



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	Science
Department	Nursing and Health Sciences
Program Unit	Health Sciences
Reporting for Academic Year	13 – 14
Department Chair	Paulina Van
Program Coordinator	Jason A. Smith
Date Submitted	April 1, 2014

1. SELF-STUDY

A. Five-year Review Planning Goals

1. Develop a healthcare leadership and management course to replace business management.
2. Increase tenure-track faculty from 3 to 8. *Change: This goal was updated from 5 tenure-track faculty to 8.*
3. Develop more electives for health science students. *Change: Specific courses dropped, see goal progress below.*
4. Explore creating additional options, or post-baccalaureate certificate programs: Health IT and Global Health
5. Explore making Health Sciences a separate department from nursing.
6. Develop concord campus as health sciences campus.

B. Five-year Review Planning Goals Progress

Goal 1: Develop a healthcare leadership and management course to replace business management.

This has been completed. HSC 4650 Advanced Principles of Health Care Management has been added to course offerings. This course provides an addition option to MGMT 3600 in the Option A Upper Division Requirements.

Goal 2: Increase tenure-track faculty from 3 to 8. *Change: This goal was updated from 5 tenure-track faculty to 8*

The Nursing and Health Sciences Department has made a recommendation to the College of Science to hire three candidates for tenure-track positions beginning AY 14 - 15. The recommendations were accepted and an offer letter sent to the candidates. Two candidates withdrew after approved by the Provost. This goal was modified to increase the number of tenure-track faculty to 8 based on program needs and student demand. A request for a new TT hire in AY 15 - 16 has been submitted to the Dean's office, COS.

There will be one TT faculty in HSC beginning Fall 2014. One faculty member has retired as of Spring 2014. Fall 2014 HSC anticipates having 4 TT faculty, still far short of program needs.

Goal 3: Develop more electives for health science students. Change: Specific courses dropped, see goal progress below.

The HSC faculty are currently developing additional electives for HSC students. New courses are being submitted for medical humanities, health economics, and epidemiology. These courses were chosen to meet student demand and to develop courses with the perspectives of HSC students in mind. HSC is identifying and adding additional courses in the coming years based on a review of options in Goal 4.

Goal 4: Explore creating additional options, or post-baccalaureate certificate programs: Health IT and Global Health

The HSC faculty has started a process of reviewing current HSC degree options and considering the creation of an additional option in health IT (HIT). Additional options (e.g., Global Health) will be considered based on workforce needs and student demand.

Goal 5: Explore making Health Sciences a separate department from nursing.

Given the increased numbers of HSC students, discussions of making HSC a separate department have increased. Dr. Van, Chair of Nursing and Health Sciences, is supportive of this process. Dr. Leung, Dean of the College of Science, has approved a plan for increased independence for HSC and administrative support, within the context of the Department of NURS & HSC. Professor Smith will propose a plan in Spring 2014 for a Fall 2014 implementation.

Goal 6: Develop Concord campus as health sciences campus.

HSC is increasing course offerings at Concord and is increasing faculty office hours at the Concord campus. This is an on-going effort. HSC is increasing course offerings at Concord—2 on ground courses per quarter—and is adding an additional two hours of advising per week in response to student requests.

C. Program Changes and Needs

HSC is a program that is growing. (See Appendix: Data Discussion). HSC is now the largest major at CSUEB within the largest Department at CSUEB. The Department houses 4 programs—Pre-Nursing, Nursing Pre-licensure, RN Advanced Placement, and HSC), faculty and 8 staff members (3 fulltime, 5 temporary) on two campuses. The Health Science faculty is developing an approach to meet the needs of students and to prepare for WASC. There are not currently sufficient faculty and administrative resources to support student teaching and advising needs.

The volume of students, workforce demands for graduates, changes in faculty and resource shortages remain challenges. The HSC program is continuing to evaluate curriculum. Specifically, the program is assessing required courses that are offered in other departments that

could be offered in the HSC program itself. The program is also assessing degree options and additional courses to be added to program offerings. Effectively advising approximately 2000 students is a challenge. The College of Science has increased resources for advising and additional resources are needed. Additional tenure-track faculty are critical for HSC. Space and staff are at a premium with additional office space for faculty particularly critical. Professor Smith will be assuming administrative responsibility for HSC and is working with the Chair and Dean's office on appropriate structure.

The Health Science faculty are committed to working collaboratively within the College of Science and within the CSUEB community to advocate effectively for the necessary resources to make the Health Science program at CSUEB one of the strongest programs on campus. We are committed over the long term to improving the experience for our students, improving graduation rates in our students, and ensuring our graduates are equipped for the workforce demands of the healthcare sector.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

1. Students will integrate knowledge from various disciplines and synthesize it with the biological, physical, social and health sciences.
2. 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.
3. Students will demonstrate effective communication skills to work in teams, partnerships and larger groups.
4. 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.
5. Students will demonstrate general knowledge of the professional standards and quality indicators pertinent to the health sciences.

