

Skyline College

Health Science

Program Review

Executive Summary



Short Summary of Findings

In close cooperation with Student Services, community health organizations, and other instructional units, the Health Science program at Skyline College provides students with learning experiences that increase their health awareness and empower them to make informed decisions that promote healthier lifestyles. Course offerings are popular elective choices in the personal development area for students wishing to complete general education requirements for an associate degree or California State University transfer.

The Health Science program ranks as one of the most efficient at Skyline and the instructional effectiveness of the program is exceptionally high. Faculty are dedicated health professionals and maintain active programs of professional development. Instructional methods emphasize interactive learning and the extensive use of technology. A strong emphasis is placed on maintaining a supportive learning environment characterized by active student participation, cooperative learning, mutual respect, and toleration of differences.

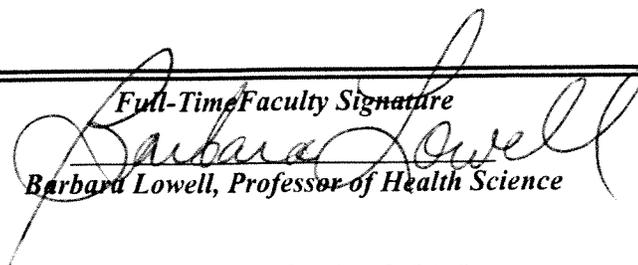
Staffing and budget limitations are restricting program expansion and new curriculum development. Campus construction is having a negative impact on enrollment and the quality of instruction. Improved facilities and additional budgetary resources are needed to improve and expand the program.

Three Strengths of the Program

- An experienced, talented, and dedicated faculty committed to raising the level of health consciousness in all students and assisting them in improving their immediate and long-term physical and emotional well-being.
- The ability to utilize technology and a variety of innovative instructional strategies to engage students in the learning process and their individual personal development.
- An impressive and documented history of instructional effectiveness and efficiency in a time of limited resources.

Three Suggestions for Improvement

- Campus construction has deprived the Health Science program of minimally acceptable facilities to maintain the established level of instructional quality and efficiency. A plan and institutional commitment for providing appropriate classroom facilities and instructional equipment needs to be adopted.
- Additional staff is needed to expand program offerings and explore the development of new curricula.
- An increased budget allocation is needed to sustain existing offerings. Insufficient funds are available to support the planned use of technology, media, and community professionals in providing a quality learning experience for students.

Full-Time Faculty Signature

Barbara Lowell, Professor of Health Science

Submitted on: October 2, 2006

**SKYLINE COLLEGE
HEALTH SCIENCE
PROGRAM REVIEW SELF STUDY**

PART A: Overview of Program

1. State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.

The primary goals/focus of the Health Science program are:

- Present quality health science instruction that optimizes the health awareness of all students
- Offer general education classes in the area of personal development that support students seeking to meet requirements for an associate degree or transfer to the California State University.
- Provide a broad introduction to health science that serves as a foundation for students contemplating careers in medicine, allied health, community health, and human services.
- Actively engage students in activities that promote self-improvement behaviors, mutual support and tolerance, and the critical thinking skills necessary to understand and respond to controversial health care issues in our society.
- Work cooperatively with Student Services and community agencies to assist students in coping with their special needs in order to best maintain their overall health and thus contribute to a successful learning experience at Skyline.

The Health Science curriculum supports the mission and goals of Skyline and the San Mateo Community College District by providing general education instruction for degree-seeking and transfer students and preparing students for further study in occupational programs. The program has embraced the use of technology in the classroom and works closely with a variety of community agencies that promote good health practices. Staff place a high priority on maintaining a classroom environment that emphasizes tolerance and an appreciation for diversity. Open access is a hallmark of the Health Science program and faculty make every effort to accommodate students with special needs.

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

The Health Science program coordinates and maintains close working relationships with other health-related instructional programs and several of our Student Services support programs. Of particular note are our long standing cooperative efforts with the Health Center. Students are asked to gather personal health information, construct personal health profiles, and participate in the various health testing and smoking cessation programs arranged by the Health Center. At present, we are working with the Health Center in an effort to have students update and have available their most recent immunization records.

Health Science faculty encourage students to be aware of and utilize the DSPPS, Psychological Services, Developmental Skills, and Counseling programs to meet their special needs and are especially conscientious in responding to recommendations made by staff in those programs.

