



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

College	Choose an item.	Science
Department	Nursing and Health Sciences	
Program Unit	Health Sciences	
Reporting for Academic Year	Choose an item.	2015-2016
Department Chair	Jason A. Smith	
Date Submitted	6/7/2016	

1. SELF-STUDY (about 1 page)

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

1. Complete.
2. The HSC program will have 8 full-time tenure track faculty in Fall 2016. The HSC program is conducting a search for two more faculty in AY 2016-2017 and hopes to have 12 full time tenure-track faculty by Fall 2018
3. No electives will be added for Health Sciences students. The program has updated the elective offerings.

4. Global health is not being pursued. Health Sciences will pursue Health IT working with Computer Science. The Health IT certificate is being proposed for Fall 2018.

5. Dean Singley has approved the Nursing and Health Sciences programs to begin exploring the formal process of separating by Fall 2018. Both programs are in favor of separation and will file the necessary documents with the Senate in Fall 2017.

6. This is not currently a goal for the program. The Health Sciences program is working to manage a very large student headcount (greater than 1200) and courses at Concord, while being offered, are not currently a priority.

C. Program Changes and Needs

Curriculum: the program is working on standardizing some courses. Resources for funding lecturer training are needed.

Other Needs: the program needs space. There is currently insufficient space for lecturer office space. The program has offices for incoming tenure-track faculty in Fall 2016 but will be out of office space for the following year. The program will also need office space for a department in Fall 2018. To expand courses and offerings leading up to Semester Conversion, the program may need laboratory space for recruiting new faculty and instructional labs for courses on toxicology.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

See attached.

B. Program Student Learning Outcome(s) Assessed

Integrate and synthesize knowledge from general education courses and courses in the biological, physical, social and health sciences.

C. Summary of Assessment Process

Assessment was completed using Blackboard. There was nearly a year delay between the faculty evaluation of the artifacts and the availability of results due to a Blackboard problem. Future use of the Blackboard system should not have delays. To assess critical thinking, the faculty relied on the final student paper in the HSC capstone class, HSC 4500. Student papers were randomly sampled across all sections of HSC 4500. Each sampled paper was read twice by two different faculty members. Papers were evaluated based on the Health Sciences rubric for critical thinking. Final results were computed and provided through the Blackboard assessment tool.

D. Summary of Assessment Results

Full assessment results are attached. While students seemed to be able, generally, to evaluate evidence and to analyze health science issues; there was a deficiency in ability to state a position on an issue and to draw conclusions and implications. This assessment data is based on a cohort of students who completed the program before the core 3000-level courses were redesigned with a Promising Practices grant from the Chancellor's Office. Health Sciences is re-assessing papers from Spring 2016 using the same rubric. Our hope is that the students' will have improved based on the redesign. If not, the faculty will discuss how to improve student learning in this area.

3. STATISTICAL DATA (about 1 page)

See attached statistical report.

PROGRAM STUDENT LEARNING OUTCOMES

2014

Students graduating with A (INSERT DEGREE) from Cal State East Bay will be able to:	I.L.O Alignment
1 Integrate and synthesize knowledge from general education courses and courses in the biological, physical, social and health sciences.	1, 6
2 Communicate effectively in the provision of healthcare services to the community.	2
3 Work effectively as individuals, teams, partnerships and larger groups toward accomplishing healthcare goals.	4
4 Apply ethics and professional standards to interactions with colleagues, supervisors and staff, diverse and multicultural clients, and with the general public.	3, 5
5 Evaluate scientific and policy research to solve problems in the healthcare sciences.	1, 6

