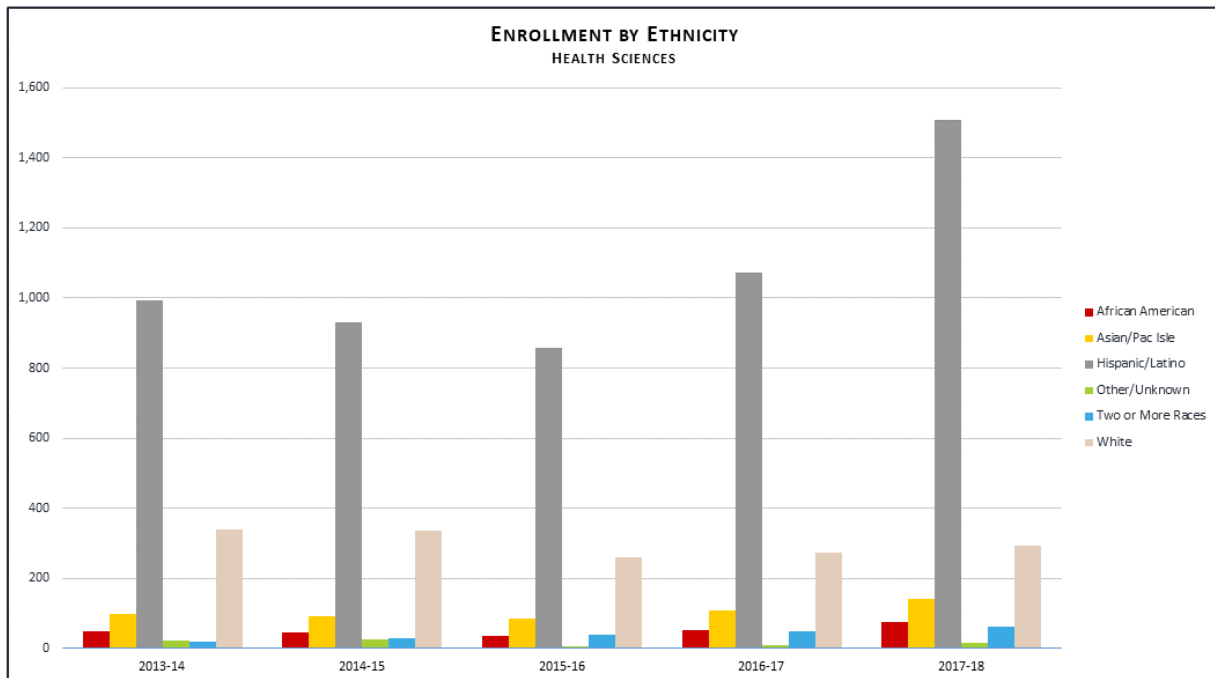
Discuss how student demographics impact your program.



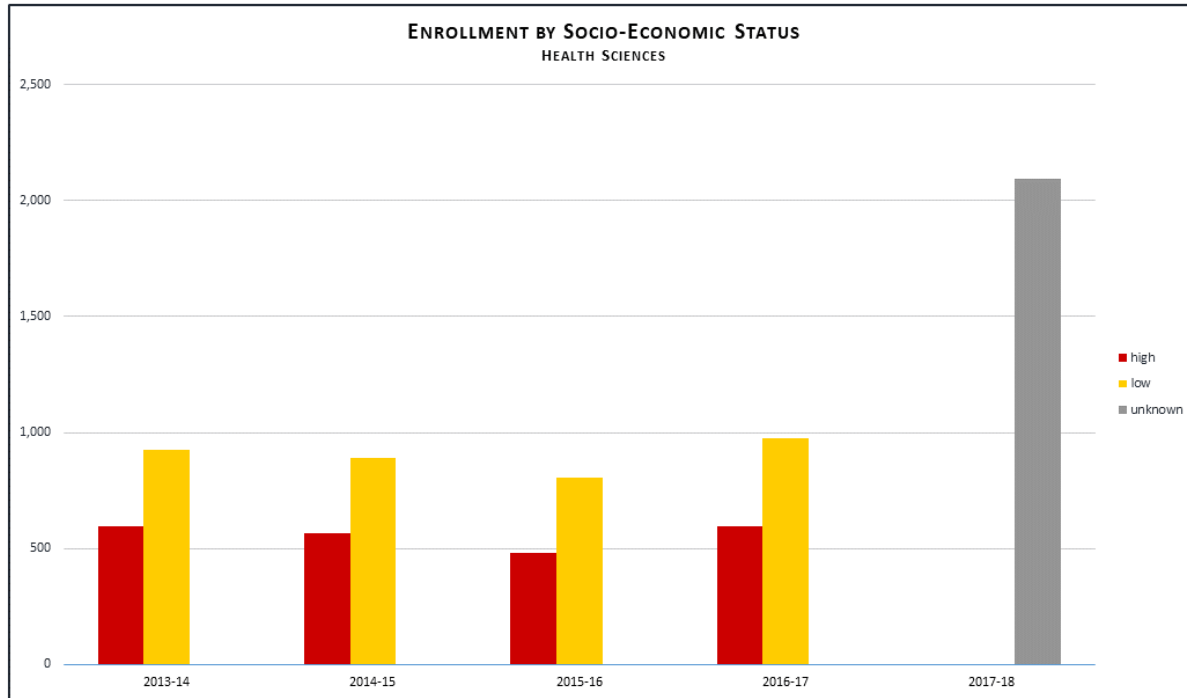
Enrollment Year/Term	Gender Female	Male	Unknown	Grand Total
2013-14	1,127	397		1,524
2014-15	1,059	398		1,457
2015-16	938	347	1	1,286
2016-17	1,132	437		1,569
2017-18	1,534	559		2,093
Grand Total	5,790	2,138	1	7,929



Enrollment	Age							Grand Total
Year/Term	19 or younger	20-24	25-29	30-34	35-39	40-49	50 or older	
2013-14	251	598	258	136	105	125	51	1,524
2014-15	206	605	264	139	98	84	61	1,457
2015-16	191	531	241	108	77	89	49	1,286
2016-17	258	661	294	147	87	73	49	1,569
2017-18	351	852	396	246	100	95	53	2,093
Grand Total	1,257	3,247	1,453	776	467	466	263	7,929



Enrollment Year/Term	Ethnicity						Grand Total
	African American	Asian/Pac Isle	Hispanic/Latino	Other/Unknown	Two or More Races	White	
2013-14	48	100	993	23	21	339	1,524
2014-15	46	93	929	25	29	335	1,457
2015-16	37	85	858	7	38	261	1,286
2016-17	54	107	1,074	11	49	274	1,569
2017-18	74	142	1,507	15	61	294	2,093
Grand Total	259	527	5,361	81	198	1,503	7,929



