

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): PUBLIC HEALTH SCIENCE AS-T

CLUSTER: Health & Wellness, Skilled Trades & Technology **AREA OF STUDY:** KINESIOLOGY AND HEALTH

SCIENCE

LAST YEAR CPPR COMPLETED: NOT COMPLETED AS OF YET **NEXT SCHEDULED CPPR: 2026**

CURRENT DATE: 2/26/2025

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the [IPPR Program Review Documents Folder](#). Please review the [Resource Allocation Rubric](#) when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

AST Public Health Science

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

A full-time tenure track faculty has been hired for this program and is teaching a variety of courses in the PHS degree as well as HSCI courses. PHS 212 Health and Social Justice will be added to List A of the PHS degree in April of 2025. Students will have the option to pick this course from a list of course options. Top codes have been changed from Health Education (HEED) to Public Health Science (PHS) and the Health Education courses have been changed from HEED to Health Science (HSCI).

Changes that need to be made is for the college to provide this program with appropriate data to fully complete the program review for proper growth.

PROGRAM SUSTAINABILITY PLAN UPDATE

¹ San Luis Obispo County Community College District
Instructional Annual Program Planning Worksheet

Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.
No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. **General Enrollment (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

General Enrollment of the program cannot be provided. A data chart cannot be displayed as there is not one that the college has provided. The department has asked for four years for the Public Health Science data to be recognized. The college has not provided tableau data for the Public Health Science ADT.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

General Student Demand of the Public Health Science program cannot be provided. A data chart cannot be provided as there is not one within the aggregated data program. The department/program has asked for four years for Public Health Science AST to be recognized within the tableau data. The college has not provided data for the Public Health Science AST.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

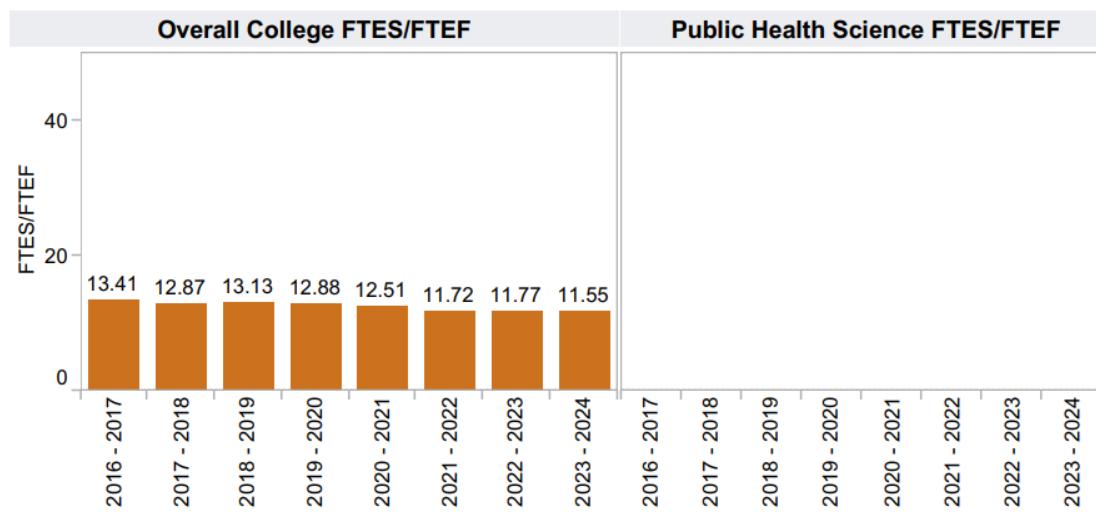
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Public Health Science

Course:
All

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

General Efficiency of the Public Health Science program was not provided in the data. While a PHS data chart was available there was not data. The department/program has asked for many years for Public Health Science to be recognized within the data. The college has not provided data for the program of Public Health Science AST.

