



"We Strive to Guarantee Quality and Excellence"

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

**Instructional Programs
(Academic Degree & Certificate Programs)**

Three Year Program Review


Degree / Certificate Program

COMMUNITY and PUBLIC HEALTH (CPH)


Period of Three Year Review

2013-2014; 2014-2015; 2015-2016

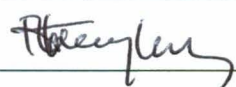
Program Review Completed By:

Name	Title	Signature	Date
J Maireng Sengebau	Program Chair		June 2, 2017

Program Review Certified By:

Name	Title	Signature	Date
Robert Ramarui	Dean, Academic Affairs		6/5/17

Program Review Received By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date
Husto Uengshong	Data Service Tech.		6/5/17

Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.

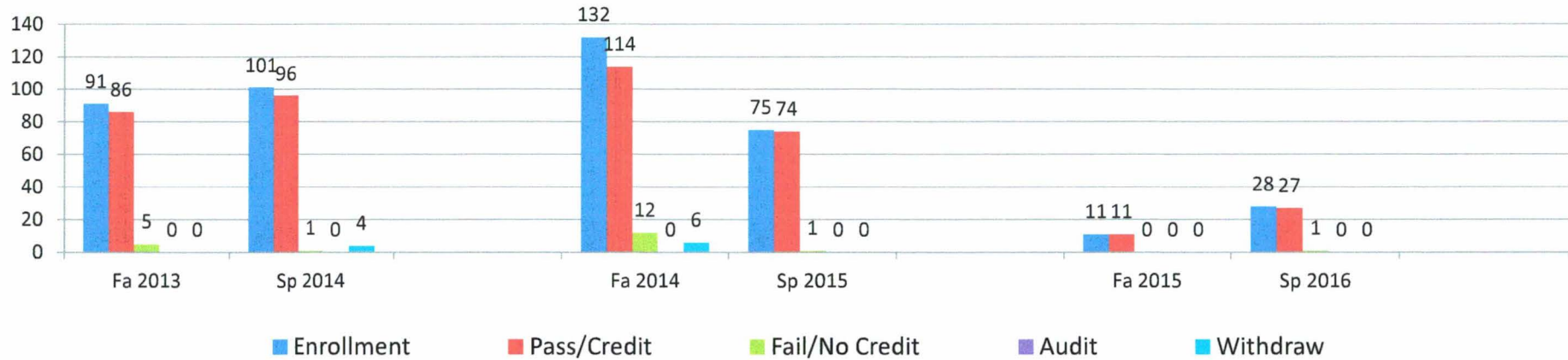
**Instructions for completing Program Review:**

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.
2. Individual instructions are included before each section.
3. Submit completed and signed Program Review in both hard copy and electronic copy format to the Institutional Research & Evaluation Office.
4. Required supporting documents must be included during submission.
 - Appendix A: CLOs – PLOs – ILOs Mapping (e-copy only)
 - Appendix B: Most Approved CLOs and PLOs (e-copy only)
 - Appendix C: FAMED grid of all course assessment data within review cycle (e-copy only)
5. Be sure to keep both hard and electronic copies for your file.

Note: Other college plans may include the 15-Year Institutional Master Plan, the 5-Year Technology Plan, Institutional Learning Outcomes, Institutional-Set Standards for Student Achievement, or other plans, such as an approved department plan or committee plan.

1.0 Program Data

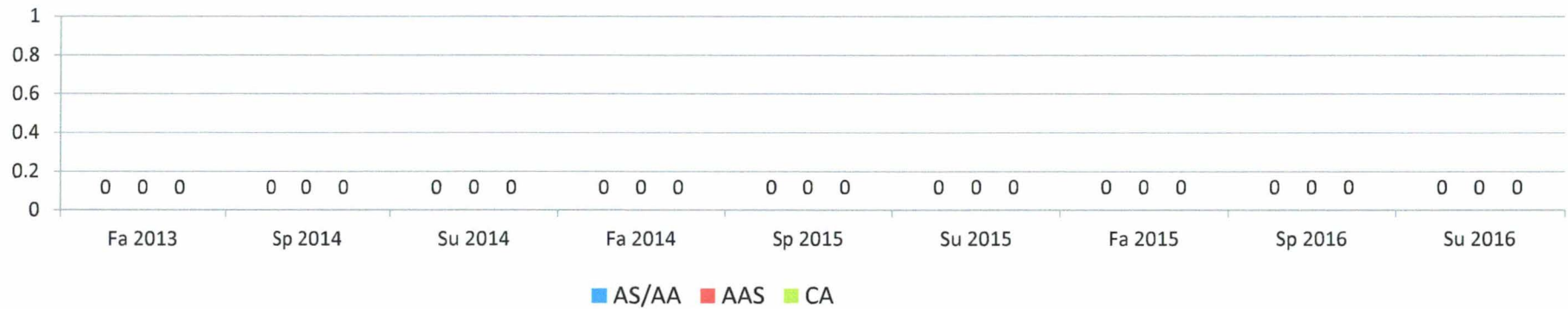
Figure 1. Number of Students Enrolled, Pass/Credit, Fail/No Credit, Audit and Withdraw



