



COMMITTEE ON ACADEMIC PLANNING AND REVIEW

13-14 CAPR 19

March 3, 2014

TO: The Academic Senate

FROM: The Committee on Academic Planning Review (CAPR)

SUBJECT: 13-14 CAPR 19: Five-Year Program Review for Health Sciences

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: Acceptance of the 2012-13 Five-Year Program Review of the Health Sciences BS Program in the College of Science at California State University East Bay; and it is recommended that the program continue with modification. The date of the next Five-Year review is 2017-2018.

BACKGROUND:

At its meeting on April 4, 2013, CAPR invited members of the Department of Nursing and Health Sciences to orally present the outcome of their Five-Year Review process completed in 2011-12 and submitted to CAPR for review in 2012-13 as prescribed in the Academic Program Review Procedures (08-09 CAPR 23 (revised)). Dr. Paulina Van, Chair of the Department of Nursing and Health Sciences Chair, along with Dr. Nancy Hoffman and Dr. Lynn Hofwegen, presented a summary of the Health Science Program's Five-Year Review to CAPR, and participated in a question and answer session. Dr. Van noted that Dr. Thompson was Chair at the time of the last Five-Year Review.

OVERVIEW OF DOCUMENTS SUBMITTED TO CAPR:

The Department of Health Sciences submitted a detailed self-study, including a review of the previous Five-Year Review; an articulation of Student Learning Outcomes; Objectives for the next five years; Planning and Institutional Research data from 2008 – 2012 showing student and faculty demographics, headcounts, degrees awarded, and SFRs; an outside reviewer's report; and the Program's response to the outside reviewer.

CAPR ANALYSIS OF THE PROGRAM'S FIVE-YEAR REVIEW:

Program

1. The Health Sciences Program has made significant contributions over the past five years to advancing the University's Mission and supporting the Shared Commitments by preparing thousands of graduates for careers in critical Bay Area health care positions. The Health Sciences Program, which is part of the Nursing and Health Sciences Department, confers a B.S. degree with four options in Administration and Management, Pre-clinical Preparation, Community Health, and Environmental Health and Safety. The Pre-Doctoral focus in the Pre-Clinical Preparation option coordinates with the Pre-professional Health Academic Program (PHAP) to prepare students for medical training. Enrollment in all options of the Health Sciences major has grown steadily over five years. The total number of majors has more than tripled since 2006, with the Program currently supporting 1,100 majors. The Health Sciences Program offers courses at the Hayward and Concord campuses, with increasing enrollment at

Concord. The online program was recertified by WASC, and all Health Sciences-required courses are now offered every quarter in one of three formats: on-line, hybrid, and on-ground.

2. The Health Sciences Program has made significant progress toward meeting its five-year goals set in 2006. Faculty members collaborated to revise and streamline the entire curriculum to better meet students' needs and prepare graduates to successfully pass the MCAT (Medical College Admission Test). The program now requires all students to take a dedicated Research and Writing in Healthcare course, and research and writing practice with feedback has been integrated throughout the curriculum. A Healthcare Law and Ethics course was introduced to the core, and an Upper Division GE Area B6 course, Genes and Health, was created. The program has introduced flexibility in designing elective courses for emerging areas in health sciences. The Community Health and Environmental Health and Safety options have been revised to support students in passing professional examinations upon graduation, and the Pre-Doctoral program has been revised to support timely graduation. All students are required to complete an internship, and the program supports students with this process through an online website and monthly student advising sessions. A student handbook providing further support is currently under development. Proposed developments to add new options and courses have been stalled by budget constraints and dramatically increased enrollment, although courses covering Consumer Health and Global Health have been added. The program has made efforts to increase access to student advising by providing lecturers with WTUs for advising hours.
3. The make-up of both students and faculty members in the Health Sciences Program reflect the vibrant diversity of the University, supporting our Shared Commitment to be an inclusive campus. Between 2007 and 2011, enrollment of non-white students has maintained at around 70%, with increased enrollment of Hispanic and multi-ethnic students during that period. The percentage of male students, ordinarily a minority among health sciences students, has maintained at around 20%.
4. During the past five years, the Health Sciences Program has made concerted efforts to improve quality and student success. The Five-Year Review provided evidence of the extensive revision of Program Student Learning Outcomes completed by faculty members. Five program Student Learning Outcomes (SLOs) were identified, and all courses in the curriculum were linked to respective SLOs. The program has a Senior Seminar Capstone course in which students produce a Personal Career Portfolio, providing artifacts for use in summative direct assessment of SLOs. The results of indirect assessment of the program derived from student surveys of 197 graduating students were reported. The Health Sciences Program has utilized these results to close the loop in making significant changes in curriculum and developing student support mechanisms.
5. The outside reviewer described the program as "well developed with a solid framework in place". He also commended the program's "solid team" of faculty members and administrative staff support. The reviewer acknowledged the challenges associated with reduced funding, including limited course availability, large class sizes, limited faculty advising hours available for a growing student body, and increased reliance on adjunct instructors relative to T/TT faculty members. The reviewer recommended bringing in additional full-time tenure track faculty members and providing faculty development opportunities for lecturers as well as T/TT faculty members.