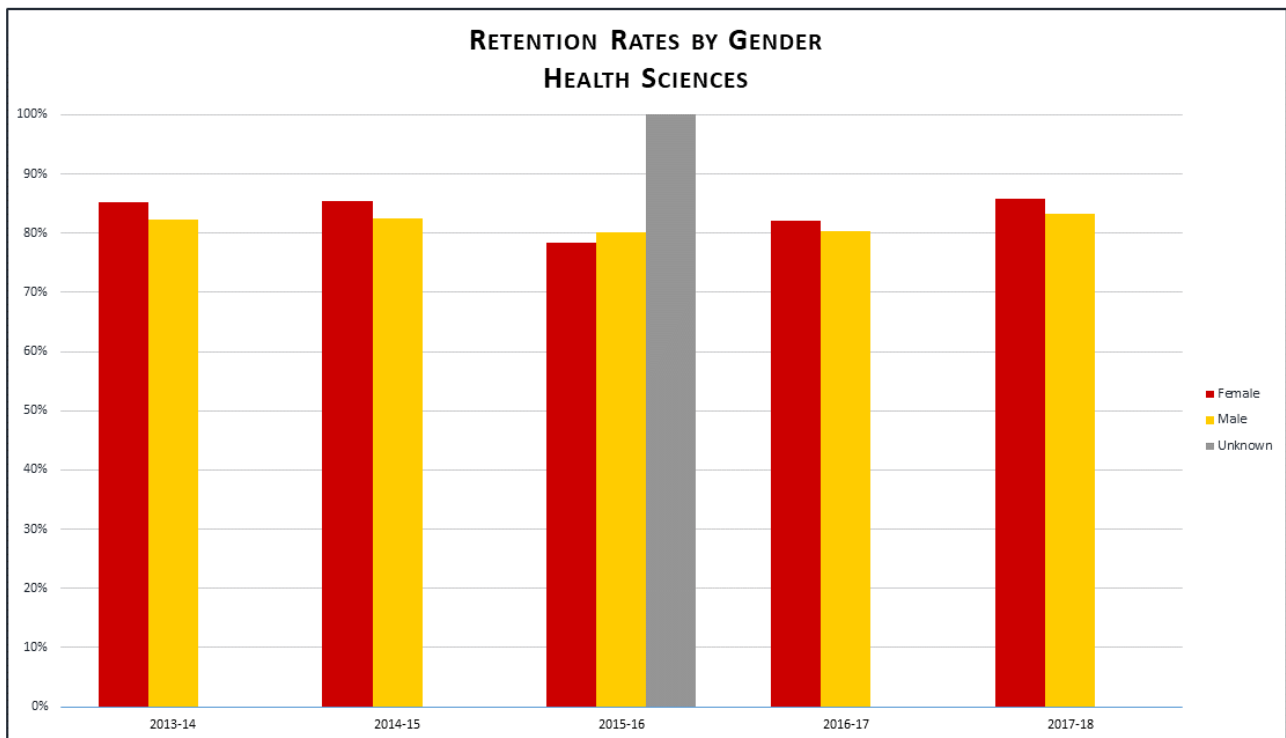
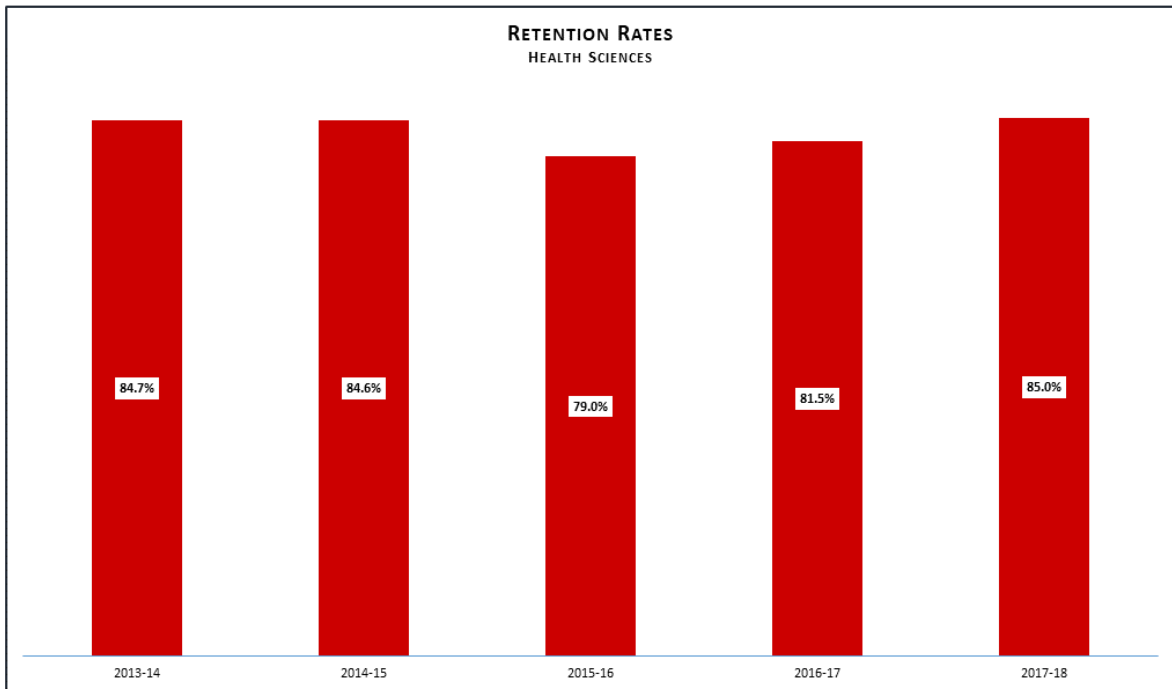
Enrollment Year/Term	SES			Grand Total
	high	low	unknown	
2013-14	598	926		1,524
2014-15	565	892		1,457
2015-16	480	806		1,286
2016-17	594	975		1,569
2017-18			2,093	2,093
Grand Total	2,237	3,599	2,093	7,929

It is clear from the data that the student population in health sciences courses are largely Hispanic and female. Furthermore, more than half of Health Sciences students are classified as lower socioeconomic status. The Health Sciences department has an opportunity to provide these students with the tools necessary to earn a living wage in healthcare. Demographic data indicates that the Health Sciences department has an opportunity to support the college’s mission related to the vitality of the Desert Community College District, surrounding areas and beyond. This includes enhancing students’ quality of life learning and growth essential to living healthy fulfilling lives.

