2012 CAPR Report

For the Health Sciences Program

of the Department of Nursing

and Health Sciences

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HEALTH SCIENCES

2.1. Summary of Previous Review and Plan

In 2006, a Five Year Plan was developed for the Health Sciences program to address the changing nature of the faculty and anticipated increasing enrollment. Although the plan anticipated increasing student numbers it could not foresee the significant increase in student enrollment experienced by the program over the last five years and the resultant faculty shortfall.

1.) Curriculum changes envisage during the next five years:

The 2006 plan proposed offering additional options to the majors that had not yet been formalized at the time the report was created. As a result of the increasing need for healthcare providers, and the ongoing and increasing nursing shortage, suggested new options included Gerontology/Eldercare, Biotechnology/Clinical Research Coordination, and Substance Abuse/Mental Health Services.

Since then, the faculty revised the entire curriculum and options to better meet student needs and prepare them for the workforce. To address a consistently perceived problem with student research and writing skills, HSC 2200 – Research and Writing in Healthcare was developed as a required class for all options, except Option D. Furthermore, HSC 3550 – Healthcare Law and Ethics was developed to fill the need for basic knowledge in that area. HSC 3550 replaced HSC 3650 as an upper division required course, and HSC 3250 - Genes and Health was developed to fulfill the GE AREA B6 requirement.

The current faculty perceived a need for more healthcare related option classes to allow our students to better meet their educational goals. Efforts have been made to develop more options in the program based on the student and curricular needs as well as trends in healthcare services. HSC 3650 – Consumer Health changed into an elective course which is offered at least once per academic year. HSC 3100 – Introduction to Global Health was developed for interested students though this new class has not been offered due to insufficient faculty, budget constraints and the need to offer additional sections of required core courses for students to meet graduation requirements. In the future, the faculty would like to include other options that would meet the the ever increasing specialty areas in healthcare. Potential new options would include Healthcare Information Technology, Global Health and Healthcare Emergency and Disaster Management. As always, such plans are dependent on funding and faculty availability.

Over the last five years, the options for the program have all been revised to better meet student needs and improve acceptance for graduate education and employment.

Option A – Administration and Management has been revised to include HSC 2200 as a requirement for the option, and ENT 2245 – Entrepreneurship in Small Business was removed. The program has encountered increasing difficulty with availability of business courses for our students due to the Business Schools impaction. Currently, the faculty is developing a Management in Healthcare Settings course to replace MGMT 3600 – Theories of Management.

Option B – Pre-clinical Preparation has been subdivided into three areas of focus.
1 – Pre-Nursing has been revised to provide HSC 2200 as a requirement and a list of elective classes designed to meet nursing prerequisites has been provided for the students to utilize.
2 – Pre-Health Specialization has been revised to allow the student, in conjunction with their academic advisor, to craft electives to meet student goals to pursue advanced degrees in areas such as nutrition, physical therapy, occupational therapy and optometry.
3 – Pre-Doctoral has revised the lower division requirements to include the electives necessary for students to apply to medical, dental and osteopathic schools, and to allow students to do so in a
reasonable timeframe. The option has been coordinated with the Pre-professional Health Academic Program (PHAP) to maximize student acceptance to medical training.

Option C – Community Health was revised from its previous form as Community Mental Health to broaden the available employment opportunities for students. The option required courses and electives have been formulated in a manner that a student completing the program will be eligible to take the Community Health Educator Specialist (CHES) examination thereby increasing their future employment opportunities. The Immunology requirement was removed and replaced with HSC 3700 - Health Behavior and Health Education Theory.

Option D – Environmental Health and Safety was revised to remove certain lower division requirements and include required science courses to optimize employment and provide electives in a manner that will allow a student, upon completion of the program, to be eligible to take the state of California Registered Health Environmental Specialist (RHES) examination thereby increasing future employment opportunities.

To better meet student needs, the program begun offering HSC classes at the Concord Campus specifically for students in Option A. Class size at that campus remains small and students desiring any Options are attending and seeking advising. The viability of offering classes at Concord will be evaluated over the next 2 years to determine if it is cost-effective to continue the program at this campus site.

Additionally, the program has implemented online and hybrid classes to expand class access outside of a traditional classroom setting. Over the last five years, the number of online and hybrid classes have increased to the current status in which each HSC required course is offered every quarter in one of the three formats: online, hybrid and on-ground. Currently, we are creating an online exam policy and developing a student handbook for Health Sciences students to provide much of the programmatic information.

Finally, the programs student learning outcomes have been revised and updated to provide improved analysis of student learning and better reflect knowledge and skills needed in the healthcare arena. (See Addendum 1).

Along with term papers and testing in the various classes to determine students learning and success, the faculty utilizes the HSC capstone course, HSC 4700 – Senior Seminar, to assess learning and success at the end of the student’s HSC coursework. In this course, students prepare an artifact representative of their educational experience by the creation of a written portfolio. Therein the students describe their educational experience and acquired knowledge derived from their coursework through the lens of the student learning outcomes. To assess student satisfaction with the program, they complete an in-depth student satisfaction survey. The survey is utilized by the faculty to revise classes and modify the program. Together these two tools provide a direct assessment of student learning and success.