Brief summary of data

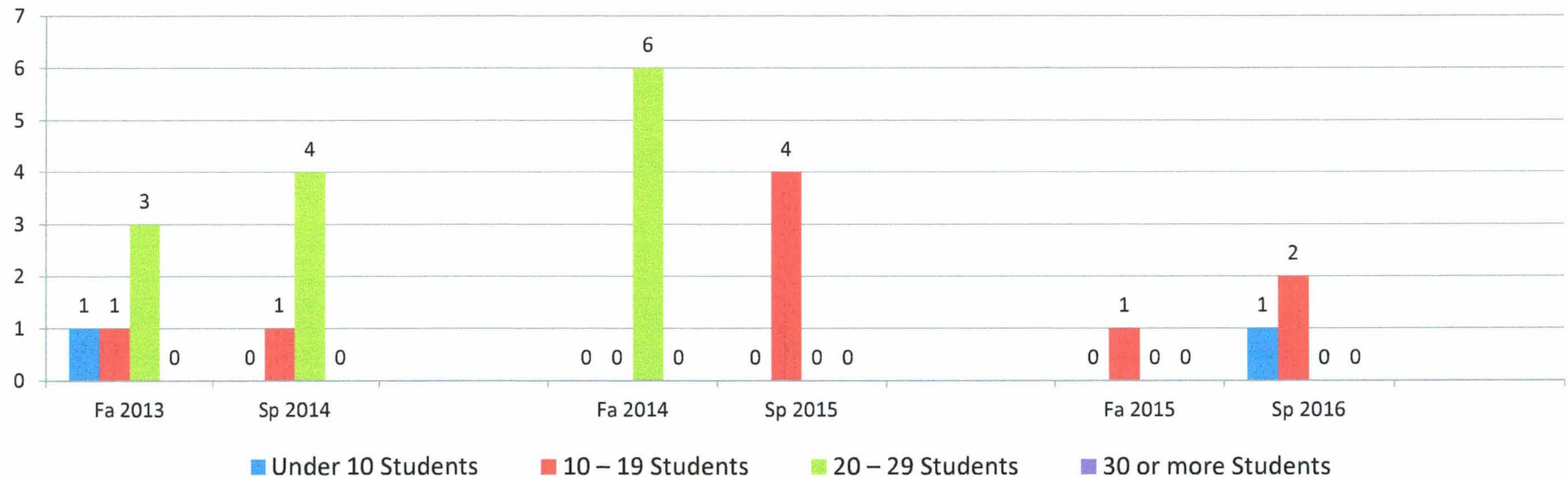
Community and Public Health (CPH) Program officially started during Fall 2013. There were a total of 23 students in the First Cohort, enrolled in the program courses. By Fall 2014, students in the First Cohort had decreased to 21 due to family reasons. Adjunct faculty then did not really understand what cohort meant and allowed admission of five new students into the program. Most CPH students have full-time jobs and are adult learners returning to college after a long hiatus. This means most students are married and have families. After Fall 2014, many students had to take one semester off due to family reasons. By Fall 2015, total enrollment was 18 students, combination of the First Cohort students and the additional five who came later in Fall 2014.

Only few CPH program courses were offered for Fall 2015 and Sp 2016 so that CPH students could take their General Education course requirements.