D. Student Success—Course Completion by Modality (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Health Education

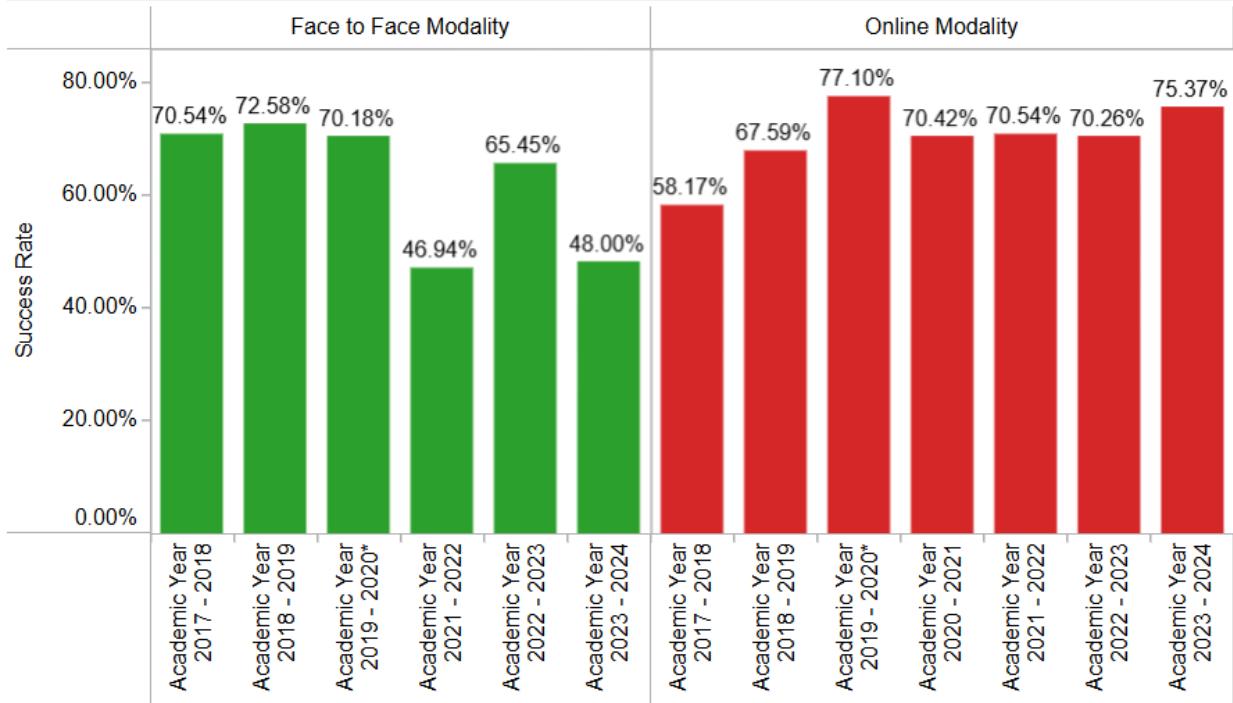
Course:

HEED202

Legend:

- █ Face to Face Modality
- █ Online Modality

Successful Course Competition by Modality -Health Education



Successful Course Competition by Modality Table - Health Education

| | | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 | Academic Year 2021 - 2022 | Academic Year 2022 - 2023 | Academic Year 2023 - 2024 |
|-----------------------|----------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Face to Face Modality | Department S.. | 79.78% | 79.94% | 83.89% | 86.11% | 65.69% | 71.90% | 63.73% |
| | Total Depart.. | 712 | 714 | 673 | 186 | 413 | 420 | 328 |
| Online Modality | Department S.. | 73.77% | 72.15% | 77.60% | 70.93% | 72.49% | 72.27% | 72.01% |
| | Total Depart.. | 709 | 1,070 | 1,187 | 1,714 | 1,179 | 1,264 | 1,266 |

Program review data for HEED 202 (now known as HSCI 202) shows online modality is more successful for students. Students successfully completed courses in online courses (75.37%) in comparison to in-person (48.00%) courses from the previous academic year. Face to face modalities being low requires investigation as to why such a large gap of success exists between in-person and online courses. Follow-up to all in-person instructors of this class will be conducted to see if they may not be dropping students or other reasoning for low pass rates.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Health Education

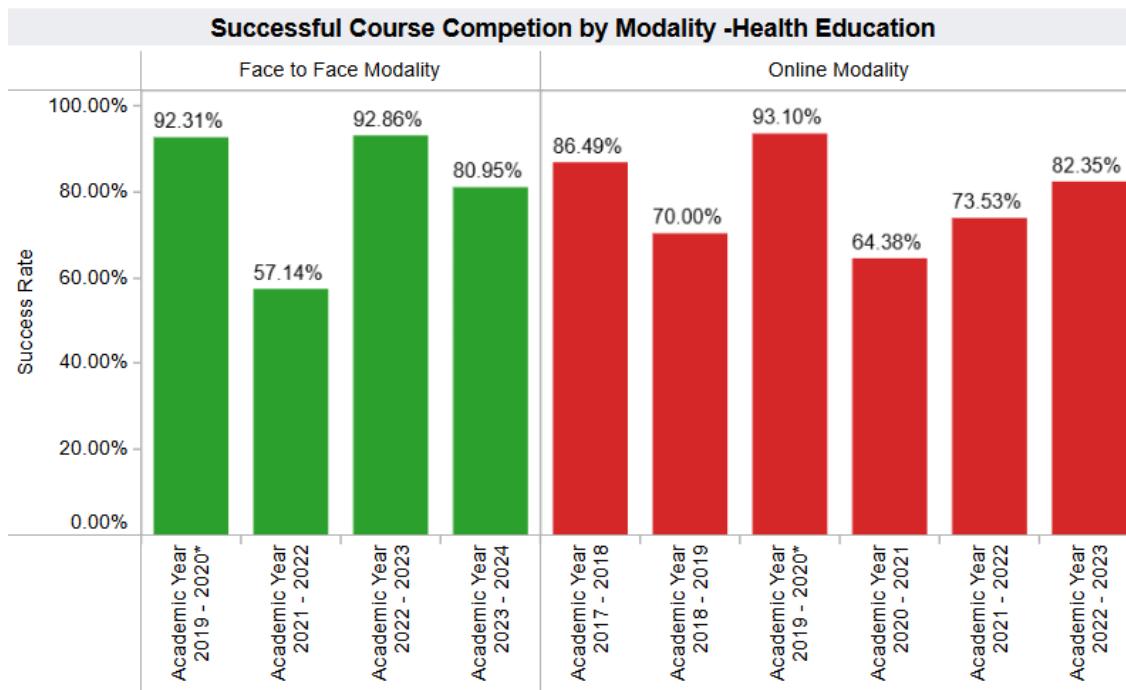
Course:

HEED210

Legend:

Face to Face Modality

Online Modality



Successful Course Competition by Modality Table - Health Education

| | | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 | Academic Year 2021 - 2022 | Academic Year 2022 - 2023 | Academic Year 2023 - 2024 |
|-----------------------|----------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Face to Face Modality | Department S.. | 79.78% | 79.94% | 83.89% | 86.11% | 65.69% | 71.90% | 63.73% |
| | Total Depart.. | 712 | 714 | 673 | 186 | 413 | 420 | 328 |
| Online Modality | Department S.. | 73.77% | 72.15% | 77.60% | 70.93% | 72.49% | 72.27% | 72.01% |
| | Total Depart.. | 709 | 1,070 | 1,187 | 1,714 | 1,179 | 1,264 | 1,266 |

For HEED 210 (now known as PHS 210), face to face and online modality course completion are marginally different. Online modality has slightly higher completion rate but this is for the 2022-2023 academic year. Face-to-face courses are more successful when comparing 2022-2023 academic years by a large margin (92.86% vs. 82.35%).

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Health Education

Course:

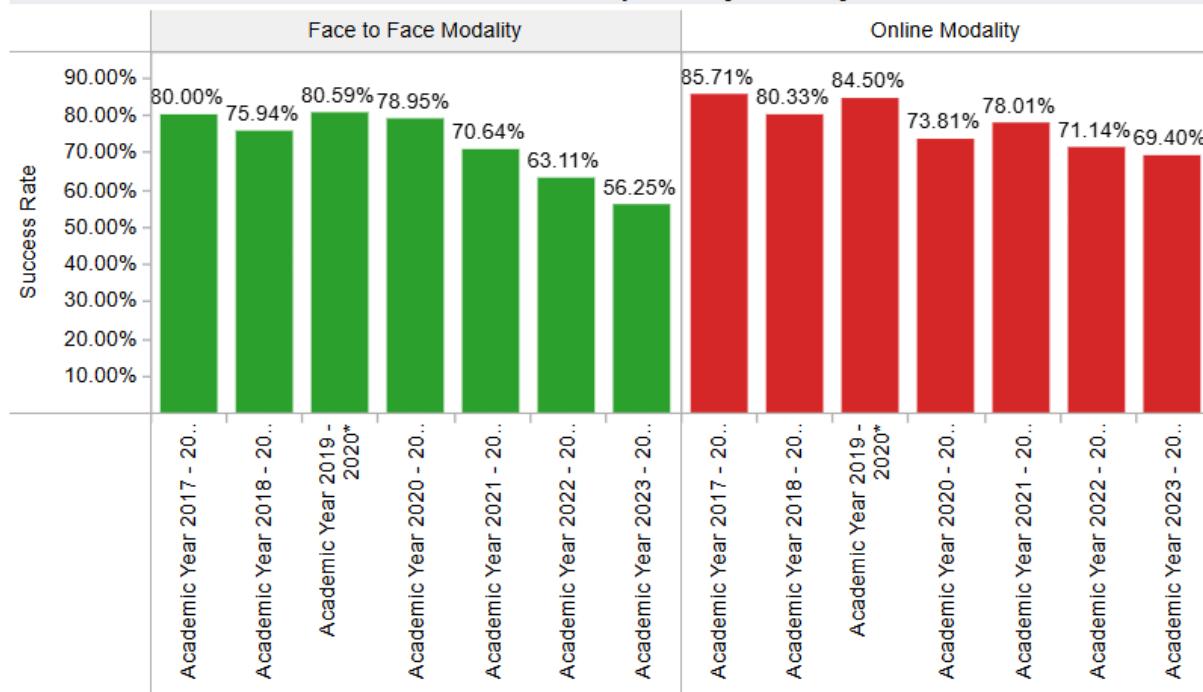
HEED203

Legend:

Face to Face Modality

Online Modality

Successful Course Competition by Modality -All



Successful Course Competition by Modality Table - All

| | | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 | Academic Year 2021 - 2022 | Academic Year 2022 - 2023 | Academic Year 2023 - 2024 |
|-----------------------|----------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Face to Face Modality | Department S.. | 76.86% | 76.30% | 84.07% | 84.22% | 79.33% | 80.04% | 79.81% |
| | Total Depart.. | 53,585 | 52,829 | 51,891 | 11,706 | 22,192 | 30,721 | 33,614 |
| Online Modality | Department S.. | 71.39% | 73.14% | 78.56% | 72.63% | 71.92% | 72.04% | 73.47% |
| | Total Depart.. | 12,311 | 14,888 | 16,965 | 48,506 | 34,882 | 28,278 | 28,524 |

HEED 203 (now known as HSCI 203) has an face-to-face completion rate of 56.25% while the online completion rate is significantly higher at 69.40%. Face to face modalities being low requires investigation as to why such a large gap of success exists between in-person and online courses. Follow-up to all in-person instructors of this class will be conducted to see if they may not be dropping students or other reasoning for low pass rates.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Health Education