The faculty made curriculum changes to address issues that arose from the information obtained HSC 4700. As previously mentioned HSC 2200 was included in the curriculum to assist students in improving their writing skills. We also apply writing in other HSC courses where we reinforce those skills and then require a research paper in HSC 4500, the Internship course, to assess writing skills before graduation. The faculty also created a new course, HSC 4650 - Healthcare Management, as an alternative to MGMT 3600 - Theories of Management our Option A students are required to take. This was done as students were unable to get into the MGMT 3600 course. The faculty also opened additional sections of classes in response to student feedback and assigned a qualified lecturer to take a section of student advising to improve the process. A total of 6 WTUs between two qualified lecturers were added to support advising for the increasing number of majors and student access to faculty support and guidance.
2.) Students:

The 2006 plan noted that in the fall quarter of 2000, the number of HSC majors was 190. As of fall, 2005, the number was at 199. Over the past five years we have experience exponential growth in student enrollment. HSC majors now number over 600 in 2011 and recent data received in April, 2012 numbers the Health Sciences majors at 748. In addition to the increasing opportunities for health care careers in general, the impacted status of our pre-licensure nursing program affords us a pool of potential majors who, when unable to be admitted to the nursing program, often choose Option B-1 and then apply to an accelerated nursing program upon completion of the Health Sciences degree. In terms of outreach and recruitment the 2006 plan included provision of information on the Health Sciences major to the monthly pre-nursing advising sessions at both the Hayward Hills and Concord campuses. As a result of the increasing numbers of HSC majors, the program has instituted monthly advising sessions for students considering the HSC major.

The Health Sciences has a very diverse student population with a significant percentage of students from the Black, Hispanic and Asian ethnic groups. The majority of Health Science students are female but over the last 2 years we have seen an increase in male students. Data regarding the diversity of Health Science students is provided in Addendum 2.

3.) Faculty:

At the time the 2006 plan was written, one new tenure track assistant professor had been hired and a search for a second was ongoing. Both of these faculty positions replaced retiring faculty. Since that time, as a result of increasing majors and commitments to the Concord campus, one new tenure track assistant professor, Nancy Hoffman, has been added to the faculty. Currently, a search is ongoing for another tenure track faculty member with emphasis in Administration and Management.

The increasing numbers of majors and course enrollments have placed a considerable strain on the faculty’s ability to provide the needed classes. We continue to rely heavily on lecturers to augment the faculty and offer additional required course sections and are constantly adding new lecturers to assist. Given the current student to faculty ratios, additional tenure track faculty will be needed to maintain academic standards.

The current ethnic makeup of the Health Sciences Tenure-Track faculty consists of one Black male, one Asian female and one Caucasian female. A new Tenure-track faculty member for fall 2013 is a Caucasian male. The lecturer pool is quite diverse and includes men and women of Black, Asian and Caucasian ethnicity.

4.) Resources:

The 2006 report noted current levels of resources, staff, equipment, library resources, etc., had been stable and adequate over the past academic year. Three office staff to serve the three department programs, the largest by far is the pre-licensure nursing program, were in place. It was noted that if Health Sciences enrollment continued to increase, additional course sections would be needed and additional faculty and staff would be needed to meet student demand.

The increased enrollments anticipated by the 2006 report have materialized with only one current faculty addition and no staff additions. Data regarding the program are attached as Addendum 3.
STUDENT LEARNING OUTCOMES HEALTH SCIENCES
Students graduating with a B.S. in Health Sciences from California State University East Bay will have achieved the following:

1. Knowledge Integration and Synthesis: Students will integrate knowledge from various disciplines and synthesize it with the biological, physical, social and health sciences;

HSC 1000 Introduction to Health Professions Practice
This course integrates knowledge from general education courses and synthesizes it with the biological, physical, social, and health sciences. Introduction to the wide variety of healthcare careers is provided and students demonstrate their understanding of the subject through individual and group projects.

HSC 1100 Health: Maintenance of Wellness
This course integrates knowledge from general education courses and synthesizes it with the biological, physical, social, and health sciences. Concepts such as disease prevalence, incidence, aging, child development, adult development, socialization, stress, trauma, and disease over the lifespan are explored through individual and group projects.

HSC 2200 Research and Writing in Health Care
HSC 2200 integrates knowledge from general education courses and synthesizes it with the biological, physical, social, and health sciences. Concepts such as voice, diction, style, grammar, and mechanics for thesis writing are integrated and synthesized with health care research topics.

HSC 3200 Environmental Health
In this course, students will be able to demonstrate advanced knowledge and applicable vocabulary in environmental health focused on areas using advanced quantitative skills (such as statistics, algebraic solutions, interpretation of graphical data) to scientific problems. Students will demonstrate understanding of the nature of science and scientific inquiry and the experimental and empirical methodologies utilized in science to investigate a scientific question or issue. Students will apply science content knowledge to contemporary scientific issues (e.g. global warming) where appropriate.

HSC 3250 Genes and Human Health
In this course, students will demonstrate advanced knowledge and applicable vocabulary in focused course areas exploring topics relevant to their understanding and appreciation of the role of genes in human health. Students will apply advanced quantitative skills to scientific problems. Students demonstrate understanding of the nature of science and scientific inquiry and the experimental and empirical methodologies utilized in science to investigate a scientific question or issue. Students will critically analyze scientific claims and data by gathering ten articles dealing with safety and ethical genetic issues as they relate to human health (for example gene cloning, gene therapy, genetic screening, stem cell & regenerative medicine, cancer and other chronic diseases) in popular science media outlets like general readership science journals, internet, national and local newspapers, newsmagazines, newsletters and other science pamphlets. Students will apply science content knowledge to contemporary scientific issues (e.g. cloning), where appropriate. In the media articles submitted, students have the opportunity to choose the most current genetic & human health issues and technologies to show their understanding of topics presented by the way they interpret and write & present their summaries. This gives students an excellent opportunity to apply their critical thinking skills and concepts learned in class to their own world immediately.

HSC 3300 Health Care Systems in the U.S.
This course integrates knowledge from general education courses and synthesizes it with the biological, physical, social, and health sciences. Concepts such as disease prevalence, incidence, aging, child development, adult development, socialization, stress, trauma, management theory, employee motivation, leadership, health care systems, health policy, health care professions, program evaluation, research methods are integrated and synthesized in these and other health sciences courses.