Evidence Set Evaluation Rollup

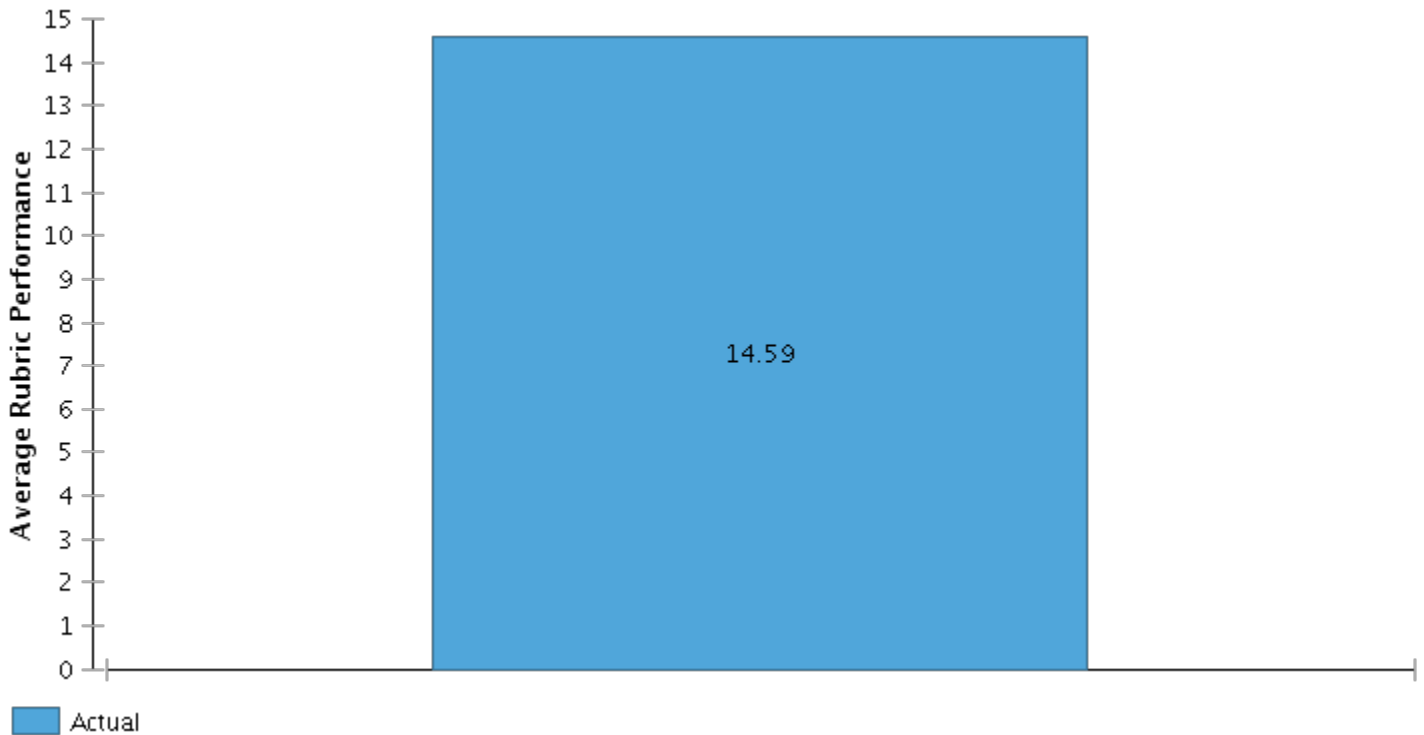
Report Sections Overview
Rubric Overall Performance
Rubric Analysis
Frequency Distribution

Overview

Current Instrument Name PLO_HSCBS_1_SMITH_07-15
Rubric Name HSC PLO 1 Critical Thinking
Rubric Description
Total Evaluations 78
Begin Date Jan 1, 1970
End Date Jan 27, 2016