B. Program Student Learning Outcome(s) Assessed

Outcome 1

C. Summary of Assessment Process

HSC is using process and outcome assessments. The HSC faculty has developed a rubric to measure learning in SLO 1-- *Students will integrate knowledge from various disciplines and synthesize it with the biological, physical, social and health sciences.*

This rubric will be applied in four lower level courses—HSC 2200, HSC 3300, HSC 3350, HSC 3550—as a process measure. The rubric will be applied in HSC 4500 Supervised Field Training as an outcome measure. HSC 4500 is itself an assessment of student learning—supervised field training and synthesis paper. Faculty teaching the targeted courses will apply the rubric and will use Blackboard to collect data and illustrate SLO and course objective alignments. The sample size determination is pending. Program level review will begin in Fall 2014.

D. Summary of Assessment Results

The assessment of SLO 1-- *Students will integrate knowledge from various disciplines and synthesize it with the biological, physical, social and health sciences.*-- is being piloted in Spring 2014. HSC should have preliminary data in Summer/Fall 2014. Results will be reported in Annual Report 2015. HSC plans to add one SLO/ILO to its assessment plan per year. The HSC faculty will make a determination of the SLO for AY 14 -15 in Fall 2014.

3. STATISTICAL DATA

This data is based on required summary reports provided by Planning and Institutional Research and does not provide the most accurate description of HSC. See Appendix.

DEMOGRAPHICS

Health Sciences		Fall 2009			Fall 2010			Fall 2011			Fall 2012			Fall 2013		
		Degree Level		TOTAL	Degree Level		TOTAL	Degree Level		TOTAL	Degree Level		TOTAL	Degree Level		TOTAL
		Bachelor	PostBaccalaureate		Bachelor	PostBaccalaureate		Bachelor	PostBaccalaureate		Bachelor	PostBaccalaureate		Bachelor	PostBaccalaureate	
Female	Black, non-Hispanic	63	2	65	69	1	70	88		88	97		97	105		105
	American Indian or Alaska Native	4		4	2		2	2		2			2	2		2
	Asian Pacific Islander	152		152	150		150	183		183	237		237	312		312
	Hispanic	7		7	13		13	16		16	9		9	11		11
	White	72		72	95	1	96	110	1	111	144		144	225		225
	Multiple ethnicity	62	3	65	69	3	72	97	1	98	98	1	99	132		132
	Race/ethnicity unknown	3		3	15		15	26		26	36		36	39		39
	Nonresident aliens	50	1	51	31		31	30		30	26		26	31		31
		9		9	11		11	7		7	8		8	14		14
		14		14	11		11	10		10	19		19	24		24
Male	Black, non-Hispanic	14		14	11		11	10		10	19		19	24		24
	American Indian or Alaska Native	2		2	1		1									
	Asian Pacific Islander	43	1	44	47	1	48	60		60	80		80	93		93
	Hispanic	2		2	5		5	4		4	6		6	3		3
	White	17		17	16		16	28		28	28		28	48		48
	Multiple ethnicity	10		10	13		13	15		15	23		23	26		26
	Race/ethnicity unknown				2		2	3		3				4	1	5
	Nonresident aliens	13		13	9		9	7		7	5		5	6		6
		1		1	3		3	1		1	4		4	9		9
		14		14	11		11	10		10	19		19	24		24
Total	Black, non-Hispanic	77	2	79	80	1	81	98		98	116		116	129		129
	American Indian or Alaska Native	6		6	3		3	2		2			2	2		2
	Asian Pacific Islander	195	1	196	197	1	198	243		243	317		317	405		405
	Hispanic	9		9	18		18	20		20	15		15	14		14
	White	89		89	111	1	112	138	1	139	172		172	273		273
	Multiple ethnicity	72	3	75	82	3	85	112	1	113	121	1	122	158		158
	Race/ethnicity unknown	3		3	17		17	29		29	36		36	43	1	44
	Nonresident aliens	63	1	64	40		40	37		37	31		31	37		37
		10		10	14		14	8		8	12		12	23		23