Resources

1. The challenges facing the Health Sciences Program in staffing courses and meeting administrative support needs are similar to those faced by programs across the campus, but of a greater magnitude because of the "exponential growth" in student enrollment. Since 2006 the program has replaced two retiring faculty members and hired one new assistant professor, while student enrollment increased from 199 in 2005 to 1,100 in 2013. The SFR for all faculty

members has increased during the past five years, and the greatest increase has been for lecturers. The average section size has increased from 46 in 2008 to 51 in 2012. A shortage of T/TT faculty members was identified as the reason that proposed new options were not developed since the last Five-Year Review and was named as a central concern by the outside reviewer.

2. The Health Sciences Program struggles every quarter with the administrative challenges of opening new sections to meet student demand and finding qualified faculty to teach at the last minute. In addition, the significant growth in student enrollment has meant increased student demand for administrative staff support. The Department of Nursing and Health Sciences relies on a few staff members to handle three programs, and insufficient staff support was acknowledged as a significant problem.
3. In their presentation to CAPR on April 4th, the Health Sciences Program representatives acknowledged a need for more space.

CAPR RECOMMENDATIONS FOR CONTINUATION OF THE PROGRAM:

It is recommended that the BS in Health Sciences continue with modification. CAPR also recommends the following:

- While the Health Sciences Program provided a thoughtful overview of progress made since their last Five-Year Review, the Five-Year Plan for the next five years is presented as objectives in outline format. The Five-Year Plan should describe plans for changes and improvements that will help the Program maintain leadership in the field of Health Sciences education. The Health Sciences Program administrators, faculty (both T/TT faculty members and lecturers), and students should collaboratively develop more specific plans for meeting the objectives of creating new options and courses, increasing the number of T/TT faculty members, and developing the Concord Campus as a Health Sciences campus. The plan should be clearly tied to the recommendations and concerns identified in the Self-Study, describe the benefits to student learning and educational effectiveness, and articulate the resources required to successfully achieve each objective. The plan should be developed in enough detail that specific progress toward achievement of the plan can be described in Annual Program Reports to CAPR.
- During the next five years, continue to respond to the support needs of the diverse student body and faculty team in the Health Sciences Program. Work with the Office of Institutional Research to document and track student success measures (e.g., graduation rates and years-to-completion), giving particular attention to minority student trends. Develop and document efforts to recruit minority Health Sciences students and faculty members. In responding to the outside reviewer's recommendation to (re-) establish the Health Sciences Student Association (HSSA) and a chapter of Eta Sigma Gamma, give particular attention to identifying and supporting the needs of the diverse student body, and encourage faculty members to recognize those needs in creating internships and building advising and mentoring programs.
- The Health Sciences Program has a solid foundation on which to build and document assessment efforts. During the next five years, schedule regular opportunities for administrators, faculty members, and students to gather and plan for assessment of learning, support for student success, and program development. The program will need to create annual assessment plans, ideally during the Spring Quarter for the following academic year. CAPR recommends completing a focused and manageable combination of direct and indirect assessments of learning, and describing findings and responses in the Annual Report to CAPR. Map the program's five Student Learning Outcomes to the University's Institutional Learning Outcomes (ILOs), and create a curriculum map linking program SLOs to course

SLOs. The program has begun to identify methods of direct assessment such as testing, term papers, group projects, and portfolios for each course. The Personal Career Portfolios created in the capstone course are a rich source of summative assessment, and the writing required in HSC 2200 would be an important target for direct assessment of written communication. Define the objectives of and assess the effectiveness of the internship, which is a critical element of the education process for Health Sciences majors. Track graduates to document employment and follow up with indirect assessment of graduates' experiences of the program once employed, particularly in the pre-med option. Prior to the next Five-Year Review, benchmark the Health Sciences Program against similar CSU and UC programs as you did for the 2006 Review. The benchmarking process can provide confirmation of effectiveness in existing practices as well as inspiration for program changes. The program is encouraged to seek support in these endeavors from the College of Science representatives on the Educational Effectiveness Council (currently Lindsay McCrea, Caron Inouye, and Alan Monat).

- Based on an expanded Five-Year Plan, the representatives from the Health Sciences Program should work with the Provost's office to address faculty and staffing resource allocation needs to provide adequate coverage for expanded course offerings, increased enrollment, increased space, student advising and program administration. The Health Sciences Program has done a commendable job in developing and expanding its course offerings and increasing enrollment without commensurate increases in staff support or tenure/tenure track positions, but should be concerned about the impact that insufficient resources will have on student learning and success.

DATE OF THE PROGRAM'S NEXT FIVE-YEAR REVIEW:

AY 2017-2018