Figure 2. Number of Graduates**Brief summary of data**

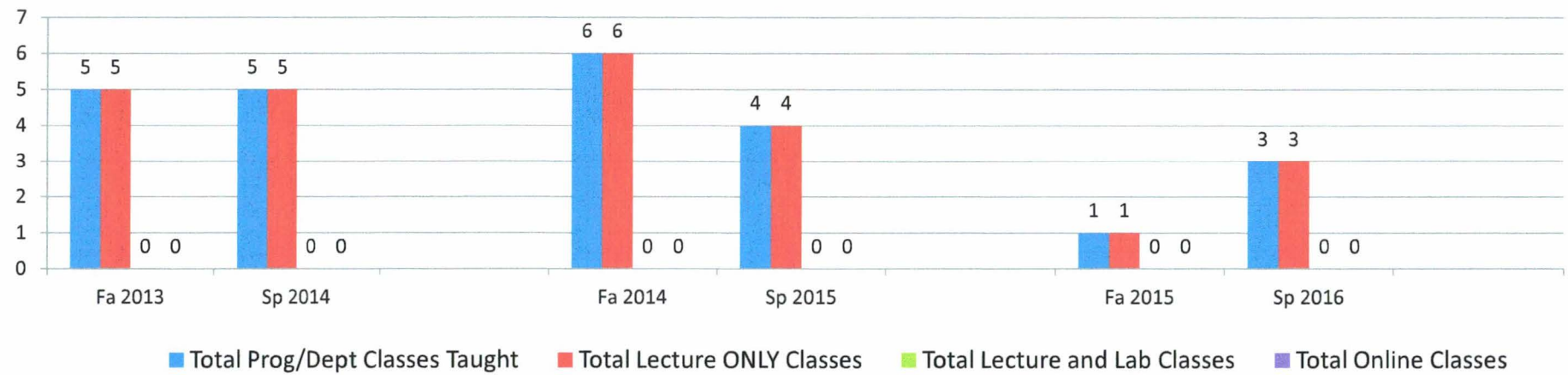
After three years, there were no graduates of the Program.

Program started in Fall 2013 with a 75-credit degree requirement for an Associate of Science degree. With this requirement, it would take three to three and half years to graduate. Two years later in Fall 2015, it was clear that program had to be revised to run within two to two and half years. Through course combination and sequencing, the 75-credit was reduced to 61-credit (EHM) and 62-credit (CPH) degree requirements. Students (with full-time credit loads) could now graduate in exactly two years or 4 semesters.

Figure 3. Number of Classes Based on Student Enrollment**Brief summary of data**

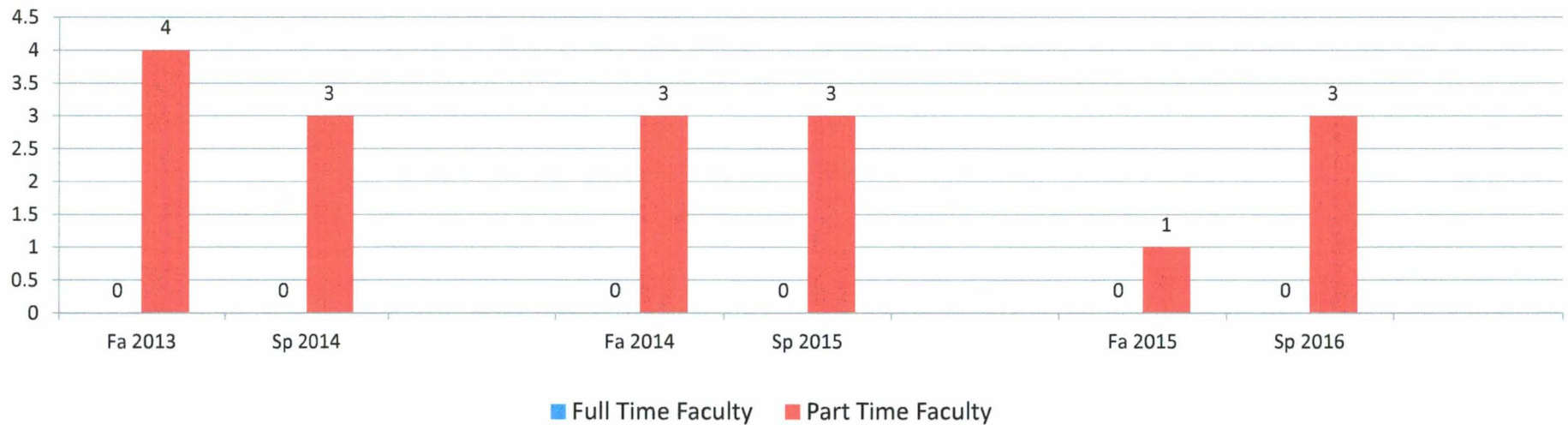
There were a total of 23 students in the First Cohort in Fall 2013 when the program started. By Fall 2014, students in the First Cohort had decreased to 21 due to family reasons and relocation to USA. Most CPH students have full-time jobs and are adult learners returning to college after a long hiatus. This means most students are married and have families. After Fall 2014, many students had to take one semester off due to family reasons. By Fall 2015, total enrollment had reduced to 18 students, combination of the First Cohort students and the additional five who came later in Fall 2014, again due to family reasons and lack of support from employers.