SFR

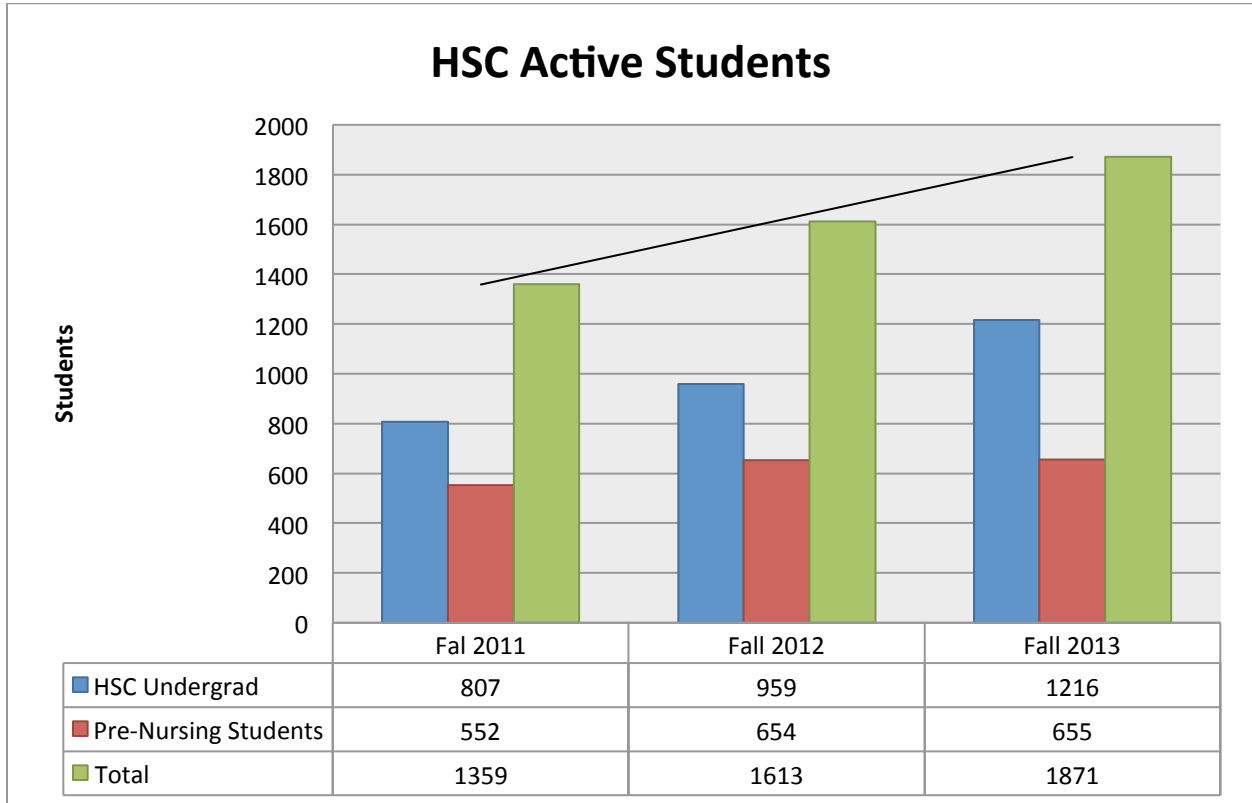
HSC	Tenured & Tenure Track Lecturer	Total SCU					term_ftes					term_ftef					term_sfr				
		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
		2226	1620	1422	1780	2006	148.4	108	94.8	118.67	133.73	3	3	3	3.28	3.53	49.47	36	31.6	36.13	37.86
		2033	2251	3065	3659	4019	135.53	150.07	204.33	243.93	267.93	1.93	2.9	3.4	4.83	5.44	70.12	51.75	60.06	50.47	49.28
	Lower Division	1151	1283	1237	1800	1668	76.73	85.53	82.47	120	111.2	0.98	1.87	1.28	2.66	2.41	77.98	45.76	64.48	45.06	46.18
	Upper Division	3108	2588	3250	3639	4357	207.2	172.53	216.67	242.6	290.47	3.95	4.03	5.12	5.45	6.56	52.47	42.8	42.29	44.48	44.27
	Graduate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	4259	3871	4487	5439	6025	283.93	258.07	299.13	362.6	401.67	4.93	5.9	6.4	8.12	8.97	57.56	43.74	46.72	44.67	44.78

COURSE DATA

Provided by Planning and Institutional Research as 1 page PDF, attached.

Appendix: Data Discussion

The statistical data in Section 3 does not accurately reflect the current position of HSC. The provided data in Section 3 does not provide a count of the following students: double-majors or HSC minors. It does not account for pre-nursing students. It does not reflect either the current advising requirements of the program. Relying on data warehouse data provides a more accurate overview of HSC.



Pre-Nursing Students are included here because these students are currently located in the Nursing and Health Sciences Department. The majority of these students will not enter a nursing program and will usually become HSC majors. The combination of HSC undergrad and Pre-Nursing gives an accurate picture of the department.

Given the current environment in the CSUs and changes in the workforce, HSC anticipates that this number will only continue to increase. HSC is currently working with Planning and Institutional Research to stratify these numbers by degree option and enrollment status.

There are currently 3 TT faculty in the department and 15 lecturers. HSC will require additional resources to continue to meet student needs, provide significant learning experiences, and train students to be effective members of the health care workforce.