Skyline College

Comprehensive Program Review

2024 - 2025

SKY Dept - Health Science

Instructional Comprehensive Program Review

Submitter Name:
Maiya Evans; Jing Folsom

Submission Date:
03/28/2025

BACKGROUND

1.A. DIVISION:
Science, Technology, Engineering, and Mathematics (STEM)

PROGRAM NAME:
Health Science

1.B. YEAR OF REVIEW:
2024 - 2025

1.C. PROGRAM REVIEW TEAM
Maiya Evans (part-time faculty), Christi Holland (part-time faculty), Charles Hernandez (part-time faculty), Jing Folsom (Biology/Biotech Full time faculty)

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."
The purpose of the Health Science (HSCI) department is to prepare Skyline College 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 HSCI Department supports the Skyline College Mission of empowering and transforming a global community of learners by providing relevant, scientifically sound, student-centered health, sexuality and health career curricula to Skyline students in order to not only enrich their personal and social health but empower them to promote the health of their communities and our shared environment as well.
The goals of HS department are to: 1) Identify factors influencing the public's health including factors related to public policy, socioeconomics, and the environment that contribute to epidemics, health disparities and leading causes of morbidity and mortality. 2) Make connections between the psychosocial, behavioral, biomedical and environmental aspects of human health. 3) Apply basic statistical methods to measuring and understanding population health. 4) 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 community; 5) 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.

ii. Alignment with the College Values:
Academic Excellence
Community Partnership
Social Justice
Student Success and Equity

For each chosen Value, provide a concrete example of how each connects to your program.
HSCI is the acronym for Health Science Program.
1. Social Justice: The Health Science program prepares students to address health disparities by equipping them with skills to work in underserved and marginalized communities.
Example: The program includes coursework on public health and social determinants of health, emphasizing the need for equitable access to healthcare. Students participate in service-learning projects with local clinics that cater to low-income populations, advocating for health equity.
2. Equity: The program ensures inclusivity and accessibility by providing pathways for students of diverse

backgrounds to succeed in health careers.
Example: Skyline College's Health Science program offers scholarships, mentorship opportunities, and tailored academic support to first-generation college students pursuing careers in healthcare.
3. Academic Excellence: The program is designed to meet rigorous academic and professional standards, preparing students for successful transfer to four-year institutions or immediate entry into health-related professions.
Example: Students engage in evidence-based learning through hands-on laboratory work, such as in anatomy and microbiology courses, ensuring they are well-prepared for the demands of the healthcare field.
4. Community partnership: The program fosters partnerships with local organizations to strengthen community well-being and create practical opportunities for students.
Example: Students collaborate with community organizations, such as public health departments and nonprofit healthcare providers, to conduct health promotion campaigns addressing issues like diabetes prevention or vaccination awareness.

1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:
0

Adjunct Faculty FTE:
0.7

Classified Professionals FTE:
0

Manager/ Director FTE:
0

Dean FTE (if applicable):
0.05

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.
Since the last Comprehensive Program Review (CPR) 2018, the staffing structure of the Health Science (HSCI) program has undergone a complete transformation:
The entire Health Science team transitioned out of Skyline College, resulting in a significant shift in program personnel.
The program is currently taught by three part-time faculty members with no full-time faculty dedicated to the program.
All HSCI major courses (HSCI 100 and 135) and HSCI 484 have been transitioned to asynchronous online delivery since the pandemic. HSCI 180 is offered to High schoolers as dual enrollment course.
This method has proven effective in meeting the needs of students, particularly those with scheduling constraints.

Challenges:
1. The lack of program leadership, either a full-time faculty member or program coordinator , has led to challenges in maintaining program continuity and oversight. Key activities such as program updates, Student Learning Outcome (SLO) assessments, and documentation of improvements have been inadequately managed since the last CPR.
2. The lack of a full-time presence may limit students' access to academic advising, mentorship, and consistent faculty engagement.
3. Limited capacity to initiate or sustain improvements in curriculum design, professional development, or alignment with the college's equity goals.

According to ACCJC Requirement 14: Faculty
The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

To align with the accreditation, HSCI Program has the following unmet Needs in Personnel

There is a critical need for a dedicated program coordinator to oversee course alignment, curriculum and program update, SLO assessments, equity-focused initiatives and career advice support.

Recommendations to Address Unmet Needs
Allocate dedicated coordination time for a Program Coordinator, who will be responsible for overseeing SLO assessments, supporting teaching and learning, and updating the program.

1) 10-15 hours per semester for SLO coordination, which includes communication with adjunct faculty, planning for SLO assessments, collecting SLO results, and entering them into the Nuventive platform.

2) 20-30 hours per PRU cycle, in addition to the necessary SLO assessments, to maintain communication on program performance and student engagement.

3) 40-50 hours per CPR cycle, in addition to the PRU and SLO assessments, focusing on overseeing the CPR process, updating the curriculum, addressing resource requests, and collaborating with adjunct faculty to reflect on and improve student success rates.

1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

Since the last Comprehensive Program Review (CPR), the Health Science (HSCI) faculty at Skyline College have engaged in several professional development opportunities to support the program's mission and the college's aim to increase equity:

Participation in Skyline Flex Day Workshops
Many HSCI faculty, including Professor Evans, took advantage of Flex Day sessions at Skyline College. These events provided training on pedagogy, technology integration, and equity-focused teaching practices to enhance student engagement and learning outcomes.

National Conference on Race and Ethnicity in Higher Education (NCORE, 2024)
Professor Evans attended NCORE 2024, a leading conference that addresses the challenges of creating sustainable institutional change to improve racial and ethnic relations on campus. The conference also emphasized expanding educational access and success for culturally diverse and underrepresented populations.