HSC 3350 Health Legislation and Government Programs
In this course students will demonstrate knowledge of the interrelationship of government and healthcare and apply that knowledge to healthcare problems. Student will demonstrate an understanding of the basis
of government, its regulation and interaction with healthcare. Students apply this knowledge to contemporary healthcare issues that involve government intervention.

HSC 3400 Community Health
Students conduct research and present related findings on community health problems. These problems are related to many disciplines. For example, mental health topics draw from the fields of psychology, physiology, public policy, genetics, criminal justice, and sociology. Also, the community health problems (e.g., violence, teenage pregnancy, aging) discussed in the class and in the readings are multifaceted and hence multidisciplinary. For example, they draw from disciplines such as sociology, physiology, psychology and geriatrics. We also discuss data utilization drawing from statistics and epidemiology areas of study.

HSC 3550 Health Care Law and Ethics
In this course students develop and demonstrate knowledge of the legal aspects of healthcare, the impact of law on healthcare, the ethical principles applicable to healthcare and the interrelationship between law, ethics and healthcare. Students will demonstrate knowledge of the ethical principles applied to healthcare and how they are utilized in healthcare. Students will develop an understanding of both legal and ethical terms applicable to healthcare. Students will apply these principles to a current healthcare topic via a paper analyzing the legal and ethical principles applicable to the topic.

HSC 3700 Health Behavior and Health Education Theory
HSC 3700 integrates knowledge from general education courses and synthesize it with the biological, physical, social, and health sciences. Concepts such as health behavior, health education, health-behavior change, and interventions are integrated and synthesized in this and other health sciences courses.

HSC 3800 Multicultural Issues in Health Care
Students conduct research and present related findings on multicultural health problems. These problems are related to many disciplines such as religious studies, anthropology, and biology. Also, the multicultural aspects of health discussed in the class and in the readings are multifaceted and hence multidisciplinary. For example, they draw from disciplines such as anthropology, sociology, physiology, and psychology.

HSC 4010 Research and Program Evaluation in Health Science
Students learn how to conduct research and in the course focuses on study design, ethics, data collection, and data analysis. Information is drawn from statistics and epidemiology classes.

HSC 4500 Supervised Field Training and Report Writing
This course will demonstrate the student’s ability to read published health-related literature appertaining to their internship and reviewing it to introduce their topic to readers in a broad-holistic manner (assumes readers have no prior knowledge of the health topic discussed). Students must use at least five citations to support their writing; the ability of a student to research, read and understand appropriate health literature in their internship topic area; and their ability to write a review paraphrasing key ideas relevant to their internship topic in an orderly progression. Attainment of competencies are indicated by the student's ability to: make direct and relevant comparisons/contrasts between key ideas in literature review (LR); ensuring that all LR ideas covered have been related to internship observations and experiences; and that the analysis is done in a logical and orderly manner consistent with the ideas as discussed in the LR style is also expected. Students must show mastery of writing skills, content, organization and style as required by APA Publication Manual, 6th edition. The final report is supposed to represent the student's presentation of what they have learned in this class and what they will take with them forward.

HSC 4600 Health Systems Management
HSC 4600 integrates knowledge from general education courses and synthesize it with the social, and health sciences. Concepts such as organizational change and adaptation, management functions, leadership styles, employee motivation, the relationship of health service organizations to patient populations, and health care systems, are integrated and synthesized.

HSC 4700 Senior Seminar
Students integrate and synthesize their academic preparation in health sciences and other subjects which will allow them to reflect on the next steps for directing their careers in the health care industry. Students
will demonstrate acquisition of core competencies in health sciences by producing a PERSONAL PORTFOLIO to apply skills in each competency area. Overall assessment of the portfolio will reflect the degree to which core competencies have been acquired. Students will participate in assessments of curriculum and on-campus or off-campus projects that focus on their legacy to future graduating classes and on developing their role as alumni of the health sciences program.

2. Career Development: Students will select an option area of study in the health sciences and will develop an enhanced understanding of the area through required and elective courses specific to the chosen option.

HSC 1000  Introduction to Health Professions Practice
HSC 1000 enables student to explore the wide variety of healthcare careers through research and presentation of health career options. Students explore career requirements, functions and future viability.

HSC 1100  Health: Maintenance of Wellness
This course provides students with a basic understanding of health and wellness concepts. They learn concepts such as disease prevalence, incidence, aging, child development, adult development, socialization, stress, trauma, management theory, employee motivation, leadership, program evaluation, research methods.

HSC 2200  Research and Writing in Health Care
HSC 2200 will enable students to apply skills gained in speaking, writing, analysis, critical thinking, and knowledge synthesis to enhance the development of career goals. Students sharpen their critical thinking skills, expertise in writing skills, and knowledge synthesis in HSC 2200. They develop and write critical analysis papers and present their findings in these courses. They learn concepts such as voice, diction, style, grammar, and mechanics for thesis writing and integrate these concepts with health care research topics.

HSC 3300  Health Care Systems in the U.S.
HSC 3300 will enable students to apply skills gained in speaking, writing, analysis, critical thinking, and knowledge synthesis to enhance the development of career goals. Students sharpen their critical thinking skills, expertise in computing, writing skills, and knowledge synthesis in these courses. They develop and write critical analysis papers and present their findings related to the cultural, social, behavioral, economic, and political trends that influence the U.S. health care system.

HSC 3350  Health Legislation and Government Programs
Students will integrate concepts of governmental regulation of healthcare into career goals. They will demonstrate an understanding of how regulation can impact healthcare and their career. They develop and write a point paper focused on an appropriate topic and present their findings to the class.