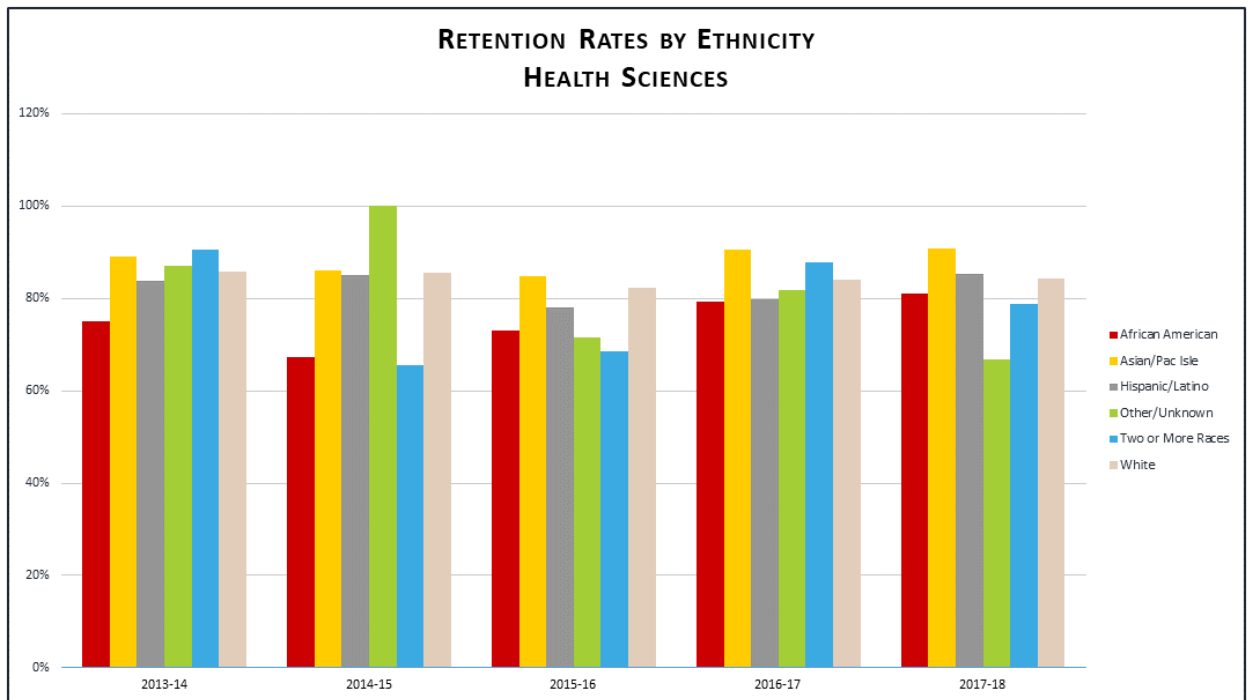
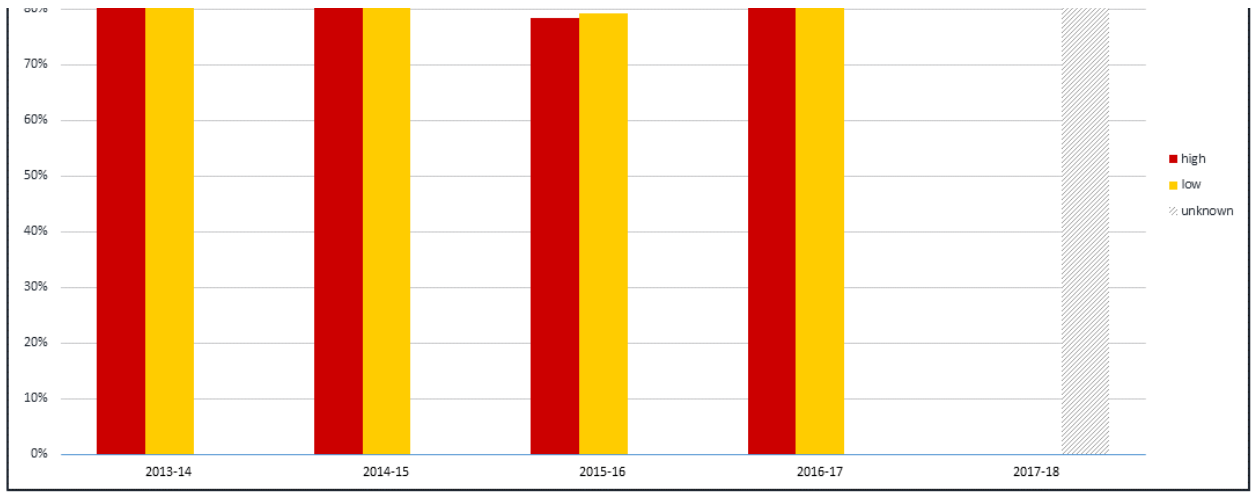
How is the student demographic data used in program enhancement and revision?

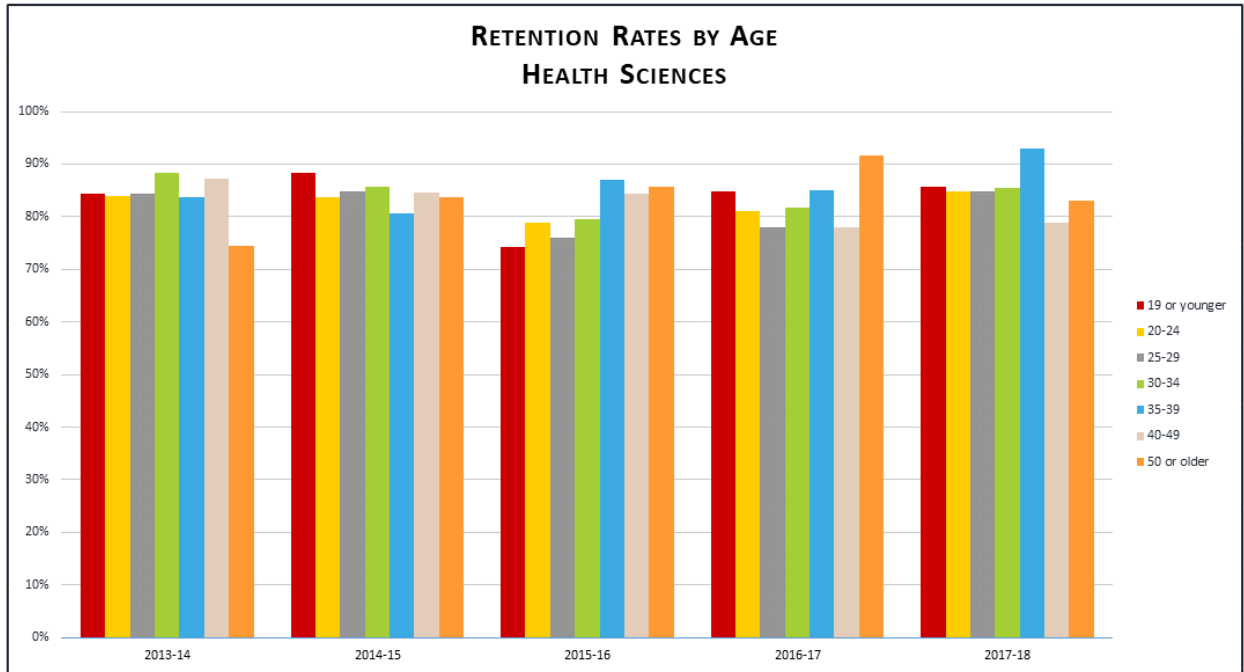
Our research suggests that the Health Sciences program is effectively preparing students for a career in nursing. However, there is a significant opportunity for the department to create more certificate programs to respond to expected growth in healthcare jobs in the Coachella Valley. The Health Sciences department is working to develop new programs to prepare students to earn a living wage in the healthcare industry. The department is extremely well positioned to provide students from a lower socioeconomic status more opportunities for personal and professional growth. The addition of full-time staff is expected to significantly enhance the department’s ability to serve our students in offering programs to meet their needs.

