College	College of Science
Department	Department of Public Health
Program	Bachelor of Science in Public Health
Reporting for Academic Year	2022 – 2023
Last 5-Year Review	2019 – 2020
Next 5-Year Review	2024 – 2025
Department Chair	Arnab Mukherjea
Author of Review	Arnab Mukherjea
Date Submitted	

I.   SELF-STUDY

A. Five-Year Review Planning Goals
Present your planning goals from your last 5-year plan.

a)   Increase regular faculty
b)   Assess staffing levels
c)   Pursue Bachelor of Science Degree in Public Health
d)   Maintain and improve curriculum
e)   Assess Program Learning Outcomes (PLOs)
f)   Make meaningful and measurable improvements to student success

B. Progress Toward Five-Year Review Planning Goals

a)   The Department was approved for one-tenure track faculty search during Academic Year 2022 – 2023, resulting in a successful hire of an Assistant Professor with a focus on legal dimensions of public health. However, the Department did experience the resignation of a third-year tenure-track faculty member, due to better disciplinary alignment and more favorable cost-of-living at a different institution. Coupled with an earlier resignation of a tenured Associate Professor two years ago, the overall number of permanent faculty has remained the same over the past three years (largely due to two successful hires of faculty members with expertise in environmental health). From the perspective of disciplinary capacity, the Department has a significant gap in specialized training and experience in bioethics and health humanities. Given the pivotal role of these dimensions of public health, coupled with ongoing sabbaticals and assigned time availed of by tenure-track faculty, it will be important to maintain tenure density and consistent offering of core curriculum for students majoring in health sciences.

b)   The staffing infrastructure for the Department of Public Health has undergone significant reorganization with the creation of administrative hubs enjoining multiple departments; in this instance, this hub services both the Departments of Public Health and Nursing. At this early juncture, it is unclear what additional staffing needs will be required for adequate operations of the Department. Preliminary assessments indicate initial success of collaborative effort; however, it is assumed that greater bandwidth will be needed during times of peak activity for both Departments, often with divergent needs. These considerations may be amplified with the University conceptualize new models of advising, given the complexity of the curriculum involving two majors and multiple catalog years governing the student population.

c)   The Bachelor of Science Degree in Public Health has been approved and will graduate its second class in May 2024. The Department is currently in the process of securing accreditation from the Council on Education for Public Health (CEPH). Almost all students who previously declared a Concentration in Public Health within the Health Sciences Major have changed to this degree program, while those remain under the former

designation having a clear pathway to graduation without delay. In addition, with the proposed discontinuation of the Concentration in Health Policy within the Health Sciences Major, active outreach has been made to those who have not made considerable progress under that curricular pathway to switch into the Public Health Major.

d) As stated in the prior report, the curriculum has been streamlined to enable students, especially those who have transferred to community college, to graduate in a timely fashion in both majors offered by the Department. The Bachelor of Science Degree in Health Sciences has modified its requirements to better allow for prerequisites to be met in its approved elective sets for Nursing (including the current Undeclared – Interest in Nursing students who may not be able to secure admission into the Bachelor of Science Degree in Nursing Program) and Medicine, while still enabling students to seek approved for other clinical training pathways. Given the considerable overlap in the core curriculum with the Bachelor of Science Degree in Public Health, especially at the lower-division, this allows for a seamless transfer between the majors for those who remain unsure of their career pursuits in the health professions.

e) The Department continues to assess PLOs in concert with the schedule listed in its current Five-Year Academic Review Plan.

f) Approximately half of all graduates in the Department (55.3% of first-year frosh; 48.6% of transfer students) identified as an underrepresented minority (URM) in Academic Year 2021 – 2022. Over three-quarters of the same population are first in their families to attend college (74% of frosh; 76.3% of transfers). 57.4% are considered low-income (61.8% of frosh; 54.3% of transfers). The time to average time to earn degree from date of initial matriculation is 4.7 years for first-time frosh and 2.6 years for transfer students from the same dataset; these are lower or comparable to the average in the College of Science. URM frosh take 0.16 years longer to graduate, while those who low-income and first-generation take 0.32 years and 0.35 years less, respectively, to earn their degree. With respect to those who have transferred to the University, URMs and low-income students take slightly longer to graduate (0.22 and 0.10 years, respectively) while those identifying as first-generation take 0.10 years less. Because these data don't reflect statistics from the prior academic year, it is assumed that these metrics have improved given significant streamlining of the curriculum and elimination of bottleneck courses.