HSC 3400  Community Health
Students select a topic of interest to research and give an oral presentation. This assist them with their research and oral communication skills and provides more in-depth know on an area of interest. Online and hybrid classes---students are required to make regular written comments on the online discussion board. These posts must be grammatically correct, use proper format, and use a professional tone.

HSC 3550  Health Care Law and Ethics
This course enables students to explore the legal and ethical tenets that impact healthcare and to develop an understanding of how to identify legal and ethical issues in healthcare practice through practical examples and case studies.

HSC 3700  Health Behavior and Health Education Theory
HSC 3700 enables students to demonstrate general knowledge of the professional standards and quality indicators pertinent to health education and health-behavior change. HSC 3700 teach students about the licensing and certification standards and practices in health education.

HSC 3800  Multicultural Issues in Health Care
Students select a topic of interest to research and give an oral presentation. This assist them with their research and oral communication skills and provides more in-depth know on an area of interest. Online
and hybrid classes---students are required to make regular written comments on the online discussion board. These posts must be grammatically correct, use proper format, and use a professional tone.

**HSC 4010 Research and Program Evaluation in Health Science**

HSC 4010 provides an opportunity for students to apply skills gained in computer data entry, statistical analysis using computer software programs, writing, analysis, critical thinking, and knowledge synthesis to enhance the development of career goals. They participate in all phases of quantitative and qualitative research and write critical research analysis papers and present their findings in these courses. They learn concepts such as hypothesis development, hypothesis testing, choice of research design, the logic of sampling, and questionnaire design. Students apply their research skills to design and implement health care research projects in such field as health care program evaluation, disease prevalence, and disease incidence. Students also learn how to obtain external funding for health sciences research projects.

**HSC 4500 Supervised Field Training and Report Writing**

This course will demonstrate the student’s ability to forge relationships with health-related institutions and secure an internship for 90 hours within the quarter. It will also show the ability of students to use superior oral and written communication skills as they work together on the written portion of the course.

**HSC 4600 Health Systems Management**

HSC 4600 will enable students to apply skills gained in speaking, writing, analysis, critical thinking, and knowledge synthesis to enhance the development of career goals. Students sharpen their critical thinking skills, expertise in writing skills, and knowledge synthesis in these courses. They develop and write critical analysis papers related to health care management principles and research and present their findings in these courses. They learn concepts such as organizational change and adaptation, management functions, leadership styles, employee motivation, the relationship of health service organizations to patient populations, and health care systems.

**HSC 4700 Senior Seminar**

Students will integrate and synthesize their academic preparation in health sciences and other subjects which will allow them to reflect on the next steps for directing their careers in the health care industry. Students will demonstrate acquisition of these outcomes by producing a PERSONAL PORTFOLIO to apply skills in each competency area.

3. Professional Teamwork: Students will demonstrate effective communication skills to work in teams, partnerships and larger groups;

**HSC 1000 Introduction to Health Professions Practice and HSC 1100 Health: Maintenance of Wellness**

This course enables students to demonstrate effective communication skills to work in teams, partnerships, and larger groups. Throughout the course they work in teams to complete projects and class exercises. They also present their results as team members.

**HSC 2200 Research and Writing in Health Care**

HSC 2200 enables students to demonstrate effective communication skills to work in teams, partnerships, 3 larger groups. In all of their course activities, the students work in teams to carry out projects and class exercises. They also present their results as team members.

**HSC 3300 Health Care Systems in the U.S.**

HSC 3300 enables students to demonstrate effective communication skills to work in teams, partnerships, and larger groups. In all of their course activities, the students work in teams to carry out projects and class exercises related to the cultural, social, behavioral, economic, and political trends that influence the U.S. health care system. They also present their results as team members.

**HSC 3350 Health Legislation and Government Programs**

This course enables the student to demonstrate effective communication and team work through team assignments on contemporary issues and participate in a debate of health related propositions. Preparation of a point paper on a healthcare topic that incorporates government involvement is presented to classmates.

**HSC 3400 Community Health**
Students select a topic of interest to research and give an oral presentation. They work in pairs or in teams to develop the presentations.

**HSC 3550 Health Care Law and Ethics**
This course enables students to discuss legal and ethical conflicts in healthcare and develop strategies to deal with those problems in conjunction with peers. It fosters effective communication and teamwork through team assignments and presentations to the class.

**HSC 3700 Health Behavior and Health Education Theory**
This course enables students to demonstrate effective communication skills to work in teams, partnerships, and larger groups. In all of their course activities, the students work in teams to carry out health-behavior change and health education projects and class exercises. They also present their results as team members.

**HSC 3800 Multicultural Issues in Health Care**
Students select a topic of interest to research and give an oral presentation. They work in pairs or in teams to develop the presentations.

**HSC 4010 Research and Program Evaluation in Health Science**
HSC 4010 enables students to demonstrate effective communication skills to work in teams, partnerships, and larger groups to design and implement different research projects. In these course activities, they work in teams to carry out projects and class exercises. They also present their health care research project results as team members.

**HSC 4500 Supervised Field Training and Report Writing**
This course will demonstrate the student’s ability to forge relationships with health-related institutions and secure an internship for 90 hours within the quarter. It will also show the ability of students to use superior oral and written communication skills as they work together on the written portion of the course.

**HSC 4600 Health Systems Management**
HSC 4600 enables students to demonstrate effective communication skills to work in teams, partnerships, and larger groups. In all of these courses, they work in teams to carry out projects related to management functions and leadership strategies in health care organizations. They also present their results as team members.

**HSC 4700 Senior Seminar**
Students will demonstrate acquisition of core competencies in health sciences conducting a personal interview with a health professional who serves as a role model for the health career pathway they wish to pursue. Overall assessment of the interview report will reflect the degree to which such professional competencies have been acquired.