Figure 4. Class Offering

**Brief summary of data**

All courses offered during this cycle were lectures only.

Figure 5. Faculty Head Count



Brief summary of data

Program started in Fall 2013. Courses were taught by part time faculty under the supervision of Dr. Cuboni from Pacific Islands Health Officers Association (PIHOA)-Palau Office. Dr. Cuboni left Palau during Spring 2014 and part time faculties were under the supervision of Dean Ramarui, assisted by part time faculty Maireng Sengebau who also worked under Palau Area Health Education Center (AHEC). Maireng Sengebau became a full-time faculty of the CPH Program in Fall 2015.

Table 1: Faculty to Class Size Ratio (Program Headcount)

Ratio	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
Full Time Faculty (F : S)	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—
Part Time Faculty (F : S)	4:91	3:101	—:—	3:132	3:75	—:—	1:11	3:28	—:—

Brief summary of data

From Fall 2013 to Spring 2015, faculty for the Program included part time faculty only.

By Fall 2015, the Program had one full-time faculty however Fall 2015 and Spring 2016 semesters, minimal program courses were offered to allow students to take their required general education courses.

II. Student Learning and Curriculum

How many program courses are there? (refer to catalog or recent approval by CPC)	%of courses with Identified CLOs	List all revised program courses outlines or proposed new courses that received CPC approval within this review cycle	% of PLOs aligned with ILOs
31	100%	CPH101; CPH105; CPH111; CPH121; CPH131; CPH141; CPH153; CPH162; CPH163; CPH164; CPH165 CPH212; CPH213; CPH222; CPH242; CPH243; CPH244; CPH245; CPH253; CPH262; CPH272; CPH299	100%

Provide Summary of Student Learning and Curriculum in the box below. Summary should include reasons for course revisions and course proposals.

Program started in Fall 2013 with a 75-credit degree requirement for an Associate of Science degree. With this requirement, it would take three to three and half years to graduate. Two years later in Fall 2015, it was clear that program had to be revised to run within two to two and half years. Through course combination and sequencing, the 75-credit was reduced to 61-credit (EHM) and 62-credit (CPH) degree requirements. Students (with full-time credit loads) could now graduate in exactly two years or 4 semesters. Curriculum and Program Committee (CPC) approved of the program revisions during Spring 2016.



Form PM-1
PROGRAM MODIFICATION PROPOSAL COVER PAGE

Program Name COMMUNITY AND PUBLIC HEALTH
EMERGENCY HEALTH MANAGEMENT

	AAS	ATS/ AA/AS
1. Current number of credits		75
number of credits for major courses		65
number of credits for electives		0
number of credits for general ed. courses		10
2. Proposed name of program: NO CHANGE		
number of credits (CPH; EHM)		62; 61
number of credits for major courses		52; 51
number of credits for electives		0; 0
number of credits for general ed. courses		10; 10

name of new/additional course(s)

There are no new or additional courses, only combined courses

Proposed first offering: Fall
Semester

2016
School Year

Proposed by: J. Maireng Sengebau, CPH Instructor
Print Name, Title & Initial

Date: April 18, 2016

Endorsed by: Gregory Dever, MD, Palau AHEC Director
Print Name, Title & Initial

Date: April 18, 2016

Note: An endorser should be a member of a respective advisory committee or has expertise in the field.

Approvals:

Marianne Ternaung
Chairperson
Committee on Programs & Curricula

4/26/16
Date

Rafael Xanarino
Dean of Academic Affairs

4/26/16
Date

Sign for: Rafael Xanarino
Vice President
Education and Training

4/26/16
Date



Format PM
PROGRAM MODIFICATION PROPOSAL

I. Rationale

Program was launched in Fall 2013. Proposed modifications are the results of the official program evaluation after 5 semesters of implementation/course offerings.