In Academic Year 2021 – 2022, only one course (with over ten sections offered) had an overall non-passing rate of greater than 10%. Of the 28 courses offered by the Department (number of sections unknown) for which grade differentials were available in this time frame, over one-third did not have differences in non-passing rates for URMs; only three had equity gaps of over 5%. The largest equity gap (12%) was due to two more URMs (5) not passing than their non-URM (3) counterparts. Comparable data for low-income and first-generation college students was not readily available for this report. Given the Department's focus on monitoring these disparities (with a new standing Committee on Equity), the expectation is for these to continue to narrow and ultimately, eliminated.

C. Program Changes and Needs

Overview: The Department continues to allow students with pre-clinical aspirations to meet their prerequisites for popular programs through approval of multiple elective sets while allowing others to align their distinct requirements with approval from a Faculty Advisor, taking into account institutional factors. Notwithstanding entry into such programs, students continue to enter employment channels in the public and private sector, spanning organizations with local, domestic, and global impact, stemming from Problem-Based Learning (PBL) coursework and integration with applied experiential and professional development opportunities. Faculty are active in their disciplinary fields, as exhibited by record levels of extramural funding, consistently impressive scholarly output, and recognition in the form of professional association appointments and visibility in local and print media. The Department is working actively with its main feeder community college partners to provide a proactive and seamless process for transfer, including

active involvement on East Bay – College Agile Network (EB-CAN), to increase enrollment and maintain retention. However, significant cuts to core resources threaten the Department's success and resources must be placed in areas with student and faculty success is preserved and enhanced.

Curriculum: As described in prior CAPR reports, the Department continues to refine its PBL pedagogy, with a new approach to developing faculty hubs entrusted with instruction and administration of the three courses which fall under this umbrella. Because of the dependence of the PBL capstone on external partners (with an anticipated designation of this course as a service-learning offering), coupled with attention to iterative improvement of design, <u>resources in the form of course release for at least one faculty member to oversee this component is crucial</u>. The Department remains concerned about the number of students (currently 300+) who are currently Undeclared – Interest in Nursing, as those individuals do not have a Department "home" (and therefore lack "major" advising) and are at high risk for attrition (presumably disproportionately representing students of color and low-income individuals) given the low acceptance rate into the undergraduate nursing program. The Department has offered an opportunity to allow these students to maintain their nursing pursuits as a declared major in Health Sciences; however, institutional barriers have precluded this option. <u>The Department wishes to secure University commitment to supporting these students and providing them a clear pathway to a Bachelor's Degree.</u> Finally, in pursuing innovative models for community college students to consider and successfully transfer into the Department's two majors, it will be important for the University to <u>continue its commitment to allow lower-division courses to be offered on the campuses of its feeder institutions, as is being pilot tested this Spring Semester</u>. Most importantly, <u>the instructional budget must allow for courses required for graduation to be offered</u> as demand prescribes for timely progress to completion of degree requirements.

Additional curricular offerings including pursuit of certification in Public Health Informatics & Technology (currently under review by the University) and the development of a Minor in Health Policy; both pathways will allow for students inside and outside the Department's two majors to augment their primary training with competencies and skills needed in labor market segments with high demand. The Department continues to explore the possibility of offering a Doctor of Public Health (DrPH) Degree to help maintain the University's R2 designation and increase its diversification of enrollment strategies. Because these all comport with the University's Future Directions Strategic Plan, <u>resources will be needed to maximize the impact on campus priorities as objectives for each of these efforts unfold and are operationalized</u>.

Students: Students remain the primary focus of the Department. In addition to maintenance of resources which contribute to eliminating bottlenecks and consistent provision of an accessible pathway to graduation, students benefit greatly from the Department's co- and extracurricular activities which help develop professional identity through exposure to important social environments and networking with mentors and employers. Although much of these efforts (e.g., mentored research and experiential opportunities, field trips to professional conferences and training events) are funded through external sources (as well as leveraging of resources from the Center for Student Research), tangible University support of these endeavors remain paramount. Despite the collection of student fees for these purposes, funding allocations to the Department from the Academic Access, Enhancement and Excellence Fee (A2E2) continues to decline, far below an equitable distribution based on Full-Time Equivalent Students (FTEs). <u>It is important for University resources to be dedicated for the purposes they were collected to augment and enhance successful outcomes for students while in the University and beyond</u>.