4. Professional Demeanor and Ethical Behavior: Students will display ethical and professional behaviors appropriate to the health professions and incorporate these practices in their interactions with one another, as well as colleagues, faculty, supervisors, mentors, diverse and multicultural groups and the general public;

**HSC 1000 Introduction to Health Professions Practice**
This course enables students to display ethical and professional behaviors appropriate to the health professions and incorporate these practices in their interactions with one another, faculty, supervisors, and the general public. Ethical issues and problem-solving skills are emphasized in the course.

**HSC 1100 Health: Maintenance of Wellness**
This course enables the student to develop ethical and professional behaviors through their increasing understanding of wellness and illness and how to approach both in a professional manner.

**HSC 2200 Research and Writing in Health Care**
HSC 2200 provides opportunities for students to display ethical and professional behaviors appropriate to the health professions and incorporate these practices in their interactions with one another and with the faculty member. Ethical issues and problem-solving skills, such as how to avoid plagiarism, are emphasized in HSC 2200.

**HSC 3300 Health Care Systems in the U.S.**
HSC 3300 enables students to display ethical and professional behaviors appropriate to the health professions and incorporate these practices in their interactions with one another and the faculty member. Ethical issues and problem-solving skills, such as how to avoid plagiarism, are emphasized in HSC 3300 as they relate to the cultural, social, behavioral, economic, and political aspects of the U.S. health care system, including the cultural meaning of illness.

HSC 3350 Health Legislation and Government Programs
This course allows the student to demonstrate an understanding of government oversight and regulation of healthcare practices requiring ethical practices. Students will display an understanding of ethical concepts in healthcare delivery and professional behavior.

HSC 3400 Community Health
Students are expected and required to work collaboratively and professionally. They are required to respect the opinions of others. Through discussions online and in the classroom, students improve their ability to constructively debate and share other perspectives.

HSC 3550 Health Care Law and Ethics
This course explores ethical concepts relevant to healthcare through integration of those principles to various legal issues impacting healthcare. Students demonstrate an ability to identify, analyze and apply both legal and ethical principles to healthcare situations. Students develop an understanding of the ethical basis for professional conduct.

HSC 3700 Health Behavior and Health Education Theory
HSC 3700 enables students to display ethical and professional behaviors appropriate to the health professions and incorporate these practices in their interactions with one another, faculty, supervisors, and the general public. Ethical issues and problem-solving skills are emphasized in the students’ health-behavior change and health education project.

HSC 3800 Multicultural Issues in Health Care
Students are expected and required to work collaboratively and professionally. They are required to respect the opinions of others. Through discussions online and in the classroom, students improve their ability to constructively debate and share other perspectives.

HSC 4010 Research and Program Evaluation in Health Science
Students are expected and required to work collaboratively and professionally. They are required to respect the opinions of others. Through discussions online and in the classroom, students improve their ability to constructively debate and share other perspectives.

HSC 4500 Supervised Field Training and Report Writing
This course will demonstrate the student’s ability to forge relationships with health-related institutions and secure an internship for 90 hours within the quarter. It also shows the ability of the students to conduct themselves in a professional manner at place of internship and to show superior skills in oral and written communication, demeanor, dressing, attitude, timeliness, respect and general conduct.

HSC 4600 Health Systems Management
HSC 4600 uses group projects that enable students to display ethical and professional behaviors appropriate to the health care managers and incorporate these practices in their interactions with one another, faculty, supervisors, and the general public. Ethical issues and problem-solving skills are emphasized in these courses.

HSC 4700 Senior Seminar
Students will demonstrate acquisition of core competencies in health sciences conducting a personal interview with a health professional who serves as a role model for the health career pathway they wish to pursue. Overall assessment of the interview report will reflect the degree to which such professional competencies have been acquired.

5. Professional Standards and Quality of Practice: Students will acquire general knowledge of the professional standards and quality indicators pertinent to the health sciences.

HSC 1000 Introduction to Health Professions Practice
This course enables students to demonstrate general knowledge of the professional standards and quality indicators pertinent to the health sciences. HSC 1000 teaches students about the licensing and certification standards and practices in the health sciences.

HSC 1100  Health: Maintenance of Wellness
This course enables students to demonstrate general knowledge of professional standards and quality indicators through study or health and wellness and their requirement.

HSC 2200  Research and Writing in Health Care
HSC 2200 enables students to demonstrate general knowledge of the professional standards and quality indicators pertinent to the health sciences. HSC 2200 teaches students about the standards and practices related to report writing in the health sciences.

HSC 3300  Health Care Systems in the U.S.
HSC 3300 enables students to demonstrate general knowledge of the professional standards and quality indicators pertinent to working in the U.S. health care system

HSC 3350  Health Legislation and Government Programs
This course enables students to demonstrate an understanding of quality healthcare practice and government oversight of those practices. It reinforces the behaviors and conduct expected of a healthcare professional.

HSC 3550  Health Care Law and Ethics
This course enables students to demonstrate an understanding of quality healthcare practice and government oversight of those practices. It reinforces the behaviors and conduct expected of a healthcare professional.

HSC 3700  Health Behavior and Health Education Theory
HSC 3700 enables students to demonstrate general knowledge of the professional standards and quality indicators pertinent to health education and health-behavior change. HSC 3700 teach students about the licensing and certification standards and practices in health education.

HSC 3800  Multicultural Issues in Health Care
Students are expected and required to work collaboratively and professionally. They are required to respect the opinions of others. Through discussions online and in the classroom, students improve their ability to constructively debate and share other perspectives

HSC 4010  Research and Program Evaluation in Health Science
HSC 4010 enables students to demonstrate general knowledge of the professional standards and quality indicators pertinent to the health sciences research as they design and implement health care research projects. Ethical standards for research are presented. Ethical standards from various professional organizations, such as the American Evaluation Association, are presented and discussed.