II. Program Learning Outcomes

At the completion of this program, students will:

1. Demonstrate understanding of public health and holistic health
2. Understand the different disciplines of public health
3. Apply skills and knowledge necessary for the field of public health

III. Curricular Content

Required General Education Courses	Credits
SS100 Introduction to College	1
CS100 Computer Literacy	3
MA95 Basic Algebra	3
OA211 Business Communication	3
	<u>10</u>

Required Program Courses – Community and Public Health Track		Credits
CPH101	Principles and Ethics of Public Health	3
CPH105	Integrated Health Services Management	3
CPH 111	Principles of Epidemiology	3
CPH121	Environmental Prevention and Control of Diseases	3
CPH 131	Food and Nutrition in the Life Cycle	3
CPH 141	Principles of Health Promotion and Social Marketing	3
CPH 153	Principles of Social Health	3
CPH 162	Public Health Consequences of Disaster	3
CPH 212	Substance Abuse Control	3
CPH 213	Mental Health	2
CPH 222	Environmental Health	3
CPH 242	Communicable Diseases & Immunization	3
CPH 243	Family Health	2
CPH 244	Non-Communicable Diseases1	2
CPH 245	Non-Communicable Diseases 2	2
CPH 253	Emergency Health	2
CPH 262	Epidemiological Surveillance & PHIS	2
CPH 272	Social Health	3
CPH 299	Public Health Program Planning and Development	4
		<u>52</u>

Total: 62 credits

Required Program Courses – Emergency Health Track		Credits
CPH 101	Principles and Ethics of Public Health	3
CPH 105	Integrated Health Services Management	3
CPH 111	Principles of Epidemiology	3
CPH 121	Environmental Prevention and Control of Diseases	3
CPH 131	Food and Nutrition in the Life Cycle	3
CPH 153	Principles of Social Health	3
CPH 162	Public Health Consequences of Disaster	3
CPH 163	Topics in Emergency Response	3
CPH 164	Emergency Health Planning and Exercises	3
CPH 165	Emergency Health Risk Management	3
CPH 213	Mental Health	2
CPH 222	Environmental Health	3
CPH 242	Communicable Diseases & Immunization	3
CPH 243	Family Health	2
CPH 244	Non-Communicable Diseases	2
CPH 262	Epidemiological Surveillance & PHIS	2
CPH 272	Social Health	3
CPH 299	Public Health Program Planning and Development	4
		51
Total: 61 credits		

III. Course Assessment Data

Year 1: School Year 2013-2014

Semester Assessed	Course Assessed	CLO - PLO Mapping	Results of Assessments
Fall 2013	CPH 112	CLO1-PLO2	No results reported; Adjunct instructor did not assess the course
		CLO2-PLO2	No results reported; Adjunct instructor did not assess the course
		CLO3-PLO2	No results reported; Adjunct instructor did not assess the course
		CLO4-PLO2	No results reported; Adjunct instructor did not assess the course
		CLO5-PLO2	No results reported; Adjunct instructor did not assess the course
	CPH 113	CLO1-PLO2	No results reported; Adjunct instructor did not assess the course
		CLO2-PLO2	No results reported; Adjunct instructor did not assess the course
		CLO3-PLO2	No results reported; Adjunct instructor did not assess the course
		CLO4-PLO2	No results reported; Adjunct instructor did not assess the course
		CLO5-PLO2	No results reported; Adjunct instructor did not assess the course
	CPH 144	CLO1-PLO2	No results reported; Adjunct instructor did not assess the course
		CLO2-PLO2	No results reported; Adjunct instructor did not assess the course
		CLO3-PLO2	No results reported; Adjunct instructor did not assess the course
	CPH 251	CLO1-PLO1	CLO 1: 80% of students assessed performed at the proficiency level.
		CLO2-PLO1	CLO 2: 100% of students assessed performed at the proficiency level.
		CLO3-PLO1	CLO 3: 65% of students assessed performed at the proficiency level.
	CPH 262	CLO1-PLO6	No results reported; Adjunct instructor did not assess the course
		CLO2-PLO6	No results reported; Adjunct instructor did not assess the course
		CLO3-PLO6	No results reported; Adjunct instructor did not assess the course
Spring 2014	CPH 142	CLO1-PLO5	No results reported; Adjunct instructor did not assess the course
		CLO2-PLO5	No results reported; Adjunct instructor did not assess the course
		CLO3-PLO5	No results reported; Adjunct instructor did not assess the course
		CLO4-PLO5	No results reported; Adjunct instructor did not assess the course
		CLO5-PLO5	No results reported; Adjunct instructor did not assess