Rubric Overall Performance

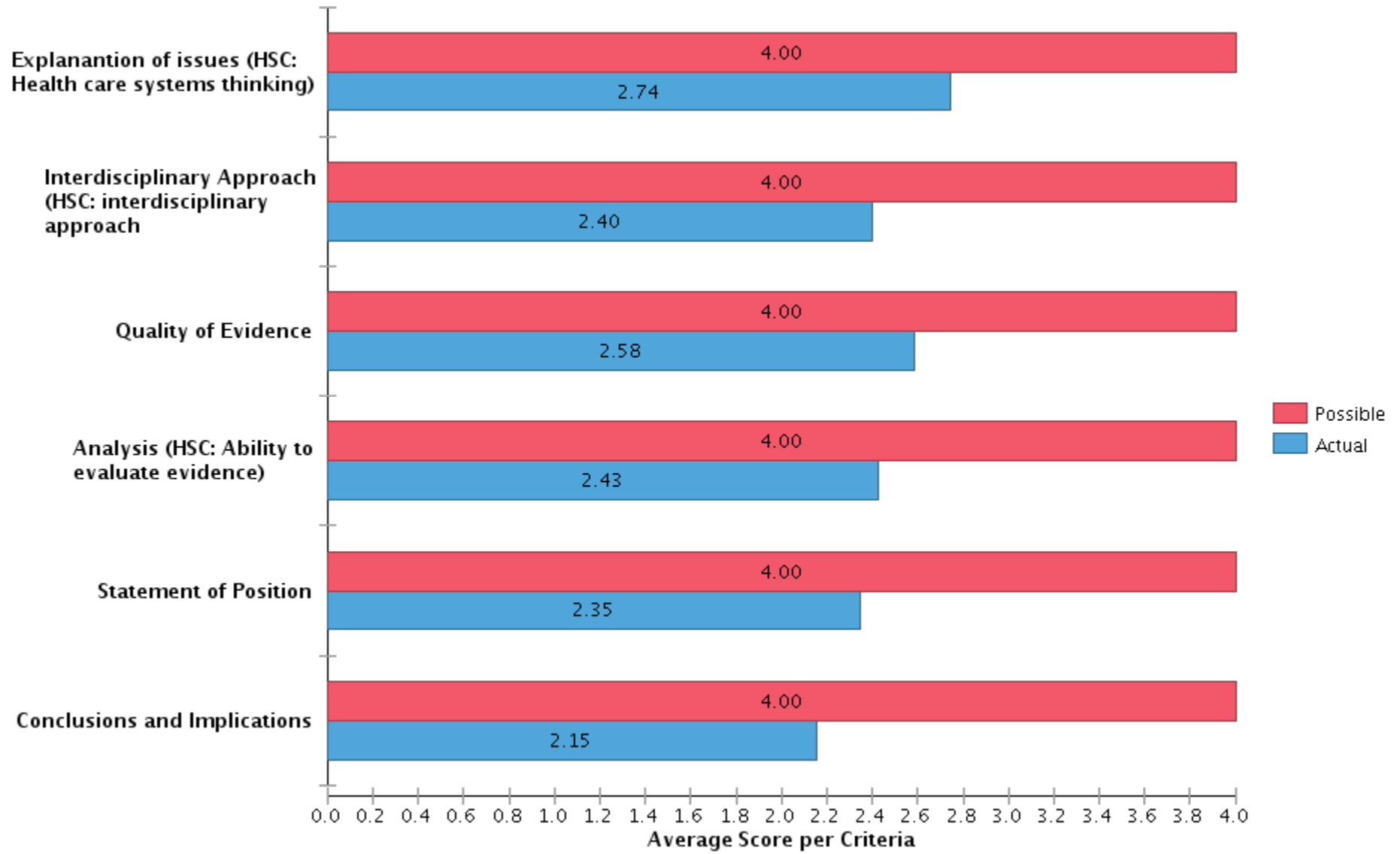
Points Possible: 24.00



Evidence Set Evaluation Rollup

Rubric Analysis

HSC PLO 1 Critical Thinking



Frequency Distribution

Evidence Set Evaluation Rollup

HSC PLO 1 Critical Thinking

Criteria		Skilled	Competent	Developing	Inadequate	Number Evaluation	Average	Median	Mode	Std. Deviation
Explanation of issues (HSC: Health care systems thinking)	Points	4.00	3.00	2.00	1.00					
		17%	47%	29%	6%	78	2.74	3.00	3.00	0.81
Interdisciplinary Approach (HSC: interdisciplinary approach)	Points	4.00	3.00	2.00	1.00					
		6%	35%	51%	8%	78	2.40	2.00	2.00	0.73
Quality of Evidence	Points	4.00	3.00	2.00	1.00					
		19%	34%	32%	14%	77	2.58	3.00	3.00	0.96
Analysis (HSC: Ability to evaluate evidence)	Points	4.00	3.00	2.00	1.00					
		14%	32%	35%	18%	77	2.43	2.00	2.00	0.95
Statement of Position	Points	4.00	3.00	2.00	1.00					
		6%	32%	51%	10%	78	2.35	2.00	2.00	0.75
Conclusions and Implications	Points	4.00	3.00	2.00	1.00					
		3%	27%	54%	17%	78	2.15	2.00	2.00	0.72

California State University, East Bay
APR Summary Data
Fall 2011 - 2015

Nursing and Health Sciences					
	Fall Quarter				
	2011	2012	2013	2014	2015
A. Students Headcount					
1. Undergraduate	1045	1242	1397	1564	1644
2. Postbaccalaureate	63	81	68	81	43
3. Graduate	0	0	0	0	0
4. Total Number of Majors	1108	1323	1465	1645	1687
	College Years				
	10-11	11-12	12-13	13-14	14-15
1. Undergraduate	303	373	396	489	522
2. Graduate	0	0	0	0	0
3. Total	303	373	396	489	522
	Fall Quarter				
	2011	2012	2013	2014	2015
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	11	11	12	13	14
2. Part-Time	2	3	2	1	1
3a. Total Tenure Track	13	14	14	14	15
3b. % Tenure Track	25.5%	24.6%	24.6%	20.6%	22.1%
Lecturer Headcount					
4. Full-Time	4	5	6	6	8
5. Part-Time	34	38	37	48	45
6a. Total Non-Tenure Track	38	43	43	54	53
6b. % Non-Tenure Track	74.5%	75.4%	75.4%	79.4%	77.9%
7. Grand Total All Faculty	51	57	57	68	68
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	12.0	11.2	10.8	10.6	10.5
9. Lecturer FTEF	17.7	20.3	20.8	25.9	29.3
10. Total Instructional FTEF	29.7	31.5	31.7	36.5	39.9
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	410.5	300.9	290.4	254.8	227.6
11b. % of FTES Taught by Tenure/Track	49.3%	37.7%	33.4%	26.8%	25.5%
12a. FTES Taught by Lecturer	421.7	496.7	579.6	696.1	665.7
12b. % of FTES Taught by Lecturer	50.7%	62.3%	66.6%	73.2%	74.5%
13. Total FTES taught	832.2	797.5	870.0	950.9	893.3
14. Total SCU taught	12483.0	11963.0	13050.0	14264.0	13399.0
D. Student Faculty Ratios					
1. Tenured/Track	34.3	26.9	26.8	24.0	21.6
2. Lecturer	23.8	24.5	27.8	26.9	22.7
3. SFR By Level (All Faculty)	28.0	25.4	27.5	26.0	22.4
4. Lower Division	32.3	33.6	32.0	31.3	31.0
5. Upper Division	26.4	22.1	25.6	24.1	19.2