Faculty: The Department Faculty continue to embody the role of teacher-scholar prized by the University. The success of faculty members translates to environments and opportunities that facilitate student success. After an initial suspension of professional development resources, limited funding has been made available for restricted opportunities for career advancement and professional impact. <u>It is pivotal that a funding base be identified to provide consistent and equitable levels of support for faculty</u>, as currently, that is not the case. A mechanism for

proportional return of Indirect Costs (IDC) from extramural awards was developed by the Office of Research & Sponsored Projects (ORSP); <u>it is important for this source of funding be preserved for faculty who are active in securing grants and contracts</u>.

Staff: The administrative and advising staff have been impacted in substantial and undefined reorganization activities. The Department currently shares its staffing with the Department of Nursing; both entities share significant and time-sensitive workloads. Although additional need for personnel have not been articulated, it is clear that staff members benefit from professional development opportunities in the form of conferences and networking. Because the budget for these activities now reside at the College-level, it will be important for these resources to be provided for morale and well-being. It is likely that additional staffing will be needed for successful functioning of the administrative staffing hub in which the Department belongs.

The Department also depends on expert professional advising staff who work with Department leadership and faculty to ensure that students are served in a timely, compassionate, and effective manner. To this end, the Department has employed a team-based model in which the Chair, Faculty Advising Fellow, and Major Advisors work collaboratively to ensure that outreach to and support for students is proactive, accurate, and accessible. As of the time of this report, two of these staff members have tendered their resignation; therefore, <u>replacement hires for these experienced advisors must be of the highest priority</u>. Moreover, the <u>Department wishes to bring in at least one Freshman and Sophomore Success Team (FASST) Advisor into its advising infrastructure</u> to ensure that first-year frosh are advised effectively for success in its two majors.

Resources: Underlined statements in the prior subsections articulate the need for specific resources for the Department. Therefore, the following is in addition to those articulated earlier.

The Department is appreciative of the conversion of the Chair position to a 12-month appointment, as requested in last year's Annual Report. This will enable uninterrupted and sustained leadership for its dynamic and complex operations. As articulated in the prior section, the administrative staffing hub has revised many job titles and descriptions for existing personnel, including the appointment of an Analyst. Currently, the individual who holds that role for the hub in which the Department belongs does not have a dedicated office; she is the only one of those located on the 5th floor of the Student & Faculty Support Center who has an open, shared space. For purposes of equity and effectiveness, <u>dedicated space must be found for the Administrative Staffing Hub Analyst.</u> As indicated in an earlier report, Department Faculty now assume presence in two buildings on campus, despite lack of utilization by other entities in its primary domicile. It is incumbent on the University to conduct a space audit to ensure that <u>Department stakeholders remain in close proximity for effective, collaborative activity</u>. Given the importance of targeted, tailored, and proactive advising, <u>the Department requests that the Faculty Advising Fellow continued to be provided</u>, especially in light of the dramatic changes occurring within the University advising infrastructure.

Assessment: No specific resources are needed for assessment of PLOs. However, it will be expected that a successful accreditation application will require resources for intensive self-study, a site visit for CEPH accreditors, and assessment of success by those who have graduated with a Bachelor's Degree in Public Health. <u>In the near future, resources for any stage of this process that transpires should be provided as needed</u>.

Other: Outside of potential pursuit of a DrPH Degree to be offered, no other major program modifications are anticipated absent external pressures from the University.

II.   SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Use knowledge and skills to provide effective, necessary, and appropriate health services and public health interventions in diverse and multicultural communities.	Work effectively on a team in health and health care.	Act ethically and responsibly.	Use critical thinking, knowledge, and expertise to address complex challenges in health and health care.	Apply population perspectives in the health professions	Apply knowledge of the role of the environment and of climate change in human health in ways that improve population health and sustainability
ILO 3: Diversity	ILO 4: Collaboration		ILO1: Thinking & Reasoning		ILO 5: Sustainability

The following PLO was assessed for the first time in the prior academic year:

PLO 2 – Work effectively on a team in health and health care.

B. Summary of Assessment Process

In the Spring Semester of 2023, PH 499 – Capstone in Health Sciences – was assessed using a peer-evaluation software application (Comprehensive Assessment of Team Member Effectiveness). The majority of assignments in the Department of Public Health problem-based learning (PBL) courses, including PH 499, are completed as a team of six or seven students. In 499, however, there is also a "professional portfolio" component, which is completed individually. This includes developing items such as a resume, a statement of purpose or cover letter, as well as a series of "artifacts" from courses that display a range of skills developed through the curriculum.