PEP - Student Retention/Success : Version by Spurgin, Kurt on 03/14/2019 02:08

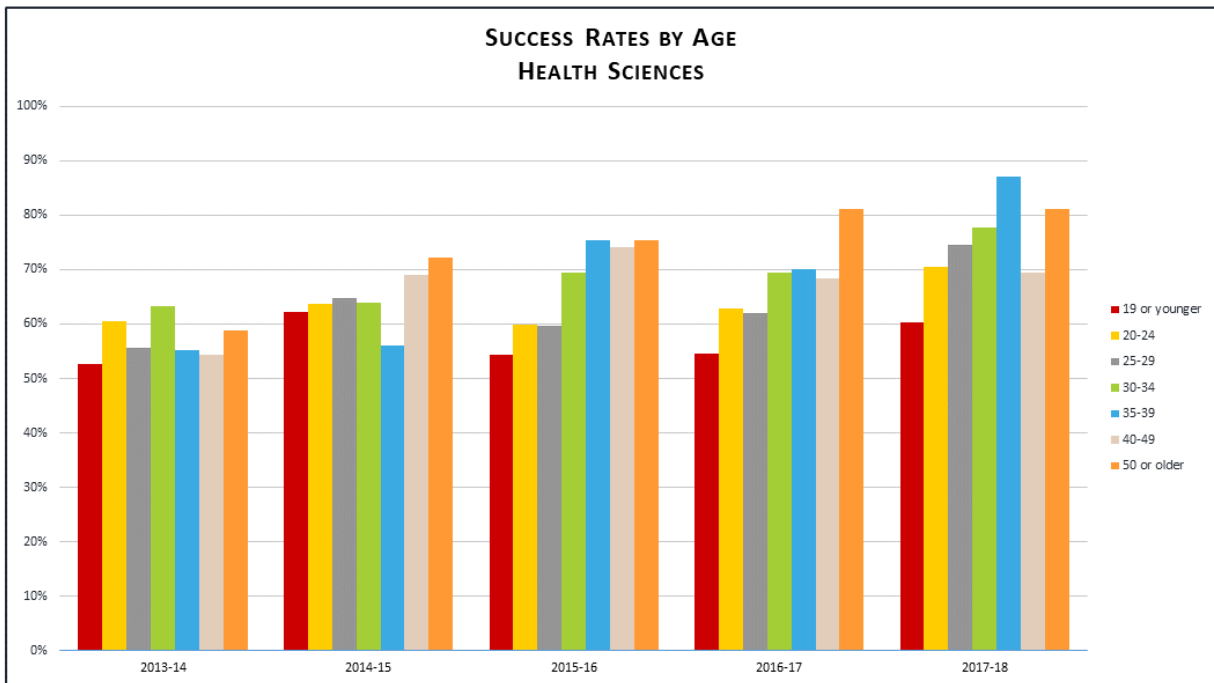
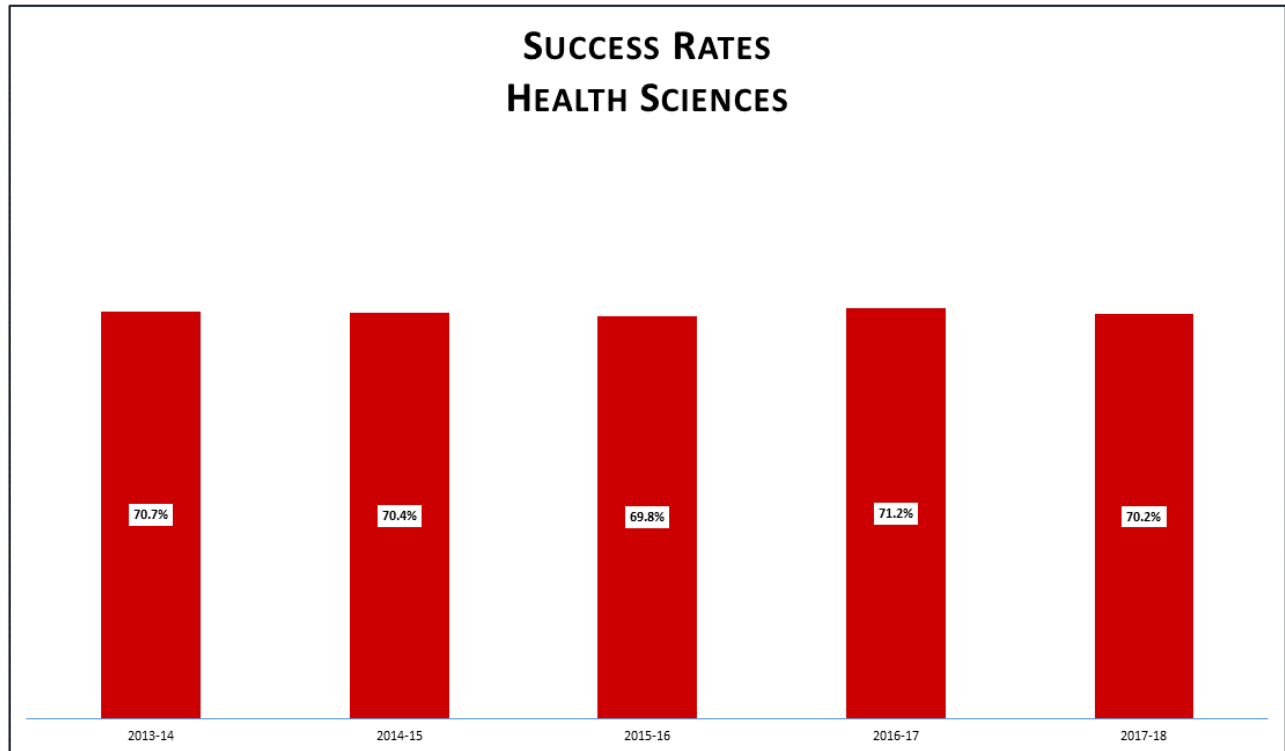