HSC 4500  Supervised Field Training and Report Writing
This course will demonstrate the student’s ability to forge relationships with health-related institutions and secure an internship for 90 hours within the quarter. It also shows the ability of the students to conduct themselves in a professional manner at place of internship and to show superior skills in oral and written communication, demeanor, dressing, attitude, timeliness, respect and general conduct.

HSC 4600  Health Systems Management
HSC 4600 provides an opportunity for students to demonstrate general knowledge of the professional standards and quality indicators pertinent to health care managers in the health sciences.

HSC 4700  Senior Seminar
Students will integrate and synthesize their academic preparation in health sciences and other subjects which will allow them to reflect on the next steps for directing their careers in the health care industry. Students will demonstrate acquisition of core competencies in health sciences by producing a PERSONAL PORTFOLIO to apply skills in each competency area. Overall assessment of the portfolio will reflect the degree to which core competencies have been acquired.
## California State University, East Bay

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### Table Notes
- Degree Level: Bachelor or Post Bacc.
- TOTAL columns represent the sum of Bachelor and Post Bacc counts for each race/ethnicity category.
- Female and Male categories are segregated based on gender.
- Multiple ethnicity refers to students of more than one race/ethnicity.
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California State University, East Bay  
APR Summary Data  
Fall 2008 - 2012

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| Lecturer Headcount |
|                   | 2008 | 2009 | 2010 | 2011 | 2012 |
| 4. Full-Time       | 3    | 3    | 4    | 4    | 5    |
| 5. Part-Time       | 20   | 20   | 32   | 34   | 38   |
| 6a. Total Non-Tenure Track | 23   | 23   | 36   | 38   | 43   |
| 6b. % Non-Tenure Track | 57.50% | 57.50% | 72.00% | 74.50% | 75.40% |
| 7. Grand Total All Faculty | 40   | 40   | 50   | 51   | 57   |

| Instructional FTE Faculty (FTEF) |
|                                 | 2008 | 2009 | 2010 | 2011 | 2012 |
| 8. Tenured/Track FTEF          | 13.7  | 13.7  | 12.8  | 12   | 11.2 |
| 9. Lecturer FTEF               | 11.9  | 13.7  | 17.6  | 17.7 | 20.3 |
| 10. Total Instructional FTEF   | 25.6  | 27.5  | 30.4  | 29.7 | 31.5 |

<p>| Lecturer Teaching |
|                   | 2008 | 2009 | 2010 | 2011 | 2012 |
| 11a. FTES Taught by Tenure/Track | 361.9 | 411.3 | 296.8 | 410.5 | 300.9 |
| 11b. % of FTES Taught by Tenure/Track | 60.80% | 55.50% | 40.10% | 49.30% | 37.70% |
| 12a. FTES Taught by Lecturer    | 233.6 | 330.1 | 443.1 | 421.7 | 496.7 |</p>
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**D. Student Faculty Ratios**

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2. Lecturer 19.7 24 25.3 23.8 24.5
3. SFR By Level (All Faculty) 23.3 27 24.4 28 25.4
4. Lower Division 28 28.4 31 32.3 33.6
5. Upper Division 21.6 26.4 21.9 26.4 22.1
6. Graduate . . . . .

**E. Section Size**

1. Number of Sections Offered 126 131 134 129 138
2. Average Section Size 25.3 28.8 29.4 36.1 26.9
3. Average Section Size for LD 29.7 35 35.5 36.6 36.4
4. Average Section Size for UD 23.7 26.9 27.5 35.9 23.5
5. Average Section Size for GD 0 0 0 0 0
6. LD Section taught by Tenured/Track 12 14 12 13 13
7. UD Section taught by Tenured/Track 52 50 36 50 38
8. GD Section taught by Tenured/Track 0 0 0 0 0
9. LD Section taught by Lecturer 17 16 19 19 22
10. UD Section taught by Lecturer 53 52 67 59 65
11. GD Section taught by Lecturer 0 0 0 0 0

Source and definitions available at: [http://www.csueastbay.edu/ira/apr/summary/definitions.pdf](http://www.csueastbay.edu/ira/apr/summary/definitions.pdf)

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External Review of the
Health Sciences Program

Department of Nursing and Health Sciences
California State University, East Bay

Prepared by

Ted Coleman, PhD, CHES
Professor and Department Chair
Department of Health Science and Human Ecology
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29 March 2012
I. INTRODUCTION

I was invited by Professor Nancy Hoffman to conduct the CSUEB Health Sciences 2011-2012 external review in keeping with guidelines established by the CSU East Bay Committee on Academic Planning and Review (CAPR); it was my pleasure to do so. After our initial conversations, Professor Hoffman provided the following documents for me to peruse:

- Description of Outside Reviewer's Report
- 2006 CAPR Report for the Health Sciences Program
- Previous Five-Year Program Review (submitted 10 May 2007)
- Spreadsheet with relevant enrollment, degree information, SFR, etc.
- Summary of Previous Review and Plan
- Faculty Participation in the Tenure-track Allocation Process
- Library Resources for Health Sciences at CSU East Bay
- 2011-2012 Catalog Requirements for the Health Science Major
- Student Learning Outcomes for Health Sciences Courses
- Previous Report of External Review by Dr. Dan Perales
- Departmental Response to External Reviewer's Report
- Current Health Sciences Five-year Goals

The visit took place at the Hayward Campus on 23 February 2012. It consisted of a full day of meetings with the following individuals and groups:

- Student in two upper-division classes
- Korey Brunetti in the CSUEB Library
- Department Chair Carolyn Fong
- Dean Michael Leung
- Former Health Sciences Program Coordinator Pamela Parlocha
- Health Sciences staff members
- Health Sciences faculty

II. OVERVIEW OF THE HEALTH SCIENCES PROGRAM

A. Curriculum

The Health Sciences Program functions under the auspices of the Department of Nursing and Health Sciences. Students may choose one of four academic options, viz.,

- Administration and Management
- Pre-Clinical Preparation
- Community Health
- Environmental Health and Safety
The CSUEB Catalog delineates unit requirements and brief descriptions for each option. The programs appear to be well developed in light of curriculum offerings in the Bay Area as well as employment and career opportunities for graduates. The faculty and administration continue to consider additional course and program offerings based on community needs and sociological projections.