			the course
	CPH 145	CLO1-PLO5 CLO2-PLO5 CLO3-PLO5 CLO4-PLO5 CLO5-PLO5 CLO6-PLO5	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 85% of students assessed performed at the proficiency level. CLO 4: 85% of students assessed performed at the proficiency level. CLO 5: 84% of students assessed performed at the proficiency level. CLO 6: 84% of students assessed performed at the proficiency level.
	CPH 153	CLO1-PLO6 CLO2-PLO6 CLO3-PLO6 CLO4-PLO6 CLO5-PLO6	CLO 1: 75% of students assessed performed at the proficiency level. CLO 2: 81% of students assessed performed at the proficiency level. CLO 3: 81% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 81% of students assessed performed at the proficiency level.
	CPH 221	CLO1-PLO3 CLO2-PLO3 CLO3-PLO3	CLO 1: 94% of students assessed performed at the proficiency level. CLO 2: 89% of students assessed performed at the proficiency level. CLO 3: 94% of students assessed performed at the proficiency level.
	CPH 252	CLO1-PLO6 CLO2-PLO6 CLO3-PLO6 CLO4-PLO6 CLO5-PLO6	No results reported; Adjunct instructor did not assess the course No results reported; Adjunct instructor did not assess the course No results reported; Adjunct instructor did not assess the course No results reported; Adjunct instructor did not assess the course No results reported; Adjunct instructor did not assess the course

Year 2: School Year 2014-2015

Semester Assessed	Course Assessed	CLO - PLO Mapping	Results of Assessments
Fall 2014	CPH 114	CLO1-PLO2 CLO2-PLO2 CLO3-PLO2	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: CLO was not assessed this semester. The course content for this CLO was not covered. CLO 3: CLO was not assessed this semester. The course content for this CLO was not covered.
	CPH 122	CLO1-PLO3 CLO2-PLO3	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the

		CLO3-PLO3	proficiency level. CLO 3: 100% of students assessed performed at the proficiency level.
	CPH 123	CLO1-PLO3 CLO2-PLO3 CLO3-PLO3	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level.
	CPH 124	CLO1-PLO3 CLO2-PLO3 CLO3-PLO3	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level.
	CPH 125	CLO1-PLO3 CLO2-PLO3 CLO3-PLO3	CLO 1: 95% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level.
	CPH 132	CLO1-PLO4 CLO2-PLO4 CLO3-PLO4 CLO4-PLO4 CLO5-PLO4	CLO 1: 95% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
Spring 2015	CPH 143	CLO1-PLO5 CLO2-PLO5 CLO3-PLO5 CLO4-PLO5 CLO5-PLO5	CLO 1: 78% of students assessed performed at the proficiency level. CLO 2: 61% of students assessed performed at the proficiency level. CLO 3: 72% of students assessed performed at the proficiency level. CLO 4: 83% of students assessed performed at the proficiency level. CLO 5: 83% of students assessed performed at the proficiency level.
	CPH 152	CLO1-PLO5 CLO2-PLO5 CLO3-PLO5	CLO 1: 77% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 83% of students assessed performed at the proficiency level.
	CPH 154	CLO1-PLO6 CLO2-PLO6 CLO3-PLO6	CLO 1: 77% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 83% of students assessed performed at the

			proficiency level.
	CPH 211	CLO1-PLO6, PLO7 CLO2-PLO6, PLO7 CLO3-PLO6, PLO7 CLO4-PLO6, PLO7 CLO5-PLO6, PLO7	CLO 1: 94% of students assessed performed at the proficiency level. CLO 2: 94% of students assessed performed at the proficiency level. CLO 3: 88% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 88% of students assessed performed at the proficiency level.

Year 3: School Year 2015-2016

Semester Assessed	Course Assessed	CLO - PLO Mapping	Results of Assessments
Fall 2015	CPH 172	CLO1-PLO1 CLO2-PLO1 CLO3-PLO1 CLO4-PLO1 CLO5-PLO1	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.
Spring 2016	CPH 241	CLO1-PLO5 CLO2-PLO5 CLO3-PLO5	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 54% of students assessed performed at the proficiency level. CLO 3: 93% of students assessed performed at the proficiency level.
	CPH 253	CLO1-PLO1 CLO2-PLO1 CLO3-PLO1	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level.
	CPH 263	CLO1-PLO6 CLO2-PLO6 CLO3-PLO6	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level.

