

## 2019-20 Health Sciences Annual Program Plan

### I.A. Program Profile: Purpose

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?

#### **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.

**I.B. Program Planning Team**

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

**Narrative**

**II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities**

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

**Narrative**

Through the 2017-18 academic year, the health science department lost 11% from its average headcount compared to the prior academic year. Though this continues a downward trend, the loss of students is not as drastic as the 33% drop seen the previous year. While the fall and summer semester's enrollment were not significantly different from prior years, the Spring enrollment was down 29% from 139 students to 98 students, representing the bulk of the loss in headcount.

Student success and retention rates were not significantly changed from the prior year with success rates going down by 3% from the prior year and retention & withdrawal rates virtually identical.

Success and retention was not evenly distributed across racial/ethnic student groups. African American success rates went down significantly (from 83-50%). Although, only 10 African American students were enrolled over the academic year. The success rate of Filipino students also decreased by 16%. Whereas, the Latino success rate improved from 74-84% with enrollment increasing slightly.

## II.B. Analysis: Program Environment

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.

### **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. Analysis: Student Learning Outcomes (SLOs and PSLOs)**

- (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.

**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.

**Evidentiary Documents**

[Assessment\\_ Assessment Unit Planning.pdf](#)

### III.A. Reflection: Considering Key Findings

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.

#### 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. Reflection: ISLOs

If your 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.

#### **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. Strategy for Program Enhancement: Continuation/Modification**

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.

##### **Narrative**

Unfortunately, the expansion of the Department that we had planned for during the last CPR may not be as robust as we had anticipated. Enrollments in HSCI courses are still anemic. Students who would like to major in Public Health Science are encumbered by the numerous requirements in unrelated hard sciences (e.g., CHEM, BIOL) imposed on the degree by CID. Core faculty will be leaving the District.

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. Strategy for Program Enhancement: Action Plan and Resource Requests**

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. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

#### **Narrative**