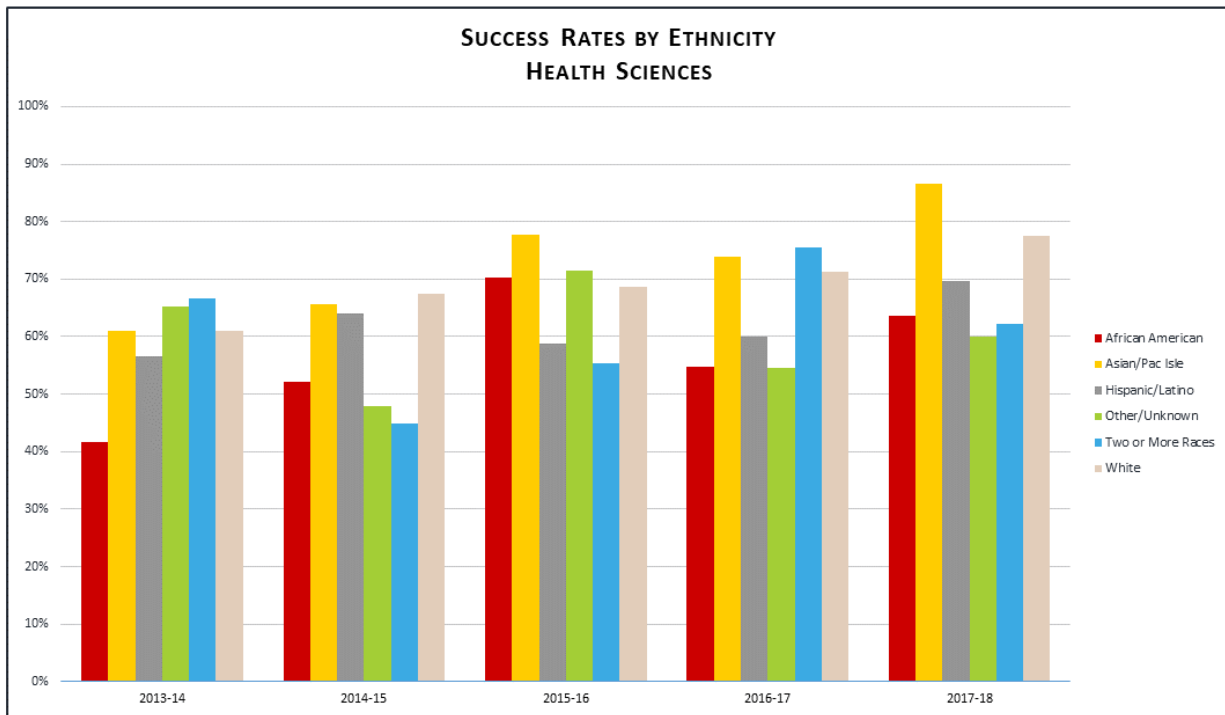
Strategic Initiative Report

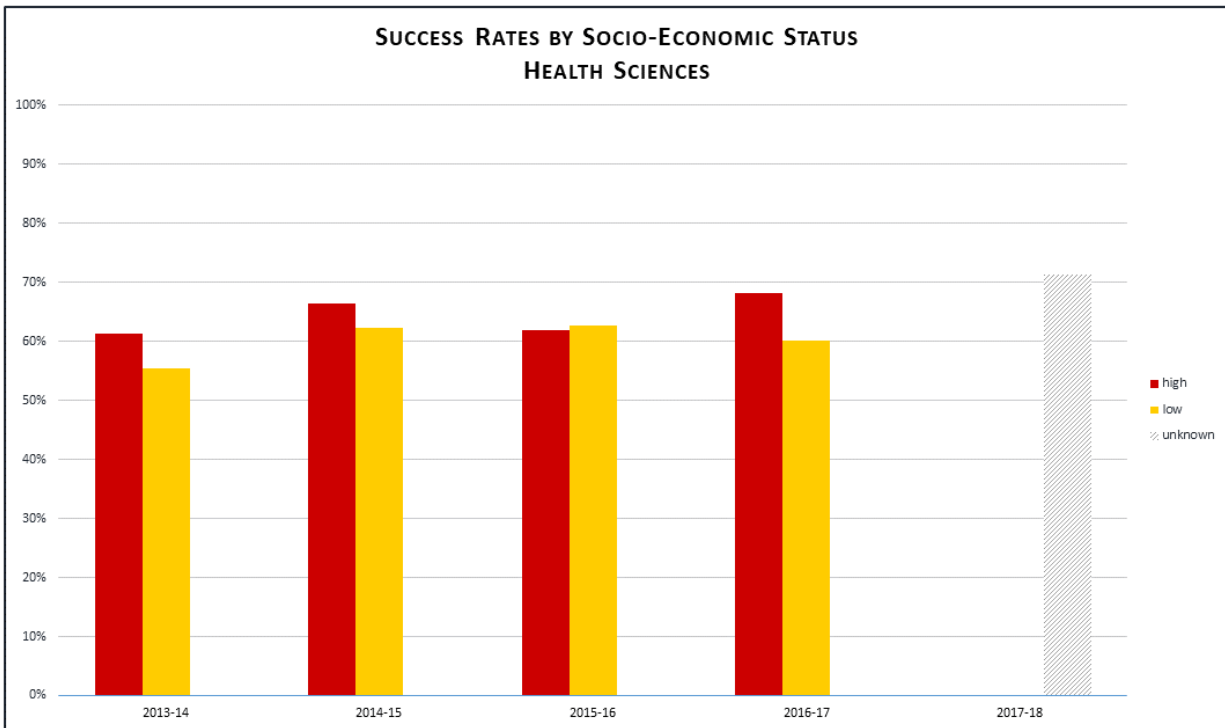




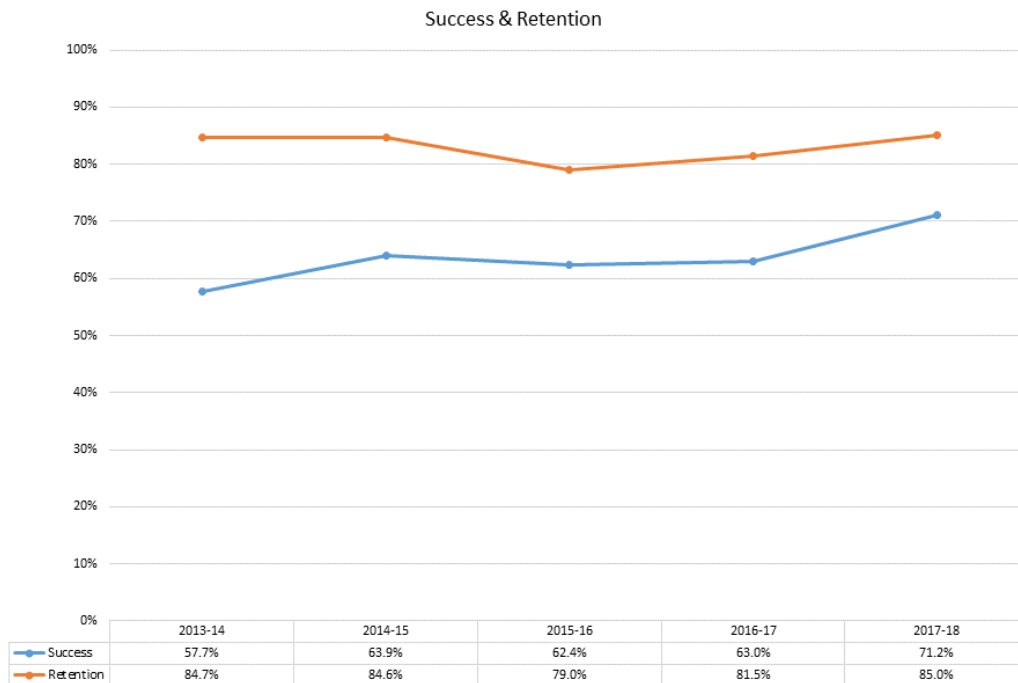
Success Rates Year/Term						
	2013-14	2014-15	2015-16	2016-17	2017-18	Grand Total
Course						
HS-013	56.3%	58.3%	61.9%	62.5%	66.9%	61.8%
HS-061	82.6%	81.0%	68.3%	54.4%	74.3%	72.6%
HS-062	63.9%	64.1%	49.0%	44.6%	79.9%	61.2%
HS-064	88.9%	89.6%	90.3%	80.7%	84.1%	86.6%
HS-065	31.3%	82.4%	71.4%	76.9%	87.0%	75.2%
HS-067	74.3%	80.9%	54.8%	58.4%	67.1%	67.0%
HS-070	76.2%	67.9%				73.6%
HS-071			76.3%	76.3%	76.5%	76.4%
HS-081	64.1%					64.1%
HS-095A	0.0%		100.0%	66.7%	88.0%	83.3%
HS-095B	0.0%		100.0%	100.0%		75.0%
HS-095C	75.0%	50.0%	33.3%	75.0%		61.5%
HS-095D	50.0%	57.1%	0.0%	100.0%		53.8%
HS-095E	100.0%	100.0%		100.0%		100.0%
HS-095F	66.7%		50.0%	100.0%		75.0%
HS-098	28.3%					28.3%
HS-099	9.4%					9.4%
HS-098B	12.5%	33.3%				26.1%
HS-098C	42.9%	60.4%				58.2%
HS-098A	29.4%	39.1%				35.5%
HS-098D	20.0%	41.7%				31.8%
HS-083		60.0%				60.0%
HS-074		59.5%		75.0%	73.6%	70.1%
HS-095H		75.0%				75.0%
HS-080		59.4%	64.8%	69.4%	72.3%	67.1%
HS-073		75.0%	73.1%	80.6%	80.0%	78.8%
HS-066			85.7%			85.7%
HS-072				71.9%	65.4%	69.0%
Grand Total	57.7%	63.9%	62.4%	63.1%	71.4%	64.3%







Discuss student retention, persistence, and success rate trends as they apply to your program. If applicable, offer a plan for improvement.