In-class discussion and written comments indicate that students generally appreciate the Health Sciences curriculum. The majority of students stated that they consider their coursework to be relevant and that they appreciate the availability of online classes, the quarter system, and priority registration.

Frustrations primarily centered on course availability, scheduling, and overcrowding. Students would like to know more clearly which courses are offered, i.e., a rotation they can more or less count on both inter- and intra-departmentally. Course sequencing would also be helpful to ensure the availability of prerequisites.

A number of students indicated that they believe their educational experience is compromised when so many students are enrolled in a single section. It was also a consistent theme that online classes tend to be more difficult in terms of group projects and perhaps not as beneficial in terms of overall learning, but for the most part students would like the option of taking more classes online.

Overall, students would like to see more on-ground classes offered morning, afternoon, and evening, and they would like the option to take more classes in the summer. They would also like to see more Health Science classes offered at the Concord campus.

Please note that the external reviewer essentially disregarded a small handful of comments regarding the curriculum; they seem to indicate a narrow perspective on education in general and limited comprehension on the part of their writers. Examples:

- Some classes are hard.
- No classes are relatable to the future.
- Books cost too much.
- We should get to take only the classes we need and not all that boring stuff.
- The research writing class is useless ... I don't need to learn about commas, etc.

There was some concern expressed about the internship program, how students locate relevant information, and how they are accepted and enrolled. While Dr. Wambuugh has worked hard to refine the program, students would appreciate a more streamlined process where they can be more certain of completing their programs on schedule.

Another prevalent theme of student distress was that faculty advisors are frequently inaccessible due to the inordinate number of students waiting to be seen during brief windows of time. Students would like to spend more one-on-one time with advisors to be sure they are planning as efficiently as possible for graduation and career options.
B. Faculty

Two full-time tenure-track faculty members have joined the CSUEB Health Sciences team since the last review. It was impressive, indeed, to hear the Health Sciences faculty express sincere personal and professional regard for each other, and to see them working so effectively as a cohesive unit. This speaks well for their program and the department as a whole.

Students expressed what came across as genuine admiration and appreciation for experienced, well-prepared professors and good advisors. They also indicated, and understandably so, that the program needs more professors in order to sustain the level of teaching and advisement that their numbers of necessity require.

While the addition of new faculty members has enhanced the stability of the program, the fact remains that the number of Health Sciences majors far exceeds the capacity of so few faculty members to provide effective counseling and support. The efficacy of the faculty and service to the students would improve immensely by the addition of only one or two additional faculty members.

C. Students

The interest and responsiveness within the two classes visited were noticeably different. While students in both sections were willing to provide input for the review, those in the HSC 3550 (Health Care Law and Ethics) course exhibited a level of energy and engagement, an eagerness for learning, and a sense of connectedness that was not nearly as apparent in the HSC 3200 (Environmental Health) course.

With several notable exceptions, written responses from both classes were generally well done, with relatively few spelling, grammatical, and mechanical errors. The time of day was different, as were the content and academic level of most learners, but these factors seem unlikely to account for such dramatic variation in the students' demeanor.

Students in Health Care Law and Ethics enthusiastically expressed high praise for their professor, while those in Environmental Health, while still respectful, indicated there was seldom any discussion as their instructor read from the book and did little to engage them personally or provide relevant anecdotes. Students' comments, as well as their general attitudes, spoke to their need for interpersonal connections within the classroom. Like many, if not most, college students, they are affected by quality of instruction in more ways than they realize.

As a general rule, students in Health Sciences at CSUEB seem to be of similar caliber to those at other CSU campuses; there is a wide range of ability, but most are sincere and willing to do what is required. They want and deserve to be treated with respect and dignity as many struggle with the transition from adolescence into adulthood. They do better when they enjoy personal connections with their peers and instructors, and when they can comprehend the relevance of the material they are being taught.
III. RECOMMENDATIONS

A. Curriculum

Many recommendations from the previous review are still "under construction." That is to say, the Response to the External Reviewer's Report contains a number of phrases to the effect of "... in the process of ...," "... discussing creating a new offering ...," "... a potential goal for the future ...," "... we plan to ...", and "... will be addressed ...".

It would be my recommendation, especially considering the current economic climate and its impact on higher education (the CSU system in particular), and the fact that the Health Sciences faculty are already struggling to serve the high numbers of students in the major, not to undertake any additional ominous tasks regarding curriculum. You have a solid, reasonable framework in place. In essence, it would behoove you to:

- Review the recommendations from the previous review (along with your response) and decide which, if any, make good academic sense for your program at this time. Do not attempt change just for the sake of change; hold up the mirror, so to speak, take an honest look at yourselves and your programs; focus on what can reasonably be done with resources currently at your disposal.

- Consider the academic options available to your students and determine what degree of refinement, if any, would enhance those options. In essence, if it's already working just fine, don't mess it up by trying to accommodate someone else's opinion. Trust yourselves and your students to let you know when something needs to be addressed.