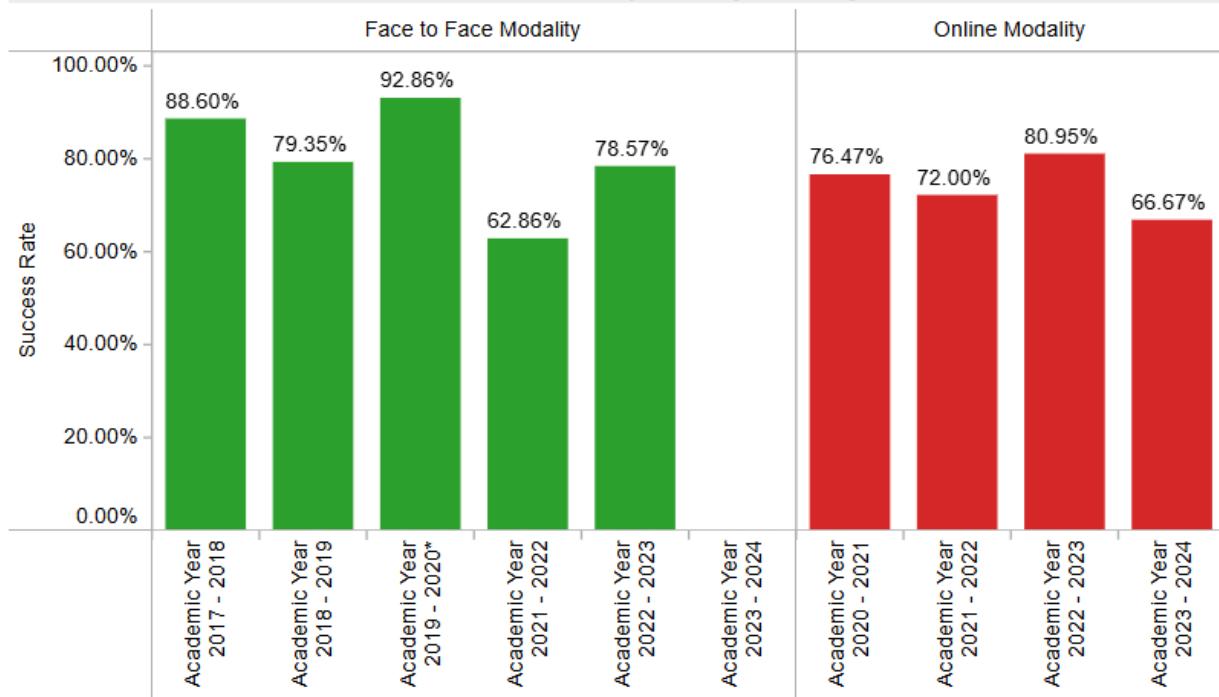
Course:

HEED204

Legend:

- █ Face to Face Modality
- █ Online Modality

Successful Course Competition by Modality -All



Successful Course Competition by Modality Table - All

| | | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 | Academic Year 2021 - 2022 | Academic Year 2022 - 2023 | Academic Year 2023 - 2024 |
|-----------------------|----------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Face to Face Modality | Department S.. | 76.86% | 76.30% | 84.07% | 84.22% | 79.33% | 80.04% | 79.81% |
| | Total Depart.. | 53,585 | 52,829 | 51,891 | 11,706 | 22,192 | 30,721 | 33,614 |
| Online Modality | Department S.. | 71.39% | 73.14% | 78.56% | 72.63% | 71.92% | 72.04% | 73.47% |
| | Total Depart.. | 12,311 | 14,888 | 16,965 | 48,506 | 34,882 | 28,278 | 28,524 |

HEED 204 (now known as HSCI 204) does not have data for the face-to-face modality. The online completion rate was 66.67%. When comparing the 2022-2023 academic years, face-to-face modality has a slightly lower completion rate than online. Though the percentages are marginally different, follow-up into why the face-to-face courses has lower course completion rates is needed.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Health Education

