



## SKYLINE COLLEGE ANNUAL PROGRAM PLANNING SELF-STUDY

*Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT** on an e-mail message.*

**Program Title** Health Science

**Date Submitted** 4/30/3014

**Key Findings:**

HSCI has reduced racial disparity in educational achievement throughout Dept.  
HSCI has completed a SLOAC of all active classes in 2012-13.  
HSCI still needs to assure articulation & transferability of courses to SFSU

**1. Planning Group Participants** (include PT& FT faculty, staff, students, stakeholders)

List of names and positions: Paul Rueckhaus, Shawna Whitney, John Elia, Rosalyn Moya, Chadwick Campbell  
All lecturers

**2. Contact Person** (include e-mail and telephone): Paul Rueckhaus. rueckhausp@smccd (415) 786-0538

**3. Program Information**

**A. Program Personnel**

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

5 part time faculty

**FT Faculty:**

0

**PT/OL Faculty (FTE):**

1.4

**FT Classified:**

0

**PT Classified (FTE):**

0

**Volunteers:**

0

**Student Workers:**

0

## **B. Program mission and goals**

**State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Address how the program meets the current year's strategic priorities. (200 word limit is recommended.)**

The mission of the health science department is to equip Skyline students with the knowledge, skills and modes of critical inquiry necessary to fulfill a lifetime of optimal health and well-being for themselves, their families, their communities and the world in which we all live.

The goals of the health science department are to:

- Establish critical frameworks for interrogating and understanding factors influencing personal, community and environmental health;
- Cultivate actionable, relevant strategies to improve, maintain and re-imagine personal, community and environmental health both in coursework and outside of the classroom in collaboration with the entire Skyline College Community;
- Provide an interdisciplinary and foundational introduction to the health sciences that meets the specific needs of students pursuing careers and/or transfer degrees in nursing, medicine, allied health, public health, health education, health administration & policy, and human services;
- Provide an interdisciplinary and foundational introduction to the health sciences that will equip any student, irrespective of educational goal, with the basic knowledge and skills to efficaciously affect change in their personal health as well as the health of their communities and our shared environment;

## **4. Program/Service Area Student Learning Outcomes and Program Data**

**A. Summarize recent course (for instruction, including student service courses) or program (for student services and every three years, CTE programs) SLO assessment, identify trends and discuss areas in need of improvement. Please attach summary Tracdat reports with assessment and analysis for SLOs evaluated during the last two years (prior to submission deadline of April 1<sup>st</sup>). (200 word limit is recommended.) Tool: <https://sanmateo.tracdat.com/tracdat/>**

The assessment results for HSCI 100 show high achievement for all SLOs. The assessment results for HSCI 130 show borderline achievement of SLOs. The assessment for HSCI 100 shows vast improvements as the methods have been edited since the prior assessment (conducted in Fall 2012). The results for HSCI 130 are a little more concerning as they indicate that perhaps not enough students are grasping basic and practical information having to do with sex and sexuality. Our program does not have 2 years of TracDat data to compare, so we will continue to monitor the data in coming semesters.

**B. Analyze evidence of Program performance. Review and analyze productivity, student characteristics and outcomes. (200 word limit is recommended.)**

Tool: <http://www.skylinecollege.edu/pric/programdata.php>

The Health Science Department continues to effectively serve a high volume of students relative to the number of faculty members in the Department. For the 2012-2013 academic year, the LOAD for the college overall was 589 while the HSCI Dept. load was 658, indicating that the HSCI Department is approximately 10% more productive than the overall college.

Students in HSCI continue to remain and succeed in our classes above our goal. In 2012/13, 77% of HSCI students passed HSCI classes with a C or better. Though this is a 7% above the success rate goal of the program, this is a 2% drop from the previous academic year. Our retention rate was 91%, a 1% increase over the previous academic year.

The 2013 program review report found troubling academic disparities in HSCI classes as African American students were significantly under performing compared to other students. The 2012/13 program data suggests that this gap is closing. Not only is HSCI serving 38% more African American Students than the previous academic year and 51% more than the 2010/11 academic year, success rates are 5% higher and retention rates are 4% higher than the 2011/12 academic year. Most importantly, the disparity has dropped in the last 3 years. In 2010/11, African American students succeeded at a rate 33% below the HSCI average. In 2011/12 the disparity was 18%. In 2012/13, African American success in HSCI classes was 73%, only 4% below the average. Although we want there to be no racial disparity whatsoever in the success and retention of students in HSCI classes, the trend over the last three academic years suggests that this gap is closing.

**C. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements etc.)**

(200 word limit is recommended.)

The Department will be offering its first fully on-line section of HSCI 130 in Fall 2014. One faculty member has fully completed the training to teach on line offered by CTTL.

## 5. Curricular Offerings

**A. Program Curriculum and Courses. If your program does not offer curriculum, please state "N/A".** Tools: CurricUNET <http://www.curricunet.com/smcecd>; <https://sanmateo.tracdat.com/tracdat/>

Respond to the following:

- What new courses (excluding individual Selected Topics [665] topics and Experimental [680/880] courses) have you added to your program curriculum in the past academic year? List by Department, Course Number and Course Title.
- Note that you've added new courses to the department's three-year calendar of assessment and requested that they be added to TracDat.
- Note that you've done the following for new courses on TracDat:
  - Uploaded SLOs?
  - Mapped course-level SLOs to PSLOs (including relevant interdisciplinary degrees) and ISLOs?
  - Uploaded assessment method(s) (need not be specific)?

