

2017 Health Sciences Annual Program Plan

HSCI Health Sciences

I.A. Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College? (**Program Profile: Purpose**)

Narrative

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.

II.A. Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. (**Analysis: Progress on Prior Program Objectives (Goals) and Activities**)

Narrative

Through the 2015-16 academic year, the health science department maintained its average headcount from the prior academic year with a negligible change from 607 in 2014-15 to 608 in 15-16. While the fall semester's enrollment was up 18% from the prior Fall, the Spring enrollment was down 21% and Summer up slightly, resulted in a virtually unchanged headcount.

As for student success and retention, we saw a reversal of the downward trend in success and retention from the prior year. Our success rate was at 75.1% (up 5.7% from the prior year). Retention was 2.4% higher from the prior year at 87.4% for 2015-16. These figures continue to mirror the college-wide figures.

While we experienced an unusually high failure rate for African American and Pacific Islander students in our Department in the 2014-15 academic year, those trends have reversed impressively in 2015-16. Success and retention was up across most student racial/ethnic groups (with the exceptions of unreported, which were down considerably*; and Filipino success, which was down 4% and retention, which was down 1%). Most notably, success of Pacific Islander students soared from 13% to 67% while success climbed from 63% to 75%. Also notable is the improvements in the success of African American students went up 23% points. However, retention among this student group declined 11%. Success and retention of Latino students went 19 and 14 percentage points respectively.

While these trends are generally encouraging, the success and retention of African American students in 2015-16 lags behind the 5 year average for the Department by 5 and 15 points respectively and 4 and 8 percentage points behind the campus for 2015-16.

II.B. Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur. (**Analysis: Program Environment**)

Narrative

In Fall 2016, the Associate of Science for Transfer in Public Health Science was approved by the Curriculum Committee. HSCI has never had a major, degree or certificate on this campus. The addition of this transfer degree is expected to change the Department in at least 2 ways in the next academic year. The first concrete change is the addition of a new class for HSCI majors, HSCI 135: Introduction to Public Health to debut Spring 2018. The addition of this class will prepare students to enter Upper Division public health, health education and health science departments in the CSU or UC systems. The second change is more aspirational. The HSCI Department has been losing students steadily in the two signature courses: HSCI 100 & HSCI 130. Currently these courses are marketed and associated exclusively with the General Education curriculum as they fulfill transfer Area E: Lifelong Learning. Students are mostly left on their own to select GE courses when they do not apply directly to their major or transfer degree. As many other courses on campus also fulfill GE Area E, there is no compelling reason for a student to take a HSCI course for GE beyond personal interest. The addition of the AS/T, is not only expected to expand the HSCI Dept. in offerings, but in headcount as well, as we expect those students interested in the public health science major to enroll in the HSCI survey courses directly connected to transfer degree, which includes both HSCI 100 and 130.

- II.C.** (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. (**Analysis: Student Learning Outcomes (SLOs and PSLOs)**)

Narrative

SLOAC assessment of HSCI 100 and HSCI 130 was conducted for the Fall 2016 semester.

Both standards for HSCI 130 were exceeded while neither standards for HSCI 100 were fulfilled. These results generated extension discussion between the two instructors teaching HSCI 100. The majority of the changes and decisions made were pedagogical and reflected in the attached SLOAC report.

III.A. Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness. **(Reflection: Considering Key Findings)**

Narrative

- **Improved Equity:** The Department has made significant progress from the prior academic year in boosting the success and retention of African American, Pacific Islander and Latino students.
- **Program Expansion:** The HSCI Department has initiated a notable expansion with the addition of the AS/T in Public Health Science and the course, HSCI 135: Introduction to Public Health.
- **Curbing Attrition:** It is our hope and expectation that creation of the Public Health Science Degree for Transfer will address at least some of the attrition in student enrollments that the Department has seen in the last 5 years.

III.B. If the program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do. (**Reflection: ISLOs**)

Narrative

Based on the results of the ISLO report for HSCI 100, both sections of which were samples for Fall 2016, the proficiency of information literacy of HSCI students appears to be mixed.

In the criterion of information source relevance, credibility and quality, students demonstrated strong proficiency. Only 5% demonstrated no proficiency, while 56% demonstrated proficiency or high proficiency.

Proper in-text citations appeared to be a major problem for HSCI students in the assignments assessed. Under the criterion of ethical use of sources, 36% demonstrated no proficiency, while only 27% demonstrated proficiency or high proficiency.

The implications of this lead us to believe that we must do more to guide students in appropriate in-text citations when assigning written work as this was the major reason for the low scores on the ethical use of sources.

IV.A. Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item. **(Strategy for Program Enhancement: Continuation/Modification)**

Narrative

While the goals of CPR developed in 2012 still apply, the Department has executed plans to address the recommended changes.

As we are gearing up for CPR in 2018, we expect the expansion of the Dept. to play a major role in our planning and goal setting over the next year.

IV.B. Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) **IMPORTANT!** Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. **(Strategy for Program Enhancement: Action Plan and Resource Requests)**