Instrument(s): To ensure that students are responsible and responsive team members, they assess themselves and their other team members during or after each team-based project is completed (three surveys total). The Department used CATME (Purdue University, catme.org) to generate survey questions, field the survey to students, and compile and interpret the survey results. CATME is also used to gather various pieces of individual-level data that is used to create the teams at the start of the semester.

The CATME survey asks participants to rate their team members and themselves on the each of following aspects of teamwork on a one to five (1 - 5) scale: contributing to the team's work; interacting with teammates; keeping the team on track; expecting quality; and having related knowledge, skills, and abilities.

Sampling Procedure: All students enrolled in PH 499 were sampled.

Sample Characteristics: Senior students majoring in public health or health sciences. Spring 2023 had nine sections of PH 499 that were assessed. Eight of these sections had 25 or 26 students and one section had 12 students for a total of 213 students. As a capstone, the students were largely in their final semester at CSUEB.

Data Collection: CATME Survey data collected from all sections as a requirement for students to meet course requirements.

Data Analysis: Summary statistics were calculated for each section after the first and third surveys. A combined mean of the five different aspects of teamwork measured was calculated**.**

C. Summary of Assessment Results

Main Findings: The mean of the combined mean for all of the sections with the results shown in Table 1.

Table 1: Mean and standard deviation of the combined CATME scores (from 1-5) for all sections

| Combined mean of Survey 1	SD	Combined mean of Survey 3	SD
4.492	0.767	4.449	0.916

Two of the groups had statistically significant different combined means between the first and third surveys where the survey scores increased with the final survey ($p < 0.10$) whereas three sections CATME means had a statistically significant decrease with the final survey.

The distributions of scores (1-5) between the two surveys were also examined. The quantity of lower scores (1 and 2) nearly doubled between the first and third surveys, whereas the quantity of the top score (5) was nearly the same (3,721 vs 3,715). This suggests that team members who were considered excellent after the first survey were likely still excellent after the third survey. However, the increase in lower scores could mean that team-member resentment towards the few members not sufficiently contributing to the work was amplified by the end of the third survey.
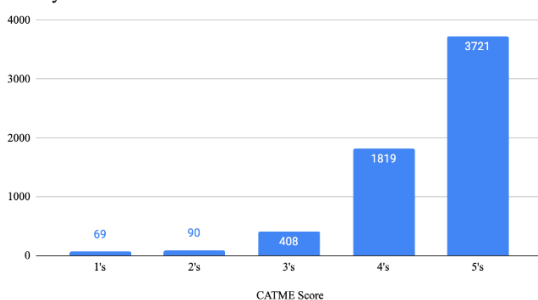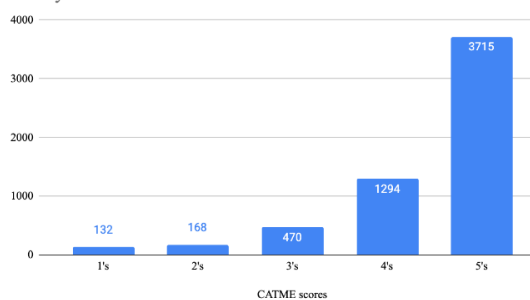
This pattern of score distribution explains why the means of the scores went down by the end of the third survey. The lowest-ranked teamwork aspect for both surveys was keeping the team on track. The highest-ranked aspect of Survey 1 was expecting quality whereas the highest-ranked teamwork aspect of Survey 3 was having related knowledge, skills, and abilities with a mean of 4.517. This suggests that most members of teams did grow in their knowledge, skills, and abilities throughout the PBL course series.

CATME Aspect	Contributing to the team's work	Interacting with teammates	Keeping the team on track	Expecting quality	Having related knowledge, skills, and abilities
Survey 1 Mean	4.471	4.519	4.454	4.522	4.494
Survey 3 Mean	4.440	4.468	4.354	4.466	4.517
Survey 1 Min	4.454	Keeping Team on track	Survey 3 Min	4.354	Keeping Team on track
Survey 1 Max	4.522	Expecting quality	Survey 3 Max	4.517	Having related knowledge, skills, and abilities

Overall, the results of this analysis indicate that teams generally work well together. Social skills are encouraged throughout the PBL series, culminating in this capstone class. Furthermore, CATME surveys are a factor in students' grades and team members see the anonymized results of surveys pertaining to themselves. These surveys, given three times throughout the semester

provide accountability and encourage a collaborative team process. The PBL series also encourages leadership, and in qualitative comments, team members recognize that leadership often played a role in the success of their projects, and appreciation was given to individual members who led the group throughout the semester.