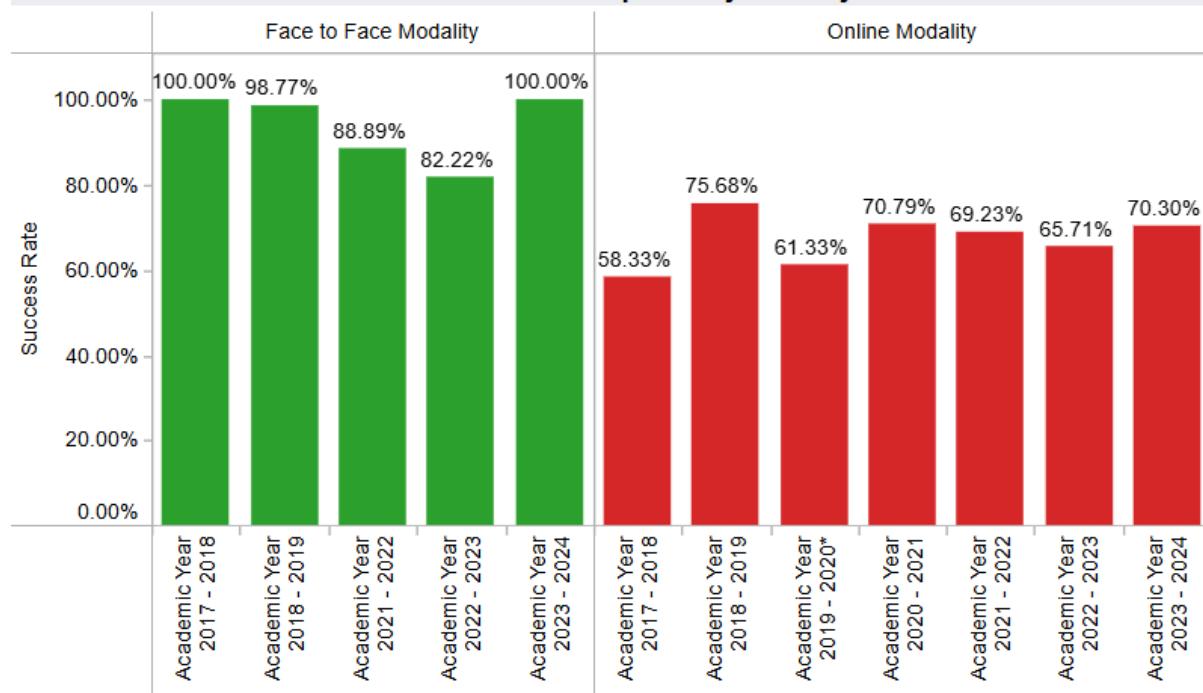
Course:

HEED206

Legend:

- Face to Face Modality
- Online Modality

Successful Course Competition by Modality - All



Successful Course Competition by Modality Table - All

| | | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 | Academic Year 2021 - 2022 | Academic Year 2022 - 2023 | Academic Year 2023 - 2024 |
|-----------------------|----------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Face to Face Modality | Department S.. | 76.86% | 76.30% | 84.07% | 84.22% | 79.33% | 80.04% | 79.81% |
| | Total Depart.. | 53,585 | 52,829 | 51,891 | 11,706 | 22,192 | 30,721 | 33,614 |
| Online Modality | Department S.. | 71.39% | 73.14% | 78.56% | 72.63% | 71.92% | 72.04% | 73.47% |
| | Total Depart.. | 12,311 | 14,888 | 16,965 | 48,506 | 34,882 | 28,278 | 28,524 |

HEED 206 (Now known as HSCI 206) has an face-to-face completion rate of 100.0% while the online modality has a 70.30% completion rate. To increase online completion rate, will follow-up with any online instructors of the course to see methods of dropping students or checking in on students.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

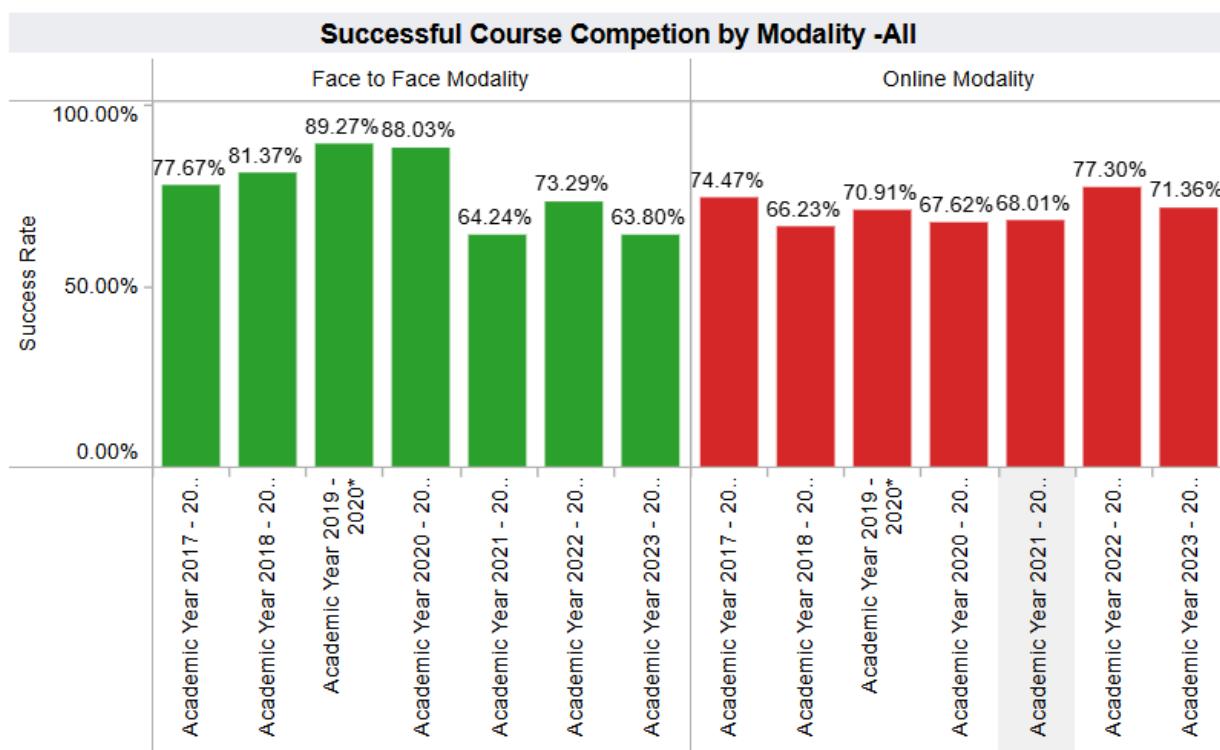
Health Education

Course:

HEED208

Legend:

- █ Face to Face Modality
- █ Online Modality



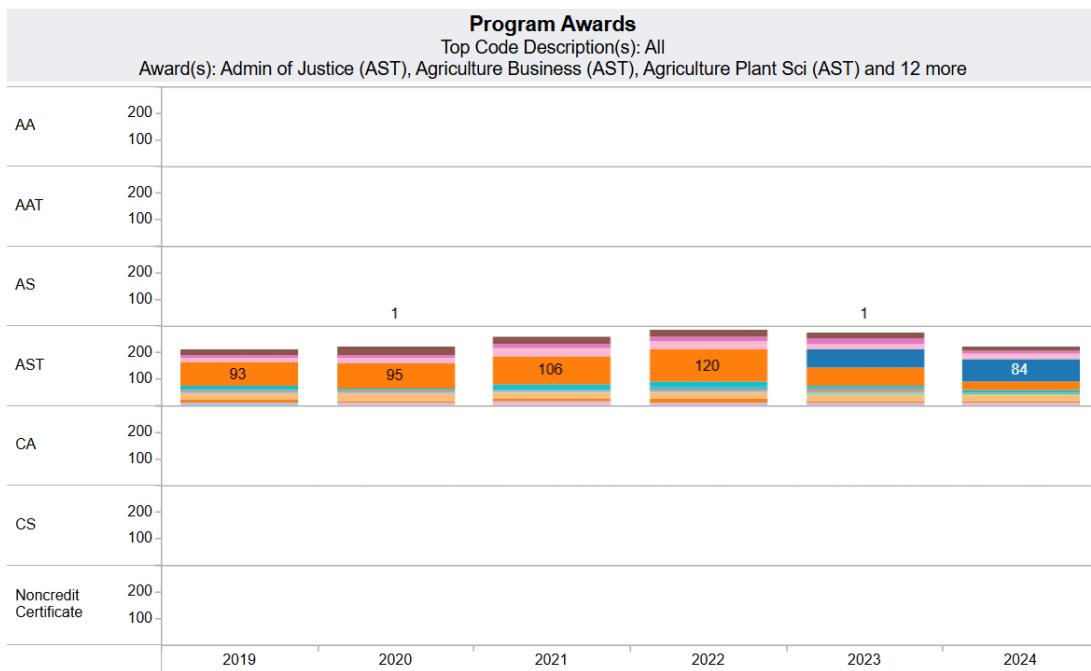
Successful Course Competition by Modality Table - All

| | | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 | Academic Year 2021 - 2022 | Academic Year 2022 - 2023 | Academic Year 2023 - 2024 |
|-----------------------|----------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Face to Face Modality | Department S.. | 76.86% | 76.30% | 84.07% | 84.22% | 79.33% | 80.04% | 79.81% |
| | Total Depart.. | 53,585 | 52,829 | 51,891 | 11,706 | 22,192 | 30,721 | 33,614 |
| Online Modality | Department S.. | 71.39% | 73.14% | 78.56% | 72.63% | 71.92% | 72.04% | 73.47% |
| | Total Depart.. | 12,311 | 14,888 | 16,965 | 48,506 | 34,882 | 28,278 | 28,524 |

HEED 208 (now known as HSCI 208) has a face-to-face completion rate of 63.80% and an online completion rate of 71.36%. Face to face modalities being low requires investigation as to why such a large gap of success exists between in-person and online courses. Follow-up to all in-person instructors of this class will be conducted to see if they may not be dropping students or other reasoning for low pass rates.

E. Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

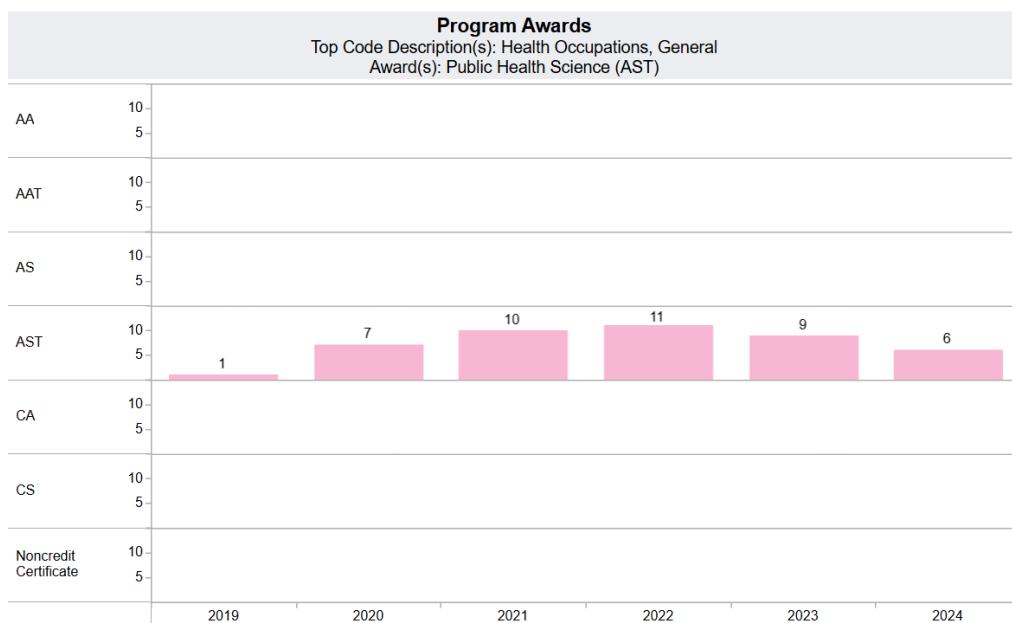


| Program Awards Table | | | | | | | |
|----------------------|-------------------------------|------|------|------|------|------|------|
| Award Type | Award | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| | Nutrition and Dietetics (AST) | 10 | 4 | 10 | 13 | 4 | 5 |
| | Physics (AST) | 9 | 6 | 6 | 2 | 3 | 3 |
| | Public Health Science (AST) | 1 | 7 | 10 | 11 | 9 | 6 |
| | Total | 209 | 217 | 255 | 283 | 271 | 217 |
| | Grand Total | 209 | 218 | 257 | 283 | 272 | 217 |

Program Awards: The number of degrees and certificates awarded by program type

SLOCCCD Program Review Data: Degrees and Certificates Awarded

| | | |
|-----------------------------|-----------------------------|---------------|
| Program: | Award Type: | Area of Study |
| Health Occupations, General | Public Health Science (AST) | (All) |



| Program Awards Table | | | | | | | |
|----------------------|-----------------------------|------|------|------|------|------|------|
| Award Type | Award | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| AST | Public Health Science (AST) | 1 | 7 | 10 | 11 | 9 | 6 |
| | Total | 1 | 7 | 10 | 11 | 9 | 6 |
| Grand Total | | 1 | 7 | 10 | 11 | 9 | 6 |

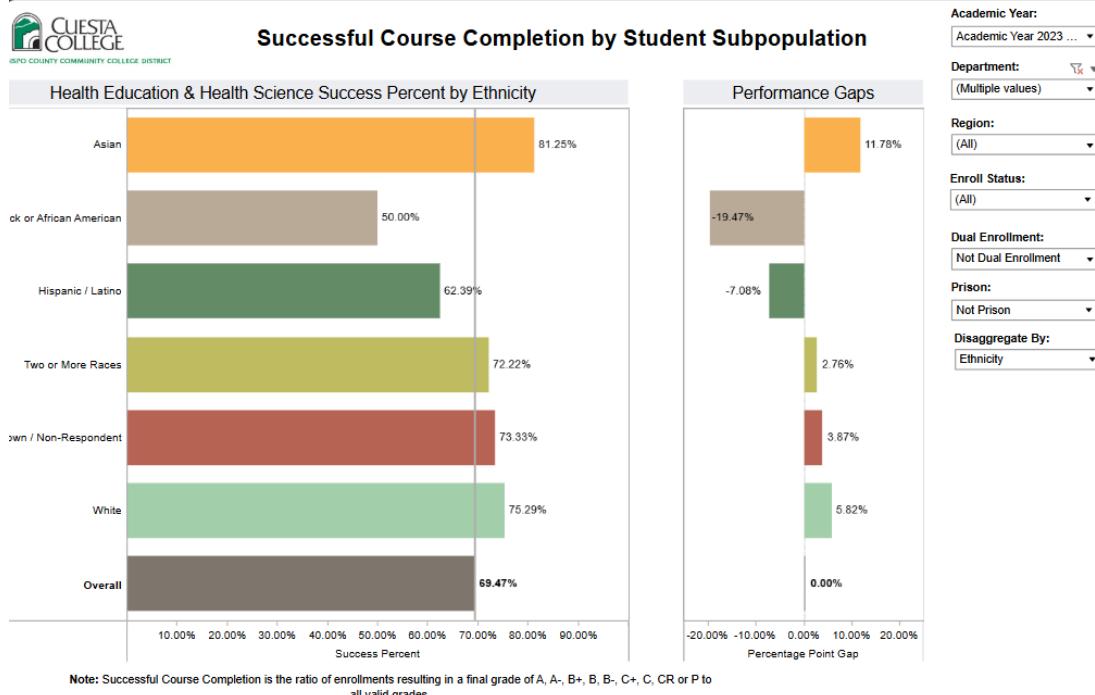
In 2024, six students were awarded the Public Health Associates for transfer degree in comparison to the overall 217 students that received AS-T degrees. Public Health only accounts for 0.03% of graduates seeking an AS-T degree. The numbers awarded for students is low, and has shown to decline since 2022. Plan on seeing if students are aware of the degree at all or if general interest in the subject-matter is low.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