Student success rates in HS courses have steadily improved among all groups. Success among female students improved from 58% in 2013-14 to 72.8% in 2017-18. Success among male students improved from 56.8% in 2013-14 to 67.4% in 2017-18. Success rates for all age and ethnicity groups improved over the same time period.

One area of concern is that, when averaged over the prior 4 years, success rates among students identified as high socio-economic status were 4.5% greater than for students identified as low socio-economic status. This is slightly below the college-wide socio-economic success gap of 2.3%. However, the health sciences department does service a slightly larger percentage of students designated as low socio-economic status when compared to the college at large. College-wide, students designated as low socioeconomic status account for 60.6% of enrollment; whereas low SES students make up 61.7% of Health Sciences enrollment. This indicates that the Health Sciences department is providing coursework that serves students of generally lower socioeconomic status.

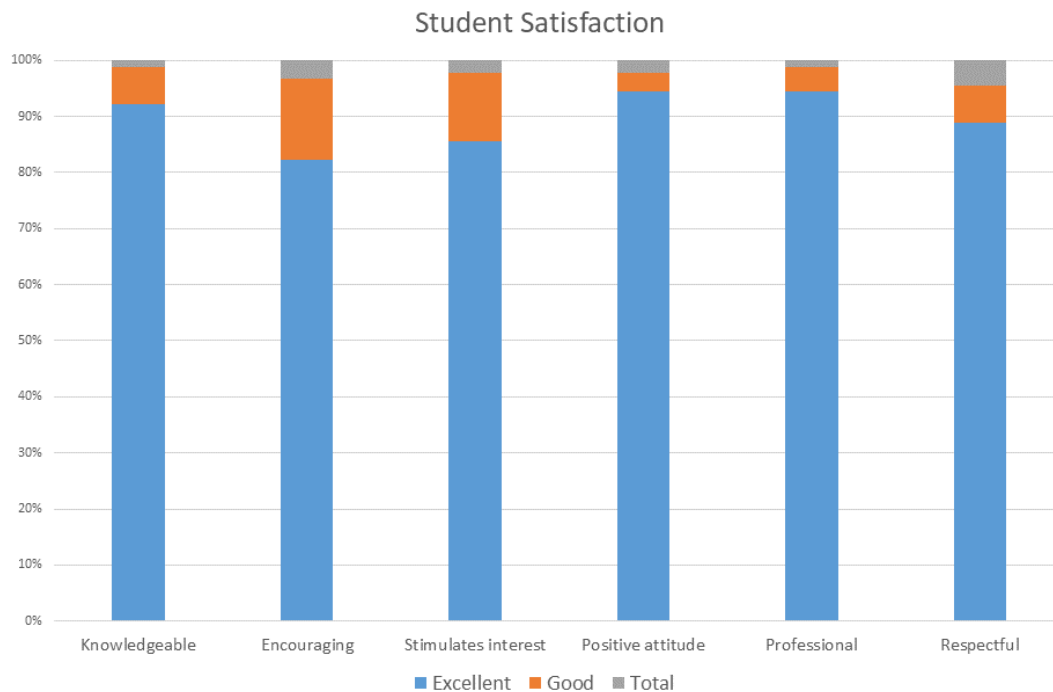
Our plan for improvement involves recognizing that students identified as low socio-economic status often have greater difficulty with transportation and access to resources. We will

evaluate ways to allow for greater flexibility and diversity in assignments to address this transportation and resource gap. Furthermore, we intend to establish guidelines within the department for early identification of students who are struggling to meet course deadlines. This will allow us to provide those students with additional support and guidance.

How is data collected on student completion/success, retention, and persistence used to inform instructional practices?

The demographic make-up of our student body and associated completion/success, retention data been evaluated by our full-time faculty. Review of this data has highlighted areas for potential improvement and these areas will be implemented by the full-time faculty and discussed with adjuncts. Discussion will center on ways to allow for greater flexibility and diversity in assignments to address transportation and resource gap for our low socioeconomic status students.

To what extent are students satisfied with your program?



Recent evaluations of our full-time faculty reviewed the opinions of 90 students in the health sciences program. Based on student ratings of excellent or good, 98.9% of students rated our full-time faculty as knowledgeable. 96.7% of students rated our full-time faculty as encouraging. 97.8% of students rated our full-time faculty as stimulating interest in the subject matter. 98.9% of students rated our full-time faculty as being professional. 97.8% of students rated our full-time faculty as having a positive attitude. And, 95.6% of students rated our full-time faculty as being respectful. Overall, the data we have appears to suggest that students are very satisfied with the instruction they are receiving in the Health Sciences program.

How is this feedback used in program enhancement and revision?

Overall student satisfaction with the program appears strong. Students rate our full-time faculty as knowledgeable, encouraging, professional, respectful, and positive. The data from our faculty evaluations were presented to the faculty as part of the tenure review process. Strong student satisfaction with the program provides evidence that students are highly engaged and are satisfied with faculty in Health Sciences. We intend to build upon this positive perception by continuing to be responsive to student needs. Most importantly, this will involve developing new programs and hiring more full-time faculty to enhance the learning opportunities for students in the field of healthcare.

PEP - Curriculum Revision & Advisories : Version by Spurgin, Kurt on 03/14/2019 02:08

- Textbook was updated to most recent edition for HS 013: General Nutrition
- 2-year periodic review was performed for HS 062: Your Living Body
- Textbook was updated to most recent edition for HS 064: Nurse Assistant
- 2-year periodic review was performed for HS 067: Introduction to Med/Dosage Calculations
- Several courses have textbooks have recently published new editions and courses will be updated to reflect new textbooks.

What process is used to review and revise the curriculum in your program?

Instructors are asked to review the courses they are teaching and provide suggestions for course revisions. Course revisions as well as new courses and programs are discussed at department meetings on a monthly basis.

If applicable, describe your program's advisory committee: members, frequency of meetings, major changes to curriculum based on feedback.

The Health Sciences program does not currently have an advisory committee. However, proposed courses and programs will be discussed with the nursing advisory committee. Establishing a health sciences advisory committee is an actionable goal for the program in the coming months.

If applicable, describe your program's labor market data: relevancy of program to labor data, future of labor market.

Table 2: Select Occupations with the Most Jobs in the Health Care Industry Group

Health Care Occupations (SOC)	2015 Jobs	2015 - 2020 Change	2015 - 2020 % Change	Annual Openings	% of Total Jobs in Industry Group (2016)	Median Hourly Earnings
Registered Nurses (29-1141)	25,534	3,953	15%	1,462	11.0%	\$42.31
Nursing Assistants (31-1014)	10,019	1,931	19%	640	4.8%	\$12.86
Medical Assistants (31-9092)	7,394	1,239	17%	422	3.8%	\$13.21
Licensed Practical and Licensed Vocational Nurses (29-2061)	6,816	942	14%	402	3.1%	\$22.63
Medical Secretaries (43-6013)	5,959	891	15%	247	2.9%	\$14.71
Home Health Aides (31-1011)	5,110	2,442	48%	642	2.9%	\$11.16
Dental Assistants (31-9091)	5,095	353	7%	212	2.5%	\$15.46
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	14,667	1,430	10%	525	1.6%	\$23.66
Secretaries and Administrative Assistants, Except Legal, Medical and Executive (43-6014)	20,909	1,571	8%	551	1.5%	\$17.42
Social and Human Service Assistants (21-1093)	3,310	661	20%	206	1.5%	\$14.60

Table 3: Job Openings, Program Headcounts and Program Awards Related to Health Care