Recommendations for Program Improvement: While the CATME results do show student improvement and effective teamwork, the scores heavily cluster around a score of 5 out of 5. This likely reflects a certain level of grade inflation and uncertainty among students regarding how to effectively and constructively conduct peer review. One goal for program improvement is to improve instruction relating to peer review.

Next Step(s) for Closing the Loop: By increasing and improving instruction on peer review, we will generate an even more accurate depiction of teamwork within the Public Health curriculum, which will support our efforts and the efforts of students to improve this important skill set. Areas within the earlier PBL components to scaffold this objective will be explored and implemented as appropriate.

D. Assessment Plans for Next Year

For AY 23-24, PLO 1 – Use knowledge and skills to provide effective, necessary, and appropriate health services and public health interventions in diverse and multicultural communities – will be assessed in PH 400. PLO 1 will be assessed by reviewing the final policy memo produced in PH 400. The final policy memo ideally reflects a proficiency students gain across the PBL course framework and manifests in a specific policy proposal intended to provide health services or a public health intervention within a variety of communities and jurisdictions.

During AY 23-24, students in PH 400 are developing health care and public health interventions to address health inequities within the broad realm of maternal health. To assess PLO 1, the Department will assess the final memo to determine if students/teams have effectively and persuasively developed and described interventions targeting maternal health inequities in California. This assessment will focus on how effectively teams provided adequate evidence to support the notion that their identified solution or solutions will reduce their specified maternal health inequity. For example, if a team identified the health inequity in C-Section birth rates across racial and ethnic groups in California, PLO 1 will be assessed by considering whether students have effectively and competently identified appropriate, potential interventions and effectively provided evidence that the intervention will help reduce the inequities in c-section rates in California. This PLO aligns well with ILOs of informational literacy and critical thinking. More specifically, to assess PLO 1 for PH 400, we will use the "Policy Options/Analysis" section of the rubric for the final policy memo for PH 400.

III.   DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections Notable Trends;

As with the rest of the University, enrollment in the Health Sciences major has been declining over the past few years, with a 17% drop between Academic Years 2020 – 2021 and 2021 – 2022. The significant drop over the last two academic years is an artifact of data insofar as many students who only had one major option in the Department now are able to pursue a Bachelor of Science Degree in Public Health. However, as a Department, the total enrollment has decreased 17% from Academic Years 2021 – 2022 to 2022 – 2023. This may also be likely due to the graduation of a larger number of students than those who were incoming in a given year.

The demographics of those majoring in health sciences mirror the diversity found in the Department and the University (table in Appendix). In summary, 91% of students pursuing a Bachelor of Science Degree in Health Sciences are non-White, with over half representing what the University considers an URM. The racial/ethnic profile of the student body has remained stable for most groups, with the exception of the Latina/o/x population, which has grown by almost 10% over five years. The overwhelming majority of students identify as female, remaining at roughly 80% in the recent past.

With respect to Department Faculty, more than one-third of tenure-track/tenured individuals identify as Asian, approximately 20% as White, and 7% each as Black/African-American and Latina/o/x. Notably, almost 30% did not state their race or ethnicity. In terms of lecturers, 38% consider themselves White, while approximately one quarter identify as Black/African American. Proportional representation across all faculty ranks has remained relatively stable over the past five years.

A snapshot of differences (i.e., equity gaps) was provided earlier in this Annual Report. In examining trends in courses with concerning equity gaps, only two (PH 110 and PH 360) seem to be consistent across multiple years (although only one had a difference of more than 10% with respect to URM status. Graduation rates seem to be comparable by priority population with no notable areas of concern.

Reflections on Trends and Program Statistics

Despite a decline in enrollment, FTES for the Department remain relatively stable. Concerted efforts will be required by the Department to engage in proactive and interpersonal outreach to stabilize and increase enrollment, conditional on sufficient resources and support for these endeavors, many of which have already begun and detailed in this and prior reports. The Department Chair should continue to be provided the release necessary for sustained, interpersonal outreach in environments where students are encouraged to consider Cal State East Bay a destination for their academic and professional pursuits. The Department exhibits a favorable retention rate, and it will be important to continue building student community and social networks which integrate with entry points into careers with high potential for social mobility and professional advancement, as these seem to be drivers of persistence and graduation.

