

Schools and Divisions Program Review 2019/20 UPDATE

Dean, Health Sciences and Public Service Office

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General Information (Schools and Divisions Program Review 2019/20 UPDATE)

2019/20 Schools and Divisions Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

Name of Lead Writer: Tina Recalde

Name of Liaison: Charles Zappia

Name of Manager: Isabel O'Connor

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Schools and Divisions Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018-2019 Goals for Health Sciences and Public Service Office

Enrollment Management

Increase the efficiency of the school's class schedule while supporting student success.

Mapping

No Mapping

Pathways

All programs within the School of Health Sciences and Public Service will have a program map that demonstrates coursework students need to complete the program within 2 years.

Mapping

No Mapping

Professional Development

Provide opportunities and access for faculty and staff to participate in at least 2 professional development activities each academic year.

Mapping

No Mapping

Complete Repair and Replacement Projects

Perform a yearly assessment of the spaces and equipment within our school, with the input of faculty and staff, to ensure that they are safe and in good working condition, or repaired and replaced in a timely fashion as needed.

Mapping

No Mapping

Promote Equity

The School of Health Sciences and Public Service will offer at least 1 educational opportunity for faculty, staff, and/or students that promotes equity minded discussions and practices.

Mapping

No Mapping

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018-2019 Goals for Health Sciences and Public Service Office

Goal

Goal: Enrollment Management

Increase the efficiency of the school's class schedule while supporting student success.

Action: Enrollment Management

Describe the actions needed to achieve this objective:	Compare the efficiency of the class schedule for summer, fall, intersession, and spring to that of the previous year to determine whether efficiency of scheduling has improved for each term.
Who will be responsible for overseeing the completion of this objective:	Tina Recalde
Provide a timeline for the actions:	After the census date of each term.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Compare the efficiency of the class schedule for summer, fall, intersession, and spring to that of the previous year to determine whether efficiency of scheduling has improved for each term.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	EMS and time.

Goal: Pathways

All programs within the School of Health Sciences and Public Service will have a program map that demonstrates coursework students need to complete the program within 2 years.

Action: Pathways

Describe the actions needed to achieve this objective:	Explain the concept and goal of program mapping to each of the full time faculty member. Arrange for the faculty of each program to meet with their counseling liaison to work on and complete the program map.
Who will be responsible for overseeing the completion of this objective:	Tina Recalde
Provide a timeline for the actions:	Map 50% of the programs each semester.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Survey the faculty to determine which programs have been successfully mapped.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Faculty need to have time with their counseling liaisons to complete the work. It would also be beneficial for students to participate. Funding for faculty to attend Guided Pathways conferences and workshops.

Goal: Professional Development

Provide opportunities and access for faculty and staff to participate in at least 2 professional development activities each academic year.

Action: Professional Development

Describe the actions needed to achieve this objective:	Work with faculty and staff to determine the type of professional development opportunities they would like to have offered or attend. Schedule or make arrangements for the faculty and staff to participate in these events.
Who will be responsible for overseeing the completion of this objective:	Tina Recalde
Provide a timeline for the actions:	Complete over the course of one academic year.
Describe the assessment plan you will use to know if the objective was achieved	Survey of faculty and staff to determine what they attended and how it has been incorporated into their work.

and effective:

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Travel and conference funding.

Goal: Complete Repair and Replacement Projects

Perform a yearly assessment of the spaces and equipment within our school, with the input of faculty and staff, to ensure that they are safe and in good working condition, or repaired and replaced in a timely fashion as needed.

Action: Facilities and Equipment

Describe the actions needed to achieve this objective:

Meet with faculty to determine the equipment status and needs of each program.
Have staff monitor and inspect the status of the building.

Who will be responsible for overseeing the completion of this objective:

Tina Recalde, Alison Mona, Azucena Murillo, Stephanie McCrea, and Carol Novosad

Provide a timeline for the actions:

Annually

Describe the assessment plan you will use to know if the objective was achieved and effective:

Create a checklist to verify that each program and facility was assessed.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Faculty and staff time.

Goal: Promote Equity

The School of Health Sciences and Public Service will offer at least 1 educational opportunity for faculty, staff, and/or students that promotes equity minded discussions and practices.

Action: Equity

Describe the actions needed to achieve this

Provide or promote at least one educational opportunity related to equity.

objective:	
Who will be responsible for overseeing the completion of this objective:	Tina Recalde and department chairs
Provide a timeline for the actions:	Each semester
Describe the assessment plan you will use to know if the objective was achieved and effective:	Determine whether an equity training opportunity was offered and survey the faculty, staff, and students to determine whether the equity event had an impact on their perceptions and practices.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Funding for workshops and travel/conference.