- Continue to work on formulating the advisory board(s) recommended previously. Find people from the community who will provide good feedback and support as you self-assess and make adjustments each year (or each quarter, if necessary).

- Continue refining your internship program to help students explore and procure appropriate placements, understand and follow established procedures, and ensure academically sound professional outcomes. Work closely with preceptors to be sure they comprehend the importance of professional placements as well as issues of liability, accountability, etc.

- Keep an eye on accreditation requirements and update as needed along the way (versus postponing modifications until just before a review).

B. FACULTY

These are general observations that are in no way intended to minimize the considerable accomplishments and progress of the Health Sciences faculty. Again, please consider these simply as suggestions and incorporate any or all of them only if you as a faculty consider them appropriate.
➢ Celebrate the solid team you have already built. Take this item literally, and make it a point to do something fun together (and not just once). Whenever it seems appropriate, express appreciation for other members of the team.

➢ Consider ways to support full-time and/or adjunct faculty who may not have mastered the level of teaching and student engagement you would like to see consistently in your Health Sciences classes. This could involve classroom observations with follow-up discussions, training and coaching during faculty meetings, videotaping with feedback, one-on-one mentoring, etc.

➢ Find ways to extend office hours or advising sessions, perhaps group sessions by academic option, peer advising, etc. to help students feel more like their needs are being met.

➢ Monitor individual and collective faculty teaching, advisement, service, and professional development in order to achieve balance (as much as possible) in an environment that tends to drain resources while demanding greater output.

➢ Continue to lobby for additional full-time, tenure track faculty.

C. STUDENTS

Assuming many if not most of your students commute to campus, it is an ongoing challenge to find activities that attract and are reasonable for everyone. Once again, these activities require varying degrees of faculty involvement, and need to be balanced with other equally important activities.

➢ Consider [re-] establishing HSSA, student clubs within each of the academic options, a chapter of Eta Sigma Gamma health science honorary, an annual student cookout, Health Science talent show, or other opportunities to help students connect with faculty, staff, and their peers.

➢ Establish or revive bulletin boards or display cases for each academic option to showcase accomplishments, engage in various activities, highlight student activities, and encourage school spirit.

➢ Consider the possibility of designating an area within the department where students can go to read, study, work on projects, etc. This may or may not be the same as a student lounge, but the concept would be for Health Sciences students to have a place to call their own.

➢ Further consider your ideas about student awards and recognition.

➢ Regarding Career Week on campus, consider not only that faculty routinely attend, but how to involve more Health Sciences students.
IV. CONCLUSION

It was my intention to provide practical, reasonable considerations to refine or enhance the CSUEB Health Sciences program as well as recognition for the good things already being done. I would be more than happy to discuss these thoughts, and to explore additional possibilities for future success of the program. Respectfully submitted.

[Signature]

Ted Coleman
HEALTH SCIENCE PROGRAM
RESPONSE TO EXTERNAL REVIEW RECOMMENDATIONS

April 12, 2012

The faculty and staff of the Health Sciences program want to express their gratitude to Dr. Coleman for taking on the task of the external review of our program and his thoughtful recommendations. We provide the following responses to the recommendations in his report.

A. CURRICULUM

The faculty worked very hard on the current curriculum which was completely revised and implemented 2 years ago. It is gratifying that Dr. Coleman believes we have “a solid, reasonable framework in place.” We are cognizant of Dr. Coleman’s point that, given our current available resources, we should not take on curriculum expansion until we have the faculty in place to do so. The faculty believes there is much more we can offer our students in relation to options and elective courses and hope to obtain the resources to pursue those opportunities.

The faculty has recently discussed forming an advisory board from community resources. We believe this would be a valuable source of information for the program. We have initiated a process to identify potential board members and will work on initiating an advisory board.

The recommendation regarding the internship program is mostly in place currently. The program website has all of the information necessary for students to enroll in the internship and how to apply for the internship the quarter before the student wants to take the class. Extensive information about available internship sites is also provided. Dr. Wambuhu has maintained relationships with numerous places for our interns and new placements are added frequently. Preparing for the internship is discussed with students during major advising by the faculty.

B. FACULTY

The suggestion for supporting faculty in improving teaching skills is well thought given the number of lecturers that are required to meet our student’s class needs. The faculty has discussed contacting the Faculty Support office for assistance on teaching skills. Institution of peer observation of classes is also being considered.

Student advising has become a significant challenge for the faculty as our student population is over 600 students and we have only 4 faculty advisors. This month we have been informed that the program will be receiving a half-time assistant to support student advising. The plan is for the assistant to take on the time-consuming review of student transcripts to
ascertain that the required courses have been taken. This will allow the faculty to focus on advising student’s on electives to achieve the student’s goals. We believe this will positively impact the current frustration with advising felt by students and faculty alike.

C. STUDENTS

Dr. Coleman identified a significant issue for our students that they do not live on campus and many are working and/or caring for families. Notwithstanding, his suggestions are well taken. The Health Sciences Student Association exists and has had a varied past. About three years ago we had a number of students who were enthusiastic about the group and re-established its existence and activities with Professor Hoffman as faculty advisor. Unfortunately, when those students graduated no other students stepped up to take their place. Professor Hoffman has talked with students about re-establishing the group but, to date, has not been successful. Many Health Science students are involved in the Peer Advocates for Wellness (PAW) on campus which is very active and provides an avenue for them to explore varying aspects of health and wellness.

The suggestion of a bulletin board and student area will be considered if a space can be identified.

D. CONCLUSION

We again express our appreciation for Dr. Coleman’s thoughtful and valuable report and recommendations. The faculty and staff of the Health Sciences program remain firmly committed to the improvement of the program and the success of our students.