Student-to-Faculty Ratio remains high for the Department, ranging between 30 – 37 over the past three years, consistently the highest in the College of Science. Tenure density is consistently around or below 50%, well below recommended levels, and reached a low of 33% in Spring Semester of 2022. Although the Department has gained three tenure-track faculty members over the last two academic years, it has also lost three within a five-year period with all leaving due to better professional advancement and/or economic opportunities. Moreover, two of the departing faculty members had content expertise in health humanities and bioethics, which is a pivotal part of the Department's core curriculum. Instructional capacity provided by current lecturers in tenuous, and it is key that these gaps in disciplinary foci are addressed.

As the Department explores expanded curricular activities, investments will be needed to ensure that those pathways are implemented and sustained to ultimately advance University priorities.

Request for Resources

1. Request for Tenure-Track Hires: provide evidence from trends provided

As noted earlier in this Annual Report, the net gain on tenure-track faculty over the past five years has been 0, with a significant gap in instructional capacity involving disciplines of health humanities and bioethics. Sabbaticals and administrative appointments/assignments availed of by

permanent faculty also impact the ability of the Department to sustain tenure density for dedicated instruction and advising. Although the immediate need for course offerings has been offset by enrollment declines, consistently-low tenure density indicates that at least one additional Assistant Professor is needed.

Accordingly, the Department requests a faculty member at the rank of Assistant Professor whose expertise is in bioethics and health humanities. The position description should emphasize applications from individuals with a background in public health ethics, medical humanities, and/or applied philosophy. This faculty member will support the Department's core curriculum across both majors by teaching classes in bioethics and health humanities, while also contributing to instruction across the PBL curriculum and key electives for the Major in Public Health. This hire will help offset the quantitative and qualitative losses experienced in the recent past.

2. Request for Other Resources

The Department continues to request adequate space for its operations, both in terms of faculty offices which facilitate collaborative operations and activities, and suitable instructional space for its PBL curriculum. As the Department was an active participant in the development of the Applied Sciences Center, it is hoped those facilities can be used for teamwork-based necessities of PBL activity sections, including the ability to interface remotely with community partners.

IV.   APPENDIX

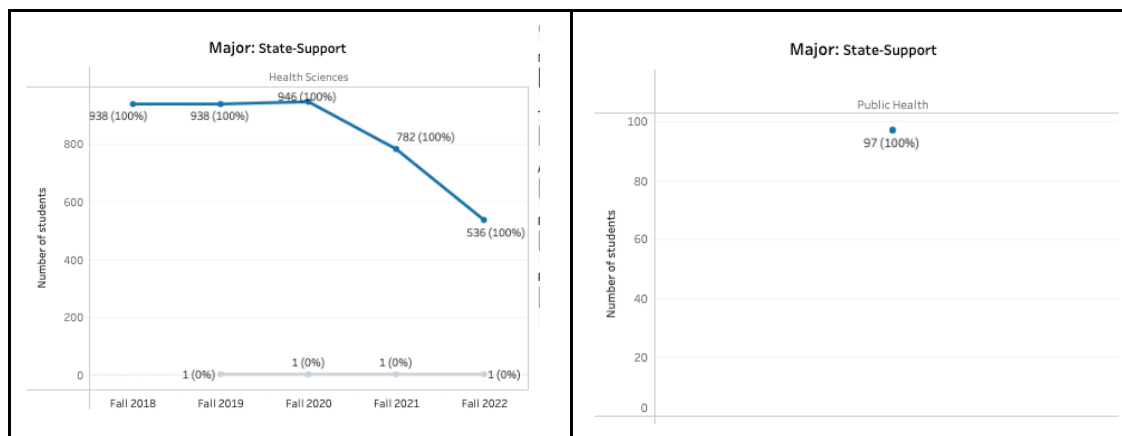Table: Enrollment over Time for Students Majoring in Health Sciences & Public Health

Table: Enrollment over Time by Race/Ethnicity for Students Majoring in Health Sciences

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	Asian	311	33%	299	32%	280	30%	222	28%	160	30%
	Black	107	11%	122	13%	130	14%	91	12%	49	9%
	International	32	3%	34	4%	35	4%	34	4%	5	1%
	Latinx	305	33%	318	34%	329	35%	292	37%	224	42%
	Multirace	51	5%	43	5%	44	5%	28	4%	22	4%
	Native American	1	0%							1	0%
	NHPI	14	1%	18	2%	22	2%	21	3%	12	2%
	Unknown	40	4%	23	2%	25	3%	22	3%	17	3%
	White	77	8%	81	9%	81	9%	72	9%	46	9%
	Total	938	100%	938	100%	946	100%	782	100%	536	100%
Postbaccalaureate	Black			1	100%	1	100%	1	100%	1	100%
	Total			1	100%	1	100%	1	100%	1	100%
Grand Total		938	100%	939	100%	947	100%	783	100%	537	100%