Health Care Occupations	Annual Openings (2015-20)	Program - TOP6	Annual Avg Headcount at CCCs (2012-15)	Total Annual Avg Awards (2012-15)	Total Other Ed. Annual Avg Awards (2012-15)
Social and Human Service Assistants (21-1093)	206	Community Health Care Worker - 126100	0	0	0
		Family and Consumer Sciences, General - 130100	444	0	0
		Parenting and Family Education - 130560	442	1	0
		Foster and Kinship Care - 130570	0	0	0
		Family Studies - 130800	0	0	0
		Human Services - 210400	979	73	0
		Alcohol and Controlled Substances - 210440	1,196	126	54
Disability Services - 210450	4	0	0		
Registered Nurses (29-1141)	1,462	Nursing - 123000	633	0	68
		Registered Nursing - 123010	1,514	585	0
Licensed Practical and Licensed Vocational Nurses (29-2061)	402	Nursing - 123000	633	0	68
		Licensed Vocational Nursing - 123020	696	176	997
Home Health Aides (31-1011)	642	Health Occupations, General - 120100	0	0	0
		Nursing - 123000	633	0	68
		Home Health Aide - 123080	32	0	19
		Gerontology - 130900	419	14	0
Nursing Assistants (31-1014)	640	Health Occupations, General - 120100	1,285	0	1
		School Health Clerk - 122400	0	0	0
		Nursing - 123000	633	0	68
Dental Assistants (31-9091)	212	Certified Nurse Assistant - 123030	325	118	527
		Dental Occupations - 124000	0	0	61
Medical Assistants (31-9092)	422	Dental Assistant - 124010	58	45	542
		Medical Assisting - 120800	120	41	2,027

Health Care Occupations	Annual Openings (2015-20)	Program - TOP6	Annual Avg Headcount at CCCs (2012-15)	Total Annual Avg Awards (2012-15)	Total Other Ed. Annual Avg Awards (2012-15)
		Clinical Medical Assisting - 120810	28	0	0
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	525	Management Development and Supervision - 50630	975	6	0
		Office Management - 51440	94	17	0
Medical Secretaries (43-6013)	247	Medical Office Technology - 51420	102	2	192
		Administrative Medical Assisting - 120820	32	2	20
Secretaries and Administrative Assistants, Except Legal, Medical and Executive (43-6014)	551	Office Technology/Office Computer Applications - 51400	5,631	101	194

Source: EMSI, MIS, Data Mart, Center of Excellence TOP-CIP-SOC

Labor market data indicates that job growth in the Health Care industry is expected to be strong in the next several years. The Health Sciences program is well positioned to provide students with living-wage jobs in Health Care. The department is actively working to add much needed certificate programs and we anticipate that these new programs will enhance student success.

Strategic Planning

PEP - Major changes since last PEP : Version by Spurgin, Kurt on 03/14/2019 02:08

Describe any major changes in the program that have occurred since the last PEP.

The addition of the department's first full-time faculty position has enabled the department to build new Nutrition and Dietetics, and Public Health Science AS-T degrees. Furthermore, the department has coordinated with the Business department to help create a new Business Information Worker-Medical CTE program. A new Pharmacy Technician course has been submitted to Curriculum, and a Pharmacy Technician CTE program is in development. Additional new programs have been discussed within the division including the development of certificates of achievement for: Certified Dietary Manager (CDM), Radiology Technician, Behavioral Health Specialist, Massage Therapy, and Physical Therapy Technician.

PEP - Program SWOT : Version by Spurgin, Kurt on 03/14/2019 02:08

What are the current strengths of the program? (Include faculty and staff training, projects, and other achievements).

The greatest strength of the program is its untapped potential. Despite having offered only one AS degree and no certificates in the past, the Health Sciences program has had robust enrollment with steady growth. This was largely based on the role of the Health Sciences department in providing pre-nursing education. Many of the Health Sciences courses are not required but only listed as "recommended courses" for the RN program, and yet enrollment for these classes has steadily increased. Demand for nursing preparatory courses is expected to remain strong as COD's nursing program continues its long history of excellence. As COD focuses on students achieving success in the job market as a result of their education; few employment sectors are expecting growth on par with the health care industry. It is clear that the Health Sciences department has incredible potential to build upon its already strong base by providing students with living-wage opportunities in the health care field.

The addition of one full-time faculty has already generated significant growth for the department. The HS department has had a full-time faculty member for only three semesters and already the department has seen significant expansion of degree and CTE offerings. The addition of two new AS-T degrees and the development of a new Pharmacy Technician CTE program is expected to lead to a dramatic increase in Health Sciences enrollment. Additional new programs have been discussed within the division including the development of certificates of achievement for: Certified Dietary Manager (CDM), Radiology Technician, Behavioral Health Specialist, Massage Therapy, and Physical Therapy Technician.

What are the current weaknesses of the program?

The biggest weakness of the program is a lack of full-time faculty. Currently we have a single tenure-track faculty member who has been in the position for only one semester. The health science department has 70 sections and 2,093 students at 202.8 FTES for the 2018-19 academic year. Properly serving a student population of this size with one full-time faculty member who is new to the position is a significant challenge. Likewise, maintaining reliable adjunct faculty for Health Science courses has been difficult. The lack of full-time faculty has made obtaining reliable assessment data problematic; and this has led to a paucity of data for how best to improve the curriculum. The mentoring of the faculty is relied on by the department chair of health science who is a member of the nursing faculty. We have developed new Public Health Science and Nutrition and Dietetic transfer degrees but lack of adequate faculty has made it difficult to offer new courses and tap into the significant potential of the department.

What are the current limitations of resources?

The health science portion of our program has incredible potential for growth but will need additional full time faculty committed to work on developing curriculum, creating certification programs and offering courses in the newly developed transfer model degrees. For example, the program has a new Principles of Food course that has been approved by curriculum and

has yet to be offered due to difficulty finding faculty to teach it. The program also has a Pharmacy Technician course currently in the curriculum workflow that will require qualified instructors.

PEP - Actionable Goals & Plans : Version by Spurgin, Kurt on 05/07/2019 23:51

Goal: We will establish an advisory committee for the Health Science program to help guide program development.

Goal: We will utilize feedback from the newly established advisory committee to develop new certificate programs to meet the needs of an expanding healthcare market. Programs to be discussed include:

- Certified Dietary Manager (CDM)
- Radiology Technician
- Behavioral Health Specialist
- Massage Therapy
- Physical Therapy Technician.

Goal: We plan to hire a second full-time faculty member

Goal: We will establish regular meetings with adjunct faculty to discuss course enhancement paying particular attention to success in students identified as having lower socioeconomic status.

Goal: We plan to begin offering our Principles of Food and Pharmacy Technician courses so that students can complete AS-T and certificate degrees.

What changes to the program do you plan to implement before the next PEP? (Write these as actionable goals)

Goal: We will establish an advisory committee for the Health Science program to help guide program development.

Goal: We will utilize feedback from the newly established advisory committee to develop new certificate programs to meet the needs of an expanding healthcare market.

Goal: We plan to hire a second full-time faculty member

Goal: We will establish regular meetings with adjunct faculty to discuss course enhancement paying particular attention to success in students identified as having lower socioeconomic status.

Goal: We plan to begin offering our Principles of Food and Pharmacy Technician courses so that students can complete AS-T and certificate degrees.

How will each goal impact student success, instructional techniques, and course offerings?

Goal: We will establish an advisory committee for the Health Science program to help guide program development.

- This goal will enable our program to identify areas of need in the healthcare employment sector. Understanding the needs of our community will enable the program to prepare our students to succeed in the expanding healthcare marketplace.