Provide Summary of Course Assessment Data in the box below. Summary should include how assessment results have led to improvement of course and program learning outcomes, student learning and achievement.

First semester, Fall 2013, only one course completed course assessment. By the next semester, adjunct instructors had started completing course assessments. Course assessments were the basis for the Program changes/revisions that were proposed, submitted and accepted by CPC on April 2016.

IV. Program Learning Outcomes (PLOs) Assessment

Program Learning Outcomes Assessment Results

List PLOs	Proficiency Level	Results of Assessments
PLO #1 Describe and discuss the essential public health functions as they also relate to social and spiritual health and common ethical principles.	CPH172 CLO1-100% CPH172 CLO2-100% CPH172 CLO3-100% CPH172 CLO4-100% CPH172 CLO5-100% CPH251 CLO1-80% CPH251 CLO2-100% CPH251 CLO3-65% CPH253 CLO1-100% CPH253 CLO2-100% CPH253 CLO3-100%	95% of students assessed performed at the proficiency level. The expected outcome of 70% was met. CPH Program will continue to offer and assess the program courses, and will make any changes when need arises. Changes and implementation will be based on course assessment results and data.
PLO #2 Elaborate on the occurrence of substance abuse and mental health problems in the Palauan community, and describe possible public health interventions to address those events.	CPH112 CLO1-5: No results reported; Adjunct instructor did not assess the course. CPH113 CLO1-5: No results reported; Adjunct instructor did not assess the course. CPH114 CLO1-100% CPH114 CLO2-3: No results reported; Adjunct instructor did not assess the course.	Only CPH114 CLO 1 was assessed and 100% of the students assessed performed at the proficiency level. This is not enough data assess PLO#2. CPH Program will continue to offer and assess ALL the program courses, and will make any changes when need arises. Changes and implementation will be based on course assessment results and data.
PLO #3 Discuss, by describing “real life” situations, the role of environmental health services and norms, for the protection of communities with regard to waste disposal and management, food safety, and vector control.	CPH122 CLO1-100% CPH122 CLO2-100% CPH122-CLO3-100% CPH123-CLO1-100% CPH123-CLO2-100% CPH123-CLO3-100% CPH124-CLO1-100% CPH124-CLO2-100% CPH124-CLO3-100% CPH125-CLO1-95% CPH125-CLO2-100% CPH125-CLO3-100% CPH221-CLO1-94% CPH221-CLO2-89% CPH221-CLO3-94%	98% of students assessed performed at the proficiency level. The expected outcome of 70% was met. CPH Program will continue to offer and assess the program courses, and will make any changes when need arises. Changes and implementation will be based on course assessment results and data.
PLO #4 Describe the main characteristics of common oral health problems in the community and discuss interventions and services available in Palau.	CPH132-CLO1-95% CPH132-CLO2-100% CPH132-CLO3-100% CPH132-CLO4-100% CPH132-CLO5-100%	99% of students assessed performed at the proficiency level. The expected outcome of 70% was met. CPH Program will continue to offer and assess the program courses, and will make any changes when need arises. Changes and implementation will be based on course assessment

		results and data.
PLO #5 Elaborate on the main elements of communicable and non-communicable diseases prevention and control and discuss the expected impact of efforts for the promotion and protection of health in the community.	CPH142-CLO1-5 and CPH 144-CLO1-6: No results reported; Adjunct instructor did not assess the course. CPH143-CLO1-78% CPH143-CLO2-61% CPH143-CLO3-72% CPH143-CLO4-83% CPH143-CLO5-83% CPH145-CLO1-100% CPH145-CLO2-100% CPH145-CLO3-85% CPH145-CLO4-85% CPH145-CLO5-84% CPH145-CLO6-84% CPH152-CLO1-77% CPH152-CLO2-100% CPH152-CLO3-83% CPH241-CLO1-100% CPH241-CLO2-54% CPH241-CLO3-93%	Two courses were not assessed. 84% of students assessed performed at the proficiency level. The expected outcome of 70% was met. CPH Program will continue to offer and assess the program courses, and will make any changes when need arises. Changes and implementation will be based on course assessment results and data.
PLO #6 Describe and discuss the relevance of immunizations, epidemiological surveillance, disaster preparedness nutritional guidance and health services management in the societal efforts in health of governments.	CPH 252-CLO1-5 and CPH262-CLO1-3: No results reported; Adjunct instructor did not assess the course. CPH155-CLO1-3 CPH162-CLO1-5 CPH231-CLO1-3 CPH261-CLO1-3 CPH263-CLO1-3 CPH264-CLO1-3 Above courses had not been offered yet. CPH153-CLO1-75% CPH153-CLO2-81% CPH153-CLO3-81% CPH153-CLO4-100% CPH153-CLO5-81% CPH154-CLO1-77% CPH154-CLO2-100% CPH154-CLO3-83% CPH211-CLO1-94% CPH211-CLO2-94% CPH211-CLO3-88% CPH211-CLO4-100% CPH211-CLO5-88%	Two courses were not assessed. Six courses had not been offered yet. 88% of students assessed performed at the proficiency level. The expected outcome of 70% was met. CPH Program will continue to offer and assess the program courses, and will make any changes when need arises. Changes and implementation will be based on course assessment results and data.