Health Sciences: Race/Etnicity

Table: Enrollment over Time by Sex for Students Majoring in Health Sciences

Health Sciences: Sex

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	Female	741	79%	758	81%	760	80%	644	82%	447	83%
	Male	197	21%	180	19%	185	20%	136	17%	89	17%
	Nonbinary					1	0%	2	0%		
	Total	938	100%	938	100%	946	100%	782	100%	536	100%
Postbaccalaureate	Female			1	100%	1	100%	1	100%	1	100%
	Total			1	100%	1	100%	1	100%	1	100%
Grand Total		938	100%	939	100%	947	100%	783	100%	537	100%

Table: Time to Degree for First-Year Frosh and Transfer Students Majoring in Health Sciences

Degrees Awarded Dashboard: AY 2021-22, College: All, Program: Health Sciences
Funding Source: Self Support & State Support, Program Type: On-Campus & Online

6-year Trends: Degrees Awarded

382   457   314   299   386   296

2016-17   2017-18   2018-19   2019-20   2020-21   2021-22

Undergraduate   Total

Select Demographic Variable   URM

First-time Freshmen   Transfer   Masters & Ed.D   Grand Total

5.7%   1.2%   3.0%

39.0%   55.3%   48.6%   46.6%   51.4%

URM   Non URM   INT

Time to Degree Years (and Headcount)

		First-time Freshmen	Transfer
Grand Total		4.7 (123)	2.6 (173)
► CSCI	Health Sciences	4.7 (123)	2.6 (173)

Academic Year
2021-22

College
All

Program
Health Sciences

Funding Source
⦿ State Support

Delivery Mode
⦿ On-Campus

Tables: FTES, FTEF, SFR, and Tenure-Density in Department for Past Three Years

APR Coursework Data: Summary: Fall Term as of Census
FTES, FTEF (instruction), and SFR of all state-side coursework

		Fall 2020			Fall 2021			Fall 2022		
College	Department	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR
CSCI	HSC	664.0	18.0	36.9	522.8	16.0	32.7	461.0	14.5	31.7
	PH									
	Total	664.0	18.0	36.9	522.8	16.0	32.7	461.0	14.5	31.7
Grand Total		664.0	18.0	36.9	522.8	16.0	32.7	461.0	14.5	31.7

Make a selection in the table above to filter charts further
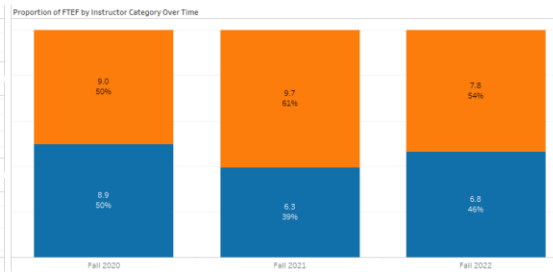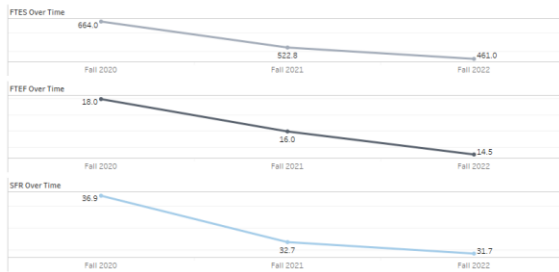
APR Coursework Data: Summary: Spring Term as of Census
FTES, FTEF (instruction), and SFR of all state-side coursework

		Spring 2021			Spring 2022			Spring 2023		
College	Department	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR
CSCI	HSC	641.0	18.8	34.1	501.2	16.8	29.9	452.0	14.9	30.4
	PH									
	Total	641.0	18.8	34.1	501.2	16.8	29.9	452.0	14.9	30.4
Grand Total		641.0	18.8	34.1	501.2	16.8	29.9	452.0	14.9	30.4