Health Science courses provide support to Skyline Allied Health programs by providing potential health care practitioners with an overview of health care information and issues. The program brings together Health Science students and Respiratory Therapy students through mutually arranged testing that includes general vital signs, oxygen saturation, and peak flow respiration.

3. If the program utilizes advisory boards and/or professional organizations, describe their roles.

Professional and community based health care organizations are used extensively as sources of current information, literature for distribution to students, opportunities for students to participate in testing and self-improvement programs, and guest speakers with highly specialized knowledge and experiences.

4. Explain how this program meets the needs of our diverse community.

The need for Health Science education is universal and our Skyline program attempts to provide a learner-centered education in a culturally rich and tolerant environment. An examination of student enrollment patterns and academic performance did not identify any significant deviations from college norms with regard to gender, age, and ethnicity. What is apparent to instructors is the lack of health awareness and prior health education experiences for some students. Many such students do not have a basic knowledge of disease prevention, dietary requirements, safe sex practices, or even the importance of maintaining a record of their own health history. Indeed, some students are not even able to evaluate their own health insurance needs.

A significant number of Skyline students may be viewed as "educationally disadvantaged" in terms of their health awareness. These students are targeted through a variety of instructional techniques and incentives and are either required or advised (as appropriate to the activity) to complete assignments or voluntary experiences that help them develop a current health profile that may serve them in a variety of circumstances. It is estimated that as many as 30% of Health Science students voluntarily participate in the Skyline sponsored HIV testing program. Special attention is also given to help students reconstruct their immunization records where that is necessary. It is our goal to have all students, independent of their differences, fully comprehend their health status and be able to make responsible and informed choices.

5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

This is the first comprehensive program review for Health Science although ongoing review and improvement is a standard practice.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

In Health Science education, the concern is preventing health problems rather than curing people once they become ill. It is also important to encourage people's interest in maintaining an already healthy lifestyle. Education is the best way to accomplish these goals. Skyline Health Science courses strive to help students understand themselves, their motivations, values and attitudes because, according to health education philosophy, those changes that occur internally-within the individual-are most likely to last.

Health Science classes require students to "DO" things that help them document their present health status and health choices. Participatory activities involve physiological testing, compiling of health records and insurance coverage, fitness and nutritional evaluations, and opportunities to participate in a variety of self-improvement programs. The desired outcome is that at the conclusion of a class, students are better positioned to make changes that will improve their quality of life.

Health status and health care issues are becoming increasingly important in today's world and there is an ever increasing need for more in-depth information for people. As it is now constituted the Skyline Health Science program does not have the curriculum breadth or staffing to meet the needs of our students. An average fill rate of 149% for Health Science classes is clear testimony to a significant unmet student demand. Staff simply do not have the time or support to develop new curricula to respond to the need for additional curriculum development.

2. State how the program has remained current in the discipline(s).

Program faculty update course content and their own knowledge through active programs of professional development and involvement. Janice Epps, our evening instructor, is an expert in sex education and serves as Dean at the Institute for Advanced Study of Human Sexuality. She is a clinical fellow of the American Academy of Clinical Sexologists and serves on the Board of the Society for the Scientific Study of Sexuality. Janice is a certified sex therapist and is Co-editor of An Outline of Sexology.

Barbara Lowell interacts on a regular basis with community health agencies and holds membership in a number of health science organizations and societies. She regularly attends the Stanford Medical Library Lecture Series and has developed a close working relationship with the Stanford University Preventive Health Program. Recently Barbara has arranged for Skyline students to participate at nominal cost in the highly-regarded online 10,000 Stepping Out Program. Barbara uses her community contacts to bring in experts from Planned Parenthood and the Department of Public Health to speak on a variety of health topics.

Both of our instructors keep current with the professional literature and subscribe or regularly read approximately 20 scientific journals, university publications, and semi-professional

magazines. Textbooks are updated frequently and include the latest information on health issues and current trends in developing healthy lifestyles.

3. *If the student population has changed, state how the program is addressing these changes.*

The demographic characteristics (those recorded on the college application) of the students enrolled in Health Sciences classes over the past several years have not changed significantly. The most apparent demographic difference between Health Science students and the overall student population is that Health Science students are younger with more than 80% being 18-22 years of age. Health Science students are also somewhat more likely to be male than the mean for all classes. These differences may, in part, lie in the fact that most Health Science classes are offered during the day. The gender difference has not been explored but raises a number of questions that might be worthy of investigation.