We have added one new HSCI Course: HSCI 180: Gateway to Health Careers. This course was institutionalized this Fall from being an experimental course previously. It is only available to students in the Allied Health Career Advancement Academy as the "Bridge" course for each cohort. All of the Course level SLOs, & assessment methods have been uploaded and are scheduled to be assessed by the end of the Spring Semester. The course-level SLOs have been mapped to the PSLOs and ISLOs.

## **B. Identify Patterns of Curriculum Offerings**

Respond to the following:

- Identify the planning group's two-year curriculum cycle of course offerings by certificates and degrees.
- Describe the ideal curriculum cycle.
- Discuss any issues.

No certificates or degrees are offered through the HSCI department. At least one offering of each HSCI class is available every Fall/Spring (and many summer) sessions.

## 6. Response to Previous Annual Program Plan & Review

**List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.**

According to the action plan from the 2013 comprehensive program review, many, but not all of the steps have been taken. Most notably, we have taken all of the recommended steps to redress academic achievement disparities including utilizing the early alert system more consistently and recruiting diverse part time faculty with a commitment to educational equity.

According to the ASSIST articulation database, HSCI still does not have an articulation agreement with any Department at San Francisco State University though the HSCI 100 & 130 courses are closely aligned with comparable classes at that campus. However, HSCI 100 is articulated with a Health Education course at San Jose State University. HSCI courses should articulate with comparable courses at the closest CSU campus, which is SFSU. The course descriptions have been updated to meet more rigorous articulation guidelines. HSCI faculty will continue to consult with the articulation officer to assure articulation of credits to comparable SFSU courses.

## 7. Action Plan

**Provide your action plan based on the analysis and reflections provided in the previous sections.**

**Note: resource requests should be connected to action plans**

Respond to the following:

- Describe data and assessment results for SLO assessment on the course level (for instruction, including student service courses) or program level (for student services or every three years, career technical education programs). Analyze and reflect on SLO assessment results and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum and pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.

Without full time faculty and all of the faculty members holding other jobs or teaching at other institutions it has been very difficult to arrange department-level meetings to discuss and plan SLOs. Our first action plan is to schedule a time over the summer or by the beginning of Fall to reflect upon and plan SLOs for the upcoming academic year. Our second action item is to coordinate articulation to SFSU with the articulation officer.

## 8. Resource Identification

### A. Professional Development needs

Professional Development needs will be requested by individual faculty as needs arise.

### B. Office of Planning, Research & Institutional Effectiveness requests

Actions:

- List data requests for the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.

No new data sets are desired at this time.

### C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests Complete the following table:

## Annual Program Planning Resource Needs

Program The assessment Date

	Needs	How does this request align with your assessment of student outcomes	How does this request align with your action plan	Estimated cost for facilities and equipment
<b>Personnel</b>	<ol style="list-style-type: none"> <li>1. 2 Full time faculty members</li> <li>2.</li> <li>3.</li> </ol>	<p>Part of the reason our dept. has been lagging in SLOs is due to the lack of a F/T faculty member to oversee the process. AS HSCI looks at expanding offerings into learning communities or offering TMC, more core faculty will be needed.</p>	<p>Our action plan demands communication and problem solving with multiple agents at Skyline and other campuses. Again, increased capacity will be needed to implement these changes.</p>	<p>2 F/T faculty @ ~\$50,000/yr = \$100,000/yr.</p>
<b>Equipment</b>	<ol style="list-style-type: none"> <li>1. Shelves/Space for books</li> <li>2. Files for confidential student info</li> <li>3. Dept. Laptop</li> <li>4.</li> </ol>	<ol style="list-style-type: none"> <li>1 &amp; 2. Designated space for dept. supplies would help us provide resources &amp; maintain confidentiality of student info.</li> <li>3. Dept. Laptop would allow faculty to share lectures, exams, assignment templates thus allowing us to better coordinate SLO assessment across sections.</li> </ol>	<p>Our action plan still demands improvement in our participation of SLOAC. All of these would help us meet our actions steps.</p>	<p>1 laptop @ \$1,100 + \$250 for hardware/software 1 shelf @ \$80 1 cabinet @ \$80</p>
<b>Facilities</b>	<ol style="list-style-type: none"> <li>1. Confidential office space</li> <li>2. Smart Classrooms</li> <li>3.</li> <li>4.</li> </ol>	<p>As we teach health &amp; sexuality, occasionally students will want to ask us questions or get more information in a private, confidential setting. Providing a safe place for students to learn more about course content in ways that are meaningful to them applies specifically to SLOs in HSCI 100 &amp; 130. Dependable technology is needed to deliver course content.</p>	<p>This request will help us achieve optimal results in our assessment of SLOs.</p>	<p>N/A</p>