Make a selection in the table above to filter charts further
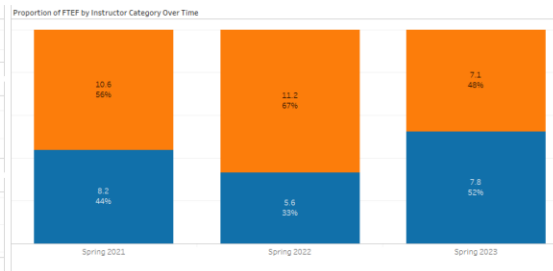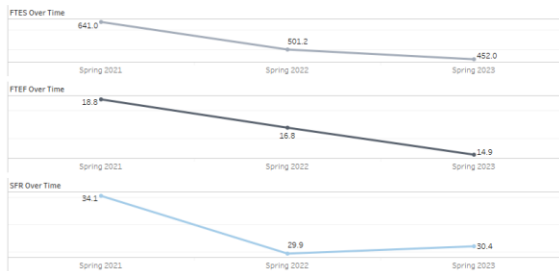
Table: Diversity Rubric (Self- Assessment)

Dimension	Components/ Criteria	Examples	Exemplary	Satisfactory	Adequate/ Developing	Inadequate	Absent	Final Score and Recommendations
Definitions			4	3	2	1	0	
Diversity, Equity and Inclusion	Acknowledges diversity in ability, age, class, gender, nationality, race, religion, sexual orientation, first language, and other personal, social cultural identities in order to recognize the multifaceted dimensions of knowledge	*Embedded in coursework in curriclullum (PH 250, PH 390, PH 440) as well as in capstone.*	X					
Diversity, Equity and Inclusion	Embraces the lived experiences of the students, their families, and their communities.	*Students are asked to interrogate identity and privilege in numerous courses. Faculty are encouraged to present their identities in courses and student meetings*		X				
Diversity, Equity and Inclusion	Integrates theory of social justice and construct of power	*Discussions are raised in co- and extracurricular activities, such as Speakers Series, Indigenous Healing Event, and professional conferences*	X					
Diversity, Equity and Inclusion	Encourages students to investigate and integrate diverse worldviews and practices; employs diverse teaching strategies and creates an inclusive learning environment	*Faculty are encouraged to attend workshop and seminar series hosted by College of Science*			X			
Student Diversity	Recruitment and retention of historically underrepresented students to the major	*Active outreach is conducted to feeder community colleges with diverse student demographics*		X				
Student Diversity	Welcome students as individuals whose identities are complex and unique	*Chair attends all orientations to emphasize importance of equity and inclusion in Department efforts*		X				
Student Diversity	Intentionally learn and honor students' lived experiences and value the knowledge that students bring from their experiences.	*Students are asked to interrogate identity and privilege in numerous courses. Faculty are encouraged to present their identities in*		X				
Student Diversity	Encourage full participation while being aware of differences and abilities that may influence students' responses and/or response rate	*Dedicated time inside and outside of classroom is provided for engagement in curricular and professional development opportunities*		X				
Student Diversity	Vary teaching methods to accommodate different learning styles	*Problem-based learning is a key cornerstone of curriculum*			X			
Student Diversity	Promote a respectful department climate by informing students of best practices for engaging each other across lines of difference, across various learning environments (clinical setting, community engagement, skills lab, online).	*Group learning agreements are used in numerous classroom settings*		X				
Student Diversity	Hold faculty and students accountable when they do not abide by department best practices with egalitarian norms and acceptance of differences	*Chair invites all faculty and students to collectively discuss deviation from priorites and norms surrounding respectful and inclusionary approaches*		X				
Student Diversity	Awareness of all required federal, state and university policies regarding accommodations and ensure that they are upheld consistently	*Evidence of awareness of accommodations appears on syllabi.*	X					
Faculty Diversity	Recruiting and retaining an excellent and inspiring faculty that reflects the student body and community at CSUEB	*As resources permit, recruitment is conducted with organizations and outlets that cater to a diverse population*		X				
Faculty Diversity	Ensuring fairness in the hiring and promotion process that emphasizes representation of underrepresented groups (minoritized communities) and women in the candidate pools	*Diversity advocate has been a key component of search processes, as has been consultation with University Diversity Officer.*	X					
Departmental Climate	Collegiality and respect, departmental policies, transparency and communication	*Decisions are attempted to made with full transparency and active communication, to the extent permitted by policies and practices.*			X			
Departmental Climate	The tenor of group dialogue, group dynamics, departmental policies create and support inclusion, diversity, and transparency of faculty and staff	*Attempts are made to understand and operationalize areas of subjectivity provided for in policy documents (especially surrounding promotion and advancement)*			X			
Departmental Climate	Fostering opportunities to be productive and engaged	*Mentorship plan is being re-developed for junior faculty*			X			
Departmental Climate	Absence of reports related to bias, misinformation, intimidation or intolerance	*No documentation indicating bias, misinformation, intimidation, or intolerance*	X					