It may be that there have been more meaningful changes in the student population which are not recorded in our student database. There appear to be more students in recent years that come from cultures and/or countries where health education, more particularly sex education, is not a priority. These students, especially females, are often conflicted as they try to manage their health choices in the context of their own desires and self-understanding and the family and cultural pressures imposed upon them. Faculty attempt to assist these students by establishing safe and confidential environments where students may share their concerns and by providing individual counseling and making referrals to other support services that can help these students.

4. *All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.*

A review of courses is in progress and revised course outlines are being forwarded to the Office of Instruction.

5. *If external accreditation or certification is required, please state the certifying agency and status of the program.*

Not applicable.

6. *Discuss plans for future review and program modification.*

One tenured faculty member cannot realistically plan and/or implement all recommended program modifications. It seems clear that the time is right to consider opportunities for program expansion. Avenues that may prove beneficial for students and the College include:

- Expanding the schedule of existing classes and hiring additional staff to meet student demand and developmental needs.
- Recognizing the importance of Health Science education by modifying degree requirements to include HSCI 100 as has been the practice at the College of San Mateo for many years.

- Evaluating opportunities to develop new courses with a view towards developing some form of certification for students which would state that they are qualified to act as their own health care advocate.
- Exploring the possibility of reestablishing the Life Span major in conjunction with other disciplines.
- Assessing the desirability of developing a community health worker career program.

PART C: Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

The major developmental activity during the past several years has been the infusion of computer-assisted and web-based instruction into Health Science classes. In preparation for this activity, Barbara Lowell participated in the Title III project and attended multiple workshops to develop the computer skills to manage the effort. She has developed a working knowledge of Dreamweaver, Powerpoint, Photoshop, Fireworks, iMovie3, Websmart, Gradekeeper, Test Pilot, and Acrobat.

Armed with newly acquired skills, Professor Lowell completely revamped instructional methodologies for her classes and created a comprehensive website to guide students in the learning process. Some characteristics of the redesigned instructional format are described in Part D:3.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

As a very small department with only two experienced faculty and 1.2 FTE, the Health Science program rarely has a need to orient new employees. The department has had only had one full-time faculty member since the college opened in 1969. On those few occasions when new part-time faculty have been hired, our lead instructor has enthusiastically assumed the primary responsibility for welcoming, orienting, and mentoring the person. These efforts were supplemented by institutional orientation programs provided by the Office of Instruction.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

Because opportunities to replace or add faculty have been rare the staff is not diversified and does not reflect the diversity of our students or the population of California. This will be an important consideration when new positions are approved. It is not anticipated that attracting a diversified applicant pool would be difficult.

PART D: Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

The Health Science program has made do with less than optimum facilities for many years. Ideally, one or more large classrooms with flexible seating is required to maintain the quality and efficiency of instruction. Because all classes make extensive use of computer and media technologies, dedicated equipment and media resources that can support instructional methodologies and serve students with special needs are required. Ongoing campus construction has displaced Health Science courses from prior facilities and has compromised efficiency and effectiveness.

Inadequate budgetary support for media materials has placed a financial burden on instructors to supplement the cost of instruction and the lack of funding for guest lecturers has placed limits on the ability of instructors to meet educational objectives. Although difficult to prove, it is believed that these limitations do have a negative impact on the success of some students, particularly those with special needs.

2. List projected needs.

The priority needs of the program at this time include:

- A large “smart classroom” with flexible seating.
- A laptop computer that can serve the instructional needs of staff.
- A TV monitor dedicated to the needs of hearing-impaired students.
- A private faculty office to facilitate confidential discussion with students. Course content frequently elicits student-initiated requests for private and confidential interactions with instructors.
- Video library materials and modestly priced sound equipment
- Student assistant to assist with course management.

3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.

Over the past several years computer-assisted instruction has become the standard in Health Science courses. All day sections make extensive use of PowerPoint presentations with video technology. Web-based learning assignments are common and frequent student-instructor and student-student email communication facilitates the learning process.