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018-2019 Goals for Health Sciences and Public Service Office

Goal

Goal: Enrollment Management

Increase the efficiency of the school's class schedule while supporting student success.

Action: Enrollment Management

Describe the actions needed to achieve this objective:	Compare the efficiency of the class schedule for summer, fall, intersession, and spring to that of the previous year to determine whether efficiency of scheduling has improved for each term.
Who will be responsible for overseeing the completion of this objective:	Tina Recalde
Provide a timeline for the actions:	After the census date of each term.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Compare the efficiency of the class schedule for summer, fall, intersession, and spring to that of the previous year to determine whether efficiency of scheduling has improved for each term.
List resources needed to achieve this objective and	EMS and time.

associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Status for Enrollment Management


Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Improving efficiency is a continuous process. With the transition to PeopleSoft it has been a challenge to pull accurate data to assess the overall progress of the school and each department within the school to validate progress.

Substantiating Evidence:

 Health Sciences Enrollment Mgmt Analysis (Excel Workbook (Open XML))

Goal: Pathways

All programs within the School of Health Sciences and Public Service will have a program map that demonstrates coursework students need to complete the program within 2 years.

Action: Pathways

Describe the actions needed to achieve this objective:

Explain the concept and goal of program mapping to each of the full time faculty member.
Arrange for the faculty of each program to meet with their counseling liaison to work on and complete the program map.

Who will be responsible for overseeing the completion of this objective:

Tina Recalde

Provide a timeline for the actions:

Map 50% of the programs each semester.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Survey the faculty to determine which programs have been successfully mapped.

List resources needed to achieve this objective and

Faculty need to have time with their counseling liaisons to complete the work. It would also be beneficial for students to participate. Funding for faculty to attend

associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Guided Pathways conferences and workshops.

Status for Pathways

Current Status: Completed

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

All programs within the school have successfully mapped their core classes in consultation with their respective counseling liaisons. We will begin working with Joel Arias to post the maps of each program's webpages.

If the Current Status was not marked Completed, what are the implications and next steps:

Goal: Professional Development

Provide opportunities and access for faculty and staff to participate in at least 2 professional development activities each academic year.

Action: Professional Development

Describe the actions needed to achieve this objective:

Work with faculty and staff to determine the type of professional development opportunities they would like to have offered or attend. Schedule or make arrangements for the faculty and staff to participate in these events.

Who will be responsible for overseeing the completion of this objective:

Tina Recalde

Provide a timeline for the actions:

Complete over the course of one academic year.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Survey of faculty and staff to determine what they attended and how it has been incorporated into their work.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software,

Travel and conference funding.

Facilities, Classified Staff, Faculty, Other):

Status for Professional Development

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Contract and adjunct faculty have been attending conferences related to their disciplines and/or education. Need to formulate a survey to assess the number of faculty and opportunities that people have officially attended events.

Goal: Complete Repair and Replacement Projects

Perform a yearly assessment of the spaces and equipment within our school, with the input of faculty and staff, to ensure that they are safe and in good working condition, or repaired and replaced in a timely fashion as needed.

Action: Facilities and Equipment

Describe the actions needed to achieve this objective: Meet with faculty to determine the equipment status and needs of each program. Have staff monitor and inspect the status of the building.

Who will be responsible for overseeing the completion of this objective: Tina Recalde, Alison Mona, Azucena Murillo, Stephanie McCrea, and Carol Novosad

Provide a timeline for the actions: Annually

Describe the assessment plan you will use to know if the objective was achieved and effective: Create a checklist to verify that each program and facility was assessed.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Faculty and staff time.

Status for Facilities and Equipment

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

The dean has been working with the program directors and ILT's to evaluate the equipment needs within each program. Issues have been addressed as they have been identified. An equipment maintenance spreadsheet has been prepared for each allied health program. On-going assessment is needed and the process needs to be formalized.

Goal: Promote Equity

The School of Health Sciences and Public Service will offer at least 1 educational opportunity for faculty, staff, and/or students that promotes equity minded discussions and practices.

Action: Equity

Describe the actions needed to achieve this objective:	Provide or promote at least one educational opportunity related to equity.
Who will be responsible for overseeing the completion of this objective:	Tina Recalde and department chairs
Provide a timeline for the actions:	Each semester
Describe the assessment plan you will use to know if the objective was achieved and effective:	Determine whether an equity training opportunity was offered and survey the faculty, staff, and students to determine whether the equity event had an impact on their perceptions and practices.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Funding for workshops and travel/conference.