Goal: We will utilize feedback from the newly established advisory committee to develop new certificate programs to meet the needs of an expanding healthcare market.

- This goal will create new opportunities for students who desire a career in health care and provide much-needed training for students to obtain living wage jobs

Goal: We plan to hire a second full-time faculty member

- This goal will enable the program to provide greater consistency across the curriculum. We expect that full-time faculty will be able to better evaluate assessment data and update course curriculum to be more responsive to student needs. Furthermore, the addition of full-time faculty will accelerate the growth of the program and lead to more opportunities for students to apply their skills toward new certificate programs and degrees.

Goal: We will establish regular meetings with adjunct faculty to discuss course enhancement paying particular attention to success in students identified as having lower socioeconomic status.

- This goal will improve student success by better serving students who have the most to gain from their educational experience at COD.

Goal: We plan to begin offering our Principles of Food and Pharmacy Technician courses so that students can complete AS-T and certificate degrees.

- This goal will enable students to earn an AS-T degree in Nutrition and Dietetics and a CTE certificate as a Pharmacy Technician. These degrees and certificates will create new opportunities for students to apply what they have learned in a material way.

Given ideal circumstances, what would you like to do with your program/what would be your program goals?

Under ideal circumstances, the Health Sciences program will add a new faculty member very quickly. Based on guidance from a newly created advisory committee, our full-time faculty will be able to create a wide variety of new programs and certificates that will significantly expand the role of Health Sciences beyond merely providing prerequisite education for nursing students. The Health Care sector is expected to be among the fastest growth sectors in the next decade and College of the Desert has an opportunity and an obligation to take a leadership position in meeting the demands created by this growth. Numerous living-wage jobs are expected to be generated and our community will need qualified people to fill those positions. With the addition of the department's first full-time faculty member, the program has already seen significant growth. Yet we have barely scratched the surface of the incredible potential of the health care sector. Under ideal circumstances College of the Desert would be producing students ready to fill job openings as Certified Dietary Managers, Mental and Behavioral Health Technicians, Radiology Technicians, Dispensing Opticians, Physical Therapy Technicians, massage therapists, Certified Patient Care Technicians, among many others. Likewise, College of the Desert would be preparing students with transfer degrees in Naturopathy, Optometry, Chiropractic, Health Care Administration, and Medical-Pharmaceutical Sales, among many others.

Resource Allocation & Prioritization

PEP - Administrator Resource Allocation/Prioritization (Copy)

List administrator positions needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric criteria	New (N) or Replacement (R)	Annual TCP*
undefined	undefined	undefined	undefined

PEP - Faculty Resource Allocation/Prioritization (Copy) : Version by Spurgin, Kurt on 05/08/2019 00:08

List faculty positions needed for the upcoming Academic Year. List in order of importance.	Justification/Explanation based on rubric criteria.	New (N) or Replacement (R)	Annual TCP*
One full-time tenure track faculty	BLOCK 1A: The data clearly shows increasing enrollment for health sciences courses over the past 5 years. Importantly, there was a dramatic increase in enrollment in the 2017-2018 academic year as compared to the prior four years. For example, when compared with average enrollment over the four prior academic years, the 2017-2018 academic year saw increases in enrollment in HS 13 of 58.1 %, HS 61 of 95%, HS 62 of 24%, HS 65 of 174%, HS 67 of 40% and HS 71 of 175%	N	100,000
	BLOCK 2A: The health science department has one FT faculty to ten PT faculty (1:10) serving 70 sections and 2,365 students at 202.8 FTES. The FT/PT ratio results in critical lack of effective support for adjunct faculty. Furthermore, there is a critical need for additional FT faculty to increase our certificate programs and transferable degrees.		
	BLOCK 3: The HS department has the potential to provide a significant impact for COD students and for the Coachella Valley at large by providing career paths that will enable students to earn a living wage in a health care field. Assessment compliance was significantly improved with the addition of the department's first permanent full-time faculty in the Fall 2018 semester. For example, in Fall 2017, only 1 assessment was completed. For Fall 2018, 7 assessments were performed by 4 different faculty members. With the addition of another full-time faculty member, this trend is expected to continue leading to improved recognition of areas of improvement and revision. Student success rates in HS courses have steadily improved among all groups. Success among female students improved from 58% in 2013-14 to 72.8% in 2017-18. Success among male students improved from 56.8% in 2013-14 to 67.4% in 2017-18. Success rates for all age and ethnicity groups improved over the same time period.		
	BLOCK 4: The addition of a full-time faculty member in Health Sciences is the top ranked priority.		

List faculty positions needed for the upcoming Academic Year. List in order of importance.	Justification/Explanation based on rubric criteria.	New (N) or Replacement (R)	Annual TCP*
	<p>BLOCK 5: Healthcare is one of COD's signature programs. The HS department is uniquely positioned at COD to fulfill the mission of providing students with the tools and certificates necessary to earn a living wage in healthcare. Furthermore, the new state funding formula places a heightened emphasis on students completing certificates of achievement and obtaining living wage positions. The addition of a full-time faculty position has enabled the department to build new Nutrition and Dietetics, and Public Health Science AS-T degrees. Furthermore, the department has coordinated with the business department to help create a new BIW-Medical CTE program. A new Pharmacy Technician course has been submitted to Curriculum, and a Pharmacy Technician CTE program is in development. Additional new programs have been discussed within the division including the development of certificates of achievement for: Certified Dietary Manager (CDM), Radiology Technician, Behavioral Health Specialist, and Physical Therapy Technician. An additional full-time faculty would enable the HS department to continue to add new programs, attract new students, and provide much needed stability to the department. Additional full-time faculty would also enable improved long-term planning and allow the health science program to better serve the needs of College of the Desert, its students, and the surrounding community.</p>		

PEP - Staff Resource Allocation/Prioritization (Copy)

List Staff positions needed for the upcoming Academic Year. List in order of importance.	Justification/Explanation of each request based on rubric criteria.	New (N) or Replacement (R)	Annual TCP*
undefined	undefined	undefined	undefined

PEP - Instructional Supplies Resource Allocation/Prioritization (Copy)

List instructional supplies needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric criteria.	New (N) or Replacement (R)	Annual TCP*
undefined	undefined	undefined	undefined

PEP - Non Instructional Equipment/Supplies Resource Allocation/Prioritization (Copy)

List non- instructional supplies needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric criteria.	New (N) or Replacement(R)	Annual TCP*
undefined	undefined	undefined	undefined

PEP - Facilities Resource Allocation/Prioritization (Copy)

List facility requests needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric criteria	New (N) or Replacement (R)	Annual TCP*
undefined	undefined	undefined	undefined

PEP - Professional Development Resource Allocation/Prioritization (Copy)

List professional development requests needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric criteria.	New (N) or Replacement (R)	Annual TCP*
undefined	undefined	undefined	undefined

PEP - Technology Resource Allocation/Prioritization (Copy)

List technology requests needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric criteria.	New (N) or Replacement (R)	Annual TCP*
undefined	undefined	undefined	undefined

PEP: Other Resource Allocation/Prioritization (Copy)

List any other requests, not falling into previous categories, needed for the upcoming academic year. List in order of importance.	Justification/Explanation of each request based on rubric criteria.	New (N) or Replacement (R)	Annual TCP*
undefined	undefined	undefined	undefined

Suggestion Box

Suggestions for PEP

What suggestions for improvements or changes do you have for the PEP forms or process?

No Value