6. Graduate					
E. Section Size					
1. Number of Sections Offered	129.0	138.0	123.0	143.0	174.0
2. Average Section Size	36.1	26.9	33.5	29.7	23.2
3. Average Section Size for LD	36.6	36.4	37.5	38.0	30.9
4. Average Section Size for UD	35.9	23.5	31.6	26.9	20.0
5. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
6. LD Section taught by Tenured/Track	13	13	11	9	11
7. UD Section taught by Tenured/Track	50	38	30	30	29
8. GD Section taught by Tenured/Track	0	0	0	0	0
9. LD Section taught by Lecturer	19	22	23	25	31
10. UD Section taught by Lecturer	59	65	72	79	78
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>

Headcount Enrollment	Fall Quarter				
	2011	2012	2013	2014	2015
Nursing					
1. Undergraduate	358	422	313	422	423
2. Postbaccalaureate	61	80	67	80	41
3. Graduate	0	0	0	0	0
4. Total Number of Majors	419	502	380	502	464
Health Sciences					
1. Undergraduate	687	820	1084	1142	1221
2. Postbaccalaureate	2	1	1	1	2
3. Graduate	0	0	0	0	0
4. Total Number of Majors	689	821	1085	1143	1223

Degrees Awarded	College Years				
	10-11	11-12	12-13	13-14	14-15
Nursing					
1. Undergraduate	165	186	192	203	245
2. Graduate	0	0	0	0	0
3. Total Number of Majors	165	186	192	203	245
Health Sciences					
1. Undergraduate	138	187	204	286	277
2. Graduate	0	0	0	0	0
3. Total Number of Majors	138	187	204	286	277

D. Student Faculty Ratios

Nursing

1. Tenured/Track	35.1	23.1	21.5	18.4	20.3
2. Lecturer	15.2	16.3	20.3	16.8	13.8
3. SFR By Level (All Faculty)	22.9	18.6	20.7	17.2	15.3
4. Lower Division	26.5	28.7	27.1	24.9	27.0
5. Upper Division	21.3	14.9	17.8	14.0	11.3
6. Graduate	.	.	.	.	.
E. Section Size					
1. Number of Sections Offered	107.0	107.0	93.0	103.0	109.0
2. SCU taught	7996.0	6524.0	7025.0	6501.0	6144.0
3. Average Section Size	32.1	21.0	26.5	21.6	19.0
4. Average Section Size for LD	33.0	31.5	32.8	32.9	29.3
5. Average Section Size for UD	31.7	17.5	23.3	17.8	15.5
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured/Track	12	10	9	8	10
8. UD Section taught by Tenured/Track	43	31	22	21	18
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	14	16	17	17	16
11. UD Section taught by Lecturer	50	50	58	57	60
12. GD Section taught by Lecturer	0	0	0	0	0
D. Student Faculty Ratios					
	Health Science				
1. Tenured/Track	31.6	36.1	37.9	33.2	23.5
2. Lecturer	60.1	50.5	49.3	52.1	43.7
3. SFR By Level (All Faculty)	46.7	44.7	44.8	45.5	37.0
4. Lower Division	64.5	45.1	46.2	50.8	37.6
5. Upper Division	42.3	44.5	44.3	44.0	36.7
6. Graduate	.	.	.	.	.
E. Section Size					
1. Number of Sections Offered	22.0	31.0	30.0	40.0	65.0
2. SCU taught	4487.0	5439.0	6025.0	7763.0	7255.0
3. Average Section Size	54.7	50.9	52.8	51.2	33.1
4. Average Section Size for LD	52.2	50.4	53.0	52.2	33.4
5. Average Section Size for UD	55.8	51.2	52.7	50.8	33.0
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured/Track	1	3	2	1	1
8. UD Section taught by Tenured/Track	7	7	8	9	11
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	5	6	6	8	15
11. UD Section taught by Lecturer	9	15	14	22	18
12. GD Section taught by Lecturer	0	0	0	0	0