Status for Equity

Current Status: Not started

If the Current Status was marked Completed, what was the impact of the

**completed objective on
your program:
If the Current Status was
not marked Completed,
what are the implications
and next steps:**

This process needs to be designed and implemented within the school.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Schools and Divisions Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Schools and Divisions Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Schools and Divisions Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Dean, Health Sciences and Public Service Office

(REQUIRED) Program name

Health Sciences & Public Service

(REQUIRED) Are you on target with your assessment schedule?

The office is currently behind in performing an assessment. The office continues to experience a shortage in staffing that is negatively impacting overall performance.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

An assessment has not been performed.

(REQUIRED) Based on your assessments, what resource needs have you identified?

We continue to need full staffing in our office. We currently have a full time senior clerical assistant that manages our Perkins grant and assists with handling foot traffic and phone calls in the office. We also pay the salary for a full time senior secretary, but the senior secretary is being utilized by the VPI's office 40-50% of the time. Our senior secretary was previously at the district office as part of the ERP team 75-100% of the time and the office was provided with a NANCE to backfill her position. While the NANCE did not have all of the skills needed by the office, the additional manpower assisted with handling daily office needs and interacting with students, staff, and faculty that needed assistance. The office currently does not have anyone providing backfill for the time in which the senior secretary is not in the office.

Please provide any other comments.

The long-term lack of sufficient qualified staffing within the office may be leading to increasing faculty frustration within the school.

Form: "2019/20 Program Review Schools and Divisions Analysis Section"

Created with : Taskstream

Participating Area: Dean, Health Sciences and Public Service Office

School/Division Name

(REQUIRED) Type your School/Division name.

Health Sciences & Public Service

Part A: In this section, please analyze your School or Division in terms of student success metrics as well as your contribution to the College's identity of being an Hispanic Serving Institution.

(REQUIRED) A1. What metric(s) are you following most closely?

The success rate in the programs in our school ranges from 53-83% for Latinx students and from 66-88% for Non-Latinx students.

The overall completion rates for the college range from 53-62%, where as each of our allied health programs has completion rates ranging from 60-92%

Below are the awards earned by students in our programs compared to the campus:

28.5% below the campus for students ages 18-24 years, but 2.2-14.1% above the campus in all other age groups. This makes sense as the demographics in our programs tend to include older students due to the number of prerequisites required for the majority of the allied health programs.

27.7% below for male students, but 27.7% above the campus for female students.

0.1% below for white, 0.6% below for Latinx and other, and 1.9% below for African American students; but above 0.2% for unreported, 0.6% above for American Indian, and 1.9% above for Filipino students.

Licensure pass rates for graduates from our programs ranges from 92-100%.

Employment rates for our graduates ranges from 80-95%.

(REQUIRED) A2. Have you identified any racial/ethnic groups that are experiencing equity gaps in any of these metrics?

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes,

therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

The success rate in the programs in our school ranges from 53-83% for Latinx students and from 66-88% for Non-Latinx students.

Based on the number of awards earned by students within our programs, our school is 0.1% below for white, 0.6% below for Latinx and other, and 1.9% below for African American students; but above 0.2% for unreported, 0.6% above for American Indian, and 1.9% above for Filipino students.

(REQUIRED) A3. What action, if any, has been taken to address these equity gaps?

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

The school has hosted diversity and equity training sessions for the faculty, as well as encouraged faculty to attend campus trainings related to diversity and equity. In the allied health programs, the clinical coordinators have worked with clinical instructors in industry to develop their skills in working with diverse students and their needs. Perkins and Strong Workforce funding has been used to obtain state of the art equipment, as well as provide tutoring and support services to assist students with achieving success.

(REQUIRED) A4. What actions, if any, have you taken as a result of the School Equity Reports?

The school has hosted diversity and equity training sessions for the faculty, as well as encouraged faculty to attend campus trainings related to diversity and equity. In the allied health programs, the clinical coordinators have worked with clinical instructors in industry to develop their skills in working with diverse students and their needs. Perkins and Strong Workforce funding has been used to obtain state of the art equipment, as well as provide tutoring and support services to assist students with achieving success.

(REQUIRED) A5. How does your School or Division contribute to the College's identity of being a Hispanic Serving Institution (HSI)?

Our school encourages staff and faculty to learn what it means to be a Hispanic Serving Institution and to become familiar with the resources that are available for students as a result of the HSI grants that our institution receives. We have also hired a senior clerical assistant that is hispanic and fluent in Spanish to assist hispanic students and families interested in learning more about our programs.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Unable to locate this section in last year's program review.