Barbara Lowell has deployed an inclusive web site that provides students with comprehensive course information, detailed assignments, links to important sources of health information, and access to student performance measures.

4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

The Health Science program does not receive support from industry but does enjoy the cooperation and support of many community-based health-related agencies. These organizations provide literature, consultations, guest speakers, and invitations to students to participate in self-improvement programs. Unfortunately, over time the ability of these organizations to provide guest speakers free of charge has diminished and this trend has created a need for a budget augmentation to maintain this important aspect of instruction.

PART E: Budget Request

1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?

In addition to the needs specified in PART D: 2., the program requires an adequate budget for guest speakers. Additional FTEF are also required to support the recommended expansion of the program.

2. If appropriate, discuss methods the program could share resources with other programs in the College and District.

The Health Science program has few resources of its own to share with others but will continue to make use of resources provided by other departments and Student Services units.

**Skyline College Program Review
Health Science
Worksheet for Enrollment, Performance and WSCH/FTE**

Weekly Student Contact Hours – WSCH

Report the 3 previous Fall semesters with the most recent on the right.

Year	2002	2003	2004
WSCH	980	1009	819

Please comment on program enrollment and expected trends.

WSCH for these classes declined by 16% between Fall 2002 and Fall 2004. This was accompanied by a concomitant decline in FTEF of 14% and does not reflect a drop in the level of student demand for these classes. Facility and staffing limitations are restricting program enrollment. WSCH and load trends taken together with a fill rate of 149% (average for the fall semesters 2000 through 2004) point to a significant unmet student demand for this program.

FTE and WSCH/FTE (LOAD)

Report the previous 3 Fall semesters with the most recent on the right

	2002	2003	2004
FTE	1.4	1.4	1.2
WSCH/FTE	700	721	682

Please comment on the comparison of this program to College trends.

Between Fall 2002 and Fall 2004 the FTE allocated to these classes was cut by 14%. This was consistent with a college wide reduction in FTE of 12% during the same period. Historically, efficiency measures associated with this program have consistently outpaced those for Skyline and the SMCCCD as a whole. For the years reported, the average load for this program exceeded the college mean by 17%. Because the program has and continues to operate at more than 100% capacity, no meaningful analysis of WSCH or load trends can be made. Certainly WSCH can be increased but only with an additional FTE allocation and an expansion of program offerings.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

	2002	2003	2004
Retention	84%	87%	93%
Success	76%	78%	81%

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

Student retention and success in the Health Sciences during the review period have been consistently high and significantly exceeded district and college averages. These outcomes taken together with WSCH and load measures provide clear documentation of both the efficiency and instructional effectiveness of these classes. It is noteworthy that both retention and success rates increased in each succeeding year from fall 2000 through fall 2004. It is not possible at this time to demonstrate to a certainty what factors account for this trend but it is believed that the increased use of technology for instruction and enhanced avenues for student-instructor communication may be important components.

Analyses of data provided by the Office of Planning, Research & Institutional Effectiveness do not appear to highlight any significant differences in performance trends for various demographic groupings when compared to college norms. Retention is universally high across all groupings. Although consistent with college patterns, faculty have identified a concern about success rates in health science courses for African American and Hispanic Students. One hypothesis is that this disparity may be related to differences in language skills among students enrolled in these classes.

The high rate of overall effectiveness of health science classes may be explained in part by:

- High levels of student curiosity and personal interest in their own physical and emotional health.
- Especially clear statements of course organization and expectations of students coupled with frequent testing and a variety of graded assignments that help constitute final grades.
- A supportive, respectful, and tolerant classroom environment that encourages participation and cooperation among students.

The Health Science program works closely with many college support services and strongly encourages students to use these services to enhance their personal development and meet their special needs.



Program Review Course Outline & Prerequisite Checklist

Discipline: HSCI

Semester: Fall 2006

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well in **advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

Column 1: What is the course prefix and number?

Column 2: What is the course title?

Column 3: What date was the course outline last reviewed or updated?

Column 4: If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.

Column 5: If this course satisfies a GE (General Education) requirement, place a check mark in the column.

Column 6: Please list all course prerequisites, corequisites, and/or recommendations.

Column 7: Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signatures



Barbara Lowell

Highlight this text & type in name

Date Submitted: Mike Williamson

Division Dean:



(Additional faculty signature lines may be added to this form as needed.)

