



Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Division representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program: Health Sciences

Division: Natural Sciences

Date: 11/14/23

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature:

Printed Name: Bradley Dawson

Date: 11/14/23

Dean Signature: Bridget Salzameda

Printed Name: Bridget Salzameda

Date: 11/27/2023

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

After August 15, you will be able to access PDF copies of your program's ISS data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

The Health Sciences program does not meet the ISS standards for success or retention in most of the demographic categories. The problem is most acute in ANAT 231 F (Human Anatomy), which is the introductory course for all health science programs. We have instituted a number of changes in our instructional methods in the past few years in attempts to improve student learning, success, and retention in ANAT 231 F. We continue to work toward improvement.

To address these deficiencies, our highest priority is to hire an additional faculty member to teach ANAT 231 F. A new faculty member will allow an increase in accessibility to health science programs by offering more equitable schedules (i.e. offering night sections to accommodate students working full time jobs and parents). As a department, we are committed to hiring with diversity, equity, and inclusion at top of mind. We believe this new hire will bring new perspectives and ideas for improving student learning, success, and retention. Any improvement in student success and retention in ANAT 231 F will directly impact success and retention in subsequent courses ANAT 240 F (Human Physiology) and MICR 262 F (General Microbiology).

Some of the changes in instructional methods adopted over the last few years include, but are not limited to:

1. **Adding more formative assignments in ANAT 231 F to create a more active learning classroom.** While we have always had a few formative assignments in anatomy (dissections and in-class participation), we have included lab projects that allow students to exercise their creative potentials. For example, one of our instructors has begun piloting a novel student-led video peer instruction project. We plan to incorporate a project like this into all of our ANAT 231 F sections.
2. **Support for tutoring, both the embedded Hornets tutoring and the tutoring center.** After collecting data on the impact of embedded tutors have on our students, results show a statistically significant positive effect. Recruiting tutors from diverse demographic groups is our goal.
3. **Offering open lab hours for ANAT 231 F students.** Students from one instructor's section are welcome to work quietly during another instructor's lab section, providing improved access to class materials. We encourage

students to take this opportunity for more learning and as a way to develop mastery.

New areas we hope will have a positive impact on student learning, success, and retention we plan to incorporate in the future include, but are not limited to:

1. Encourage students to use the not-quite-ready Student STEM Center. We think this will provide a welcoming environment for students to interact with tutors, have access to lab materials, and just be part of the greater STEM community on campus. The Health Sciences Department, and especially Professor Michael Baker, have been pushing for a Student STEM Center for over 10 years. It will become a reality in 2024 – we are excited for the opportunities this resource will afford our students!
2. We are in the early stages of planning to offer Anatomy Boot Camps. These would be short instructor- and/or tutor-led workshops offered prior to the beginning of the semester, designed to prepare a student for the rigors of a challenging science course. The Chemistry Department has used pre-semester boot camps for years; we are in conversation with them to determine the best approach, one that can help improve student learning, success, and retention.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program’s participation in assessment of Institutional Student Learning Outcomes (ISLO’s). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College’s ISLO attainment?

After August 15, you will be able to access PDF copies of your program’s ISLO data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. Please reach out to your SLOA representative if you have questions.

2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

We have identified significant achievement gaps in two demographic groups – African American students and Hispanic students. See Figure 1.

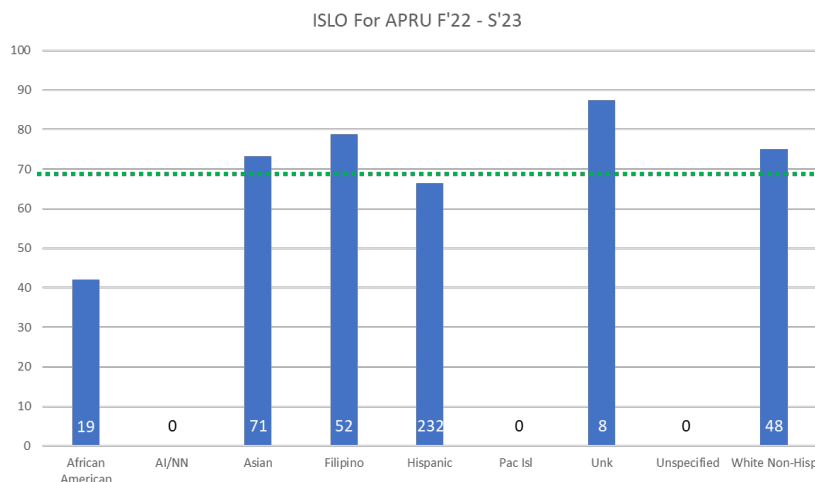


Fig. 1. Global Awareness ISLO data for the Health Sciences Department, Fall 2022 and Spring 2023. The dashed line represents the average for all of our assessments combined (69.3%). The number indicates the number of assessments completed for that demographic group.

To address these specific achievement gaps the Health Sciences Department:

- 1. Is committed to a hiring process that values and incorporates diversity, equity, and inclusion. We hope to hire a replacement faculty member to teach ANAT 231 F soon. We understand the data – students who see themselves in their instructors tend to do better regarding success and retention.**
- 2. Will continue to recruit embedded tutors that look like and have similar backgrounds as our student population. Again, a tutor who has a similar background as a struggling student may have a larger impact on their learning, success, and retention.**
- 3. Will highlight scientists of color as part of our instruction. This will help create a more welcoming and inclusive environment in the classroom. One of our instructors has taken the lead on this effort, researching scientists we can all then incorporate into our instruction.**
- 4. Will actively participate in Natural Sciences Division and campus-wide efforts to close the achievement gaps noted here.**
- 5. Will undergo a review of our CSLOs and PSLOs to look for implicit bias, and make any necessary changes through the curriculum process.**
- 6. Is committed to incorporating more individualized instruction. This includes formal and/or informal one-on-one discussions with students regarding the challenges they may be facing in and out of the classroom, career and life goals they hope to achieve, helping to plan future educational choices, and to provide information about what student services and resources are available to them.**

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
 - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel	Full-time faculty salary schedule	District funds
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:		