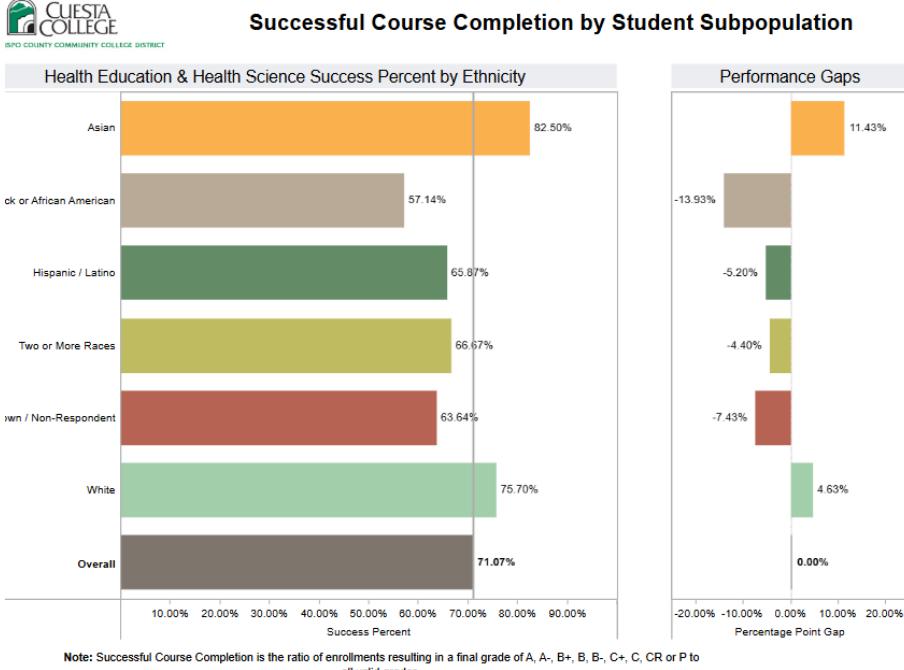
General Student Success of the program cannot be provided for the Public Health Science program. A data chart cannot be provided as there is not one within the aggregated data program. The department/program has asked for many years for Public Health Science to be recognized within the data. The college has not provided data for this program under the program of Public Health Science AST.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.



Student Success for the Public Health Science program specifically cannot be provided. A data chart cannot be provided as there is not one within the aggregated data program. The department/program has asked for many years for Public Health Science to be recognized within the data. The college has not provided data for the program of Public Health Science.

The above chart shows successful course completion by student subpopulation disaggregated by ethnicity within Health Education & Health Science from the 2023-2024 academic year. African American and Hispanic Students are experiencing performance inequities in comparison to their Asian, White, and two or more races counterparts. The graph below has the same metrics but is from the previous years 2022-2023.



Though performance for African American students and Hispanic students has decreased, the sample size in both areas has increased. However, we still should ensure students within those populations improve in their performance as they remain vulnerable student populations at Cuesta.

Strategies we are looking to employ to ensure students successfully complete courses within these areas is to use imagery in courses that represent them and help students feel closer to the material they are learning. We also deploy a number of assignments in different modalities, whether they are group projects, independent, visual, or presentation-style.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

Click here to enter text.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

| Program of Study OR Prefix and Course # | Major/Minor Modification (select one) | Date completed (semester and year) |
|---|--|---------------------------------------|
| | | |

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

| Program of Study OR Prefix and Course # | Past Due Date for Modification | Briefly state why modification was not completed on schedule | Re-scheduled date for modification (must be within 1 year) |
|--|--------------------------------------|---|--|
| | | | |

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

| Program of Study OR Prefix and Course # | Past Due Date for Modification | Re-scheduled date for modification | Completed (yes or no) |
|---|-----------------------------------|--|-----------------------------|
| | | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

| Program of Study OR Prefix and Course # | Past Re-scheduled Due Date for Modification | Briefly state why modification was not completed as rescheduled | Second re-scheduled date for modification (must be within 6 months) |
|---|---|---|---|
| | | | |

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps

It will be very helpful if the college would recognize Public Health Science within the data so a program review can be completed properly. Codes for courses need to be changed to find data seamlessly. Would also like to request funding to purchase 5 textbooks each in the library for PHS 210 and HSCI 208.

B. Anticipated changes in curriculum, scheduling or delivery modality

Anticipated changes include adding PHS 206 to the curriculum of completing an Associates for Transfer Public Health degree.

Anticipating changing the required textbook for PHS 212: Health and Social Justice

C. Levels, delivery or types of services

Both in-person and online modalities are popular. I would try to keep the amount of offerings of required courses even so students can choose which modality they prefer.

D. Facilities changes

None.

E. Staffing projections

None.

F. Other

Need 8 new Brayden mannikins at \$495 each to support HSCI 204. Current manikins do not measure breath, chest compression depth or timing.

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

| Area of Decline or Challenge | Identified Objective (Paste from PSP) | Planning Steps (Check all that apply) | Has the Improvement Target Been Met? |
|-----------------------------------|---------------------------------------|---|--------------------------------------|
| Enrollment | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Student Demand (Fill Rate) | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Efficiency (FTES/FTEF) | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Student Success—Course Completion | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Student Success—Course Modality | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Degrees and Certificates Awarded | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.