PLO #7 Elaborate on the importance of research in the health domain and the relevance of epidemiology applied to such research.	CPH299A and CPH299B had not been offered yet. CPH211-CLO1-94% CPH211-CLO2-94% CPH211-CLO3-88% CPH211-CLO4-100% CPH211-CLO5-88%	Two courses had not been offered yet. 93% of students assessed performed at the proficiency level. The expected outcome of 70% was met. CPH Program will continue to offer and assess the program courses, and will make any changes when need arises. Changes and implementation will be based on course assessment results and data.
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Provide Summary of Program Learning Outcomes Assessments in the box below. Summary should include analysis of this cycle with previous cycles; how assessment results have led to major decisions made to support the improvement of program's student learning and student achievement.

This is the Program's first 3-year Program Review.

The CPH Program officially started in Fall 2013. Part time faculty did not fully understand course assessments and most courses offered during the first two semesters, the courses were not assessed. By Fall 2014, part time faculty had started completing course assessments.

Of the courses assessed, the Program Learning Outcomes Assessment shows that the expected outcome of 70% was met.

V. Evaluation of Previous Program Review Action Plan/s

Indicate the status of the previous program review action plans below. (Include all previous action plans.)

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan/s (Report action plan individually.)
This is the first Program Review for CPH.		

Provide Summary of the Evaluation of Previous Program Review Action Plan/s in the box below. Summary should include what measurable outcomes were achieved due to the actions completed; were the completed action plans led to improvement of student learning and student achievement; and provide detailed explanation of action plans that are ongoing and plans that are incomplete.

Not Applicable. This is the first Program Review for CPH.

VI. Action Plans

Based on this program review results, describe the program action plan for the next three (3) academic years. Include necessary resources.

Action Plan Activity/Objectives	How will this action plan improve student learning outcomes? (CLO, PLO, ILO)	Needed Resources (if any)	Timeline
Review and update CLOs for all courses especially the PBL courses (200-level)	Realistic and current examples/scenarios of PBL courses make the courses more exciting and relatable to the students, which in turn can improve student learning outcomes.	Full-time faculty to carry out review and revision.	1 year

Provide Summary of Action Plans in the box below. Summary should include program major strengths; program needs and any recommendations for improvements based on assessment results, data and/or other college major plans. The summary needs to indicate overall program needs that may require financial support from the institution.

The Program's strengths are the faculty (part time and full time) and their ability and expertise to deliver Problem Based Learning (PBL) courses based on current public health issues.

The next steps for the Program are to review and update CLOs for all courses especially the PBL courses (200-level) and to revise some of the lecture into hybrid courses.

VII. Resource Requests

Itemize resource request below.

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel	Salary for 1 FTE for CPH	\$25,000-\$30,000 \$25,000-bachelors degree + experience \$30,000-masters degree + experience	Competitive salary is needed to recruit a qualified and experienced CPH Instructor
Facilities			
Equipment			
Supplies			

Software			
Training			
Other			
Total			

Provide Summary of Resource Request in the box below. Summary should connect the resources requested to course, program and institutional learning outcomes assessment results and/or any other college major plans.

At least one full-time faculty is needed for CPH Program. The full-time faculty will coordinate program's activities including but not limited to assisting Academic Affairs in recruitment of part time faculty and implementing the Action Plan for the next 3 years, the review and revision of all CLOs and revision of some of the lecture type courses into hybrid courses.