Equity Scholars Program
Faculty participation in the Equity Scholars program provided an in-depth exploration of strategies to adapt teaching methods to meet the needs of diverse learners. The program emphasized culturally responsive pedagogy and fostering an inclusive learning environment.

All activities above made impact on program mission and equity goals, such as enhanced teaching practices to better deliver inclusive and culturally sensitive instuction; increased faculty awareness of systemic inequities and support equitable success for all students.

ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

Professional development opportunities for interdisciplinary collaboration, diversity and inclusion training, and leadership development.
Potential ways to address these unmet needs are 1) (The most important one) Assign a dedicated faculty member to oversee and coordinate interdisciplinary collaboration, diversity and inclusion initiatives. This role will help foster cohesive programming and serve as a liaison between faculty and students. 2) Create opportunities for faculty and students to engage in interdisciplinary research and projects. This could include team-teaching initiatives, joint workshops, and cross-departmental conferences. These programs encourage faculty collaboration and expose students to diverse perspectives and methodologies. 3) Offer mandatory workshops and ongoing training sessions for faculty and staff on diversity, equity, and inclusion. This could include unconscious bias training, cultural competency workshops, and inclusive teaching strategies. By embedding these values into the program, faculty can better serve diverse student populations. 4) Implement leadership training opportunities for both faculty and students, focusing on skills like conflict resolution, project management, and team-building. These programs can include workshops, peer mentoring, and collaborative leadership projects, preparing individuals to take on greater responsibilities in academic and professional environments. 5) Create platforms or funding opportunities that

encourage interdisciplinary research and collaborations. This could include providing seed grants or support for cross-departmental projects, as well as fostering partnerships between faculty, students, and external organizations that align with the program's values and goals. 6) Design opportunities for students and faculty to engage with local and global communities through service learning, internships, or community-based research projects. These experiences not only contribute to students' personal and professional growth but also promote a greater understanding of diverse cultures and social issues.

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

From 2020-2021, Our part time faculty, Professor Evans, who teaches two major HSCI courses, was an Education Partnership for Internationalizing Curriculum (EPIC) fellow at Stanford University for her work on globalizing the community college curriculum. Her culminating project was called The Reimagining Public Health (RPH) Roundtable Series, which invited students to reshape and rethink our approaches to health and health care in the U.S. by borrowing from public health methodologies from outside nations. The pilot for the RPH Roundtable Series was implemented in the Spring of 2021 semester in the Health Sciences (HSCI) 135: Introduction to Public Health course, and continued in the Spring of 2022 for the course.

Many HSCI faculty have gotten the opportunity to participate in various professional development opportunities at Skyline. This type of continued faculty support improves the overall quality and effectiveness of the program, while also promoting a diverse and inclusive environment that welcomes a range of perspectives. These programs also offer to faculty the opportunity to develop tailored support to underrepresented students, ensuring they have equal access to educational opportunities and resources.

Through the collective efforts of the faculty, a new Health Science course (HSCI 122) was developed and successfully approved by the Curriculum Committee, along with the updated Public Health Science Associate for Transfer 2.0 program, poised to significantly benefit students pursuing careers in healthcare.

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

Positive impacts:
1) State and federal legislation promoting equity and diversity in education has aligned with Skyline College's mission. This has encouraged the integration of culturally responsive practices into the HSCI curriculum.
2) Policies aimed at addressing workforce shortages in healthcare have increased demand for health science education, potentially boosting enrollment and program visibility.
3) Skyline College's commitment to equity and inclusion has led to professional development opportunities for HSCI faculty, such as workshops on diversity and inclusion.
4) Asynchronous online learning, initiated during the pandemic, aligns with the college's push for flexible and accessible education.
5) Funding has facilitated participation in professional development events such as NCORE and the Equity Scholars Program.

Negative impacts:
1) The complete turnover of the HSCI team has resulted in a loss of institutional knowledge and disrupted the continuity of the program. This turnover creates a gap in leadership and a lack of consistency in the execution of program objectives, which can hinder student success and faculty collaboration. New team members may need significant time to acclimate to the program's unique needs, making it difficult to maintain momentum in addressing student outcomes, curriculum development, and accreditation standards.
2) The absence of full-time faculty and a program coordinator has severely impacted the program's ability to effectively implement changes mandated by legislation or accreditation bodies. Without a dedicated leader to oversee the coordination and administration of program changes, critical updates and adjustments often fall through the cracks. This lack of oversight can lead to non-compliance with accreditation standards, delays in curriculum revisions, and insufficient support for adjunct faculty. Consequently, students may experience inconsistencies in course delivery and assessment, negatively impacting their overall educational experience.
3) The turnover and absence of full-time faculty can lead to decreased morale among existing faculty members,

particularly those who are part-time or adjunct. The lack of leadership and support may cause burnout, reduce job satisfaction, and create a feeling of instability. This can lead to higher turnover rates and difficulty in attracting and retaining qualified faculty, further exacerbating staffing shortages and limiting the program's ability to deliver high-quality education.

Inconsistent Student Experience:

4) The turnover of key personnel and the lack of consistent leadership can result in an inconsistent student experience, as students may encounter differing teaching styles, assessment methods, and curriculum delivery. This lack of uniformity can lead to confusion and frustration among students, as they may struggle to adapt to changing instructional methods or the absence of a clear, coordinated program structure.

5) Without a dedicated coordinator to gather and assess feedback from faculty, students, and accreditation bodies, the program may struggle to implement continuous improvement initiatives. Delayed or inadequate responses to feedback can result in missed opportunities to enhance program quality, address student concerns, and ensure that the program remains aligned with industry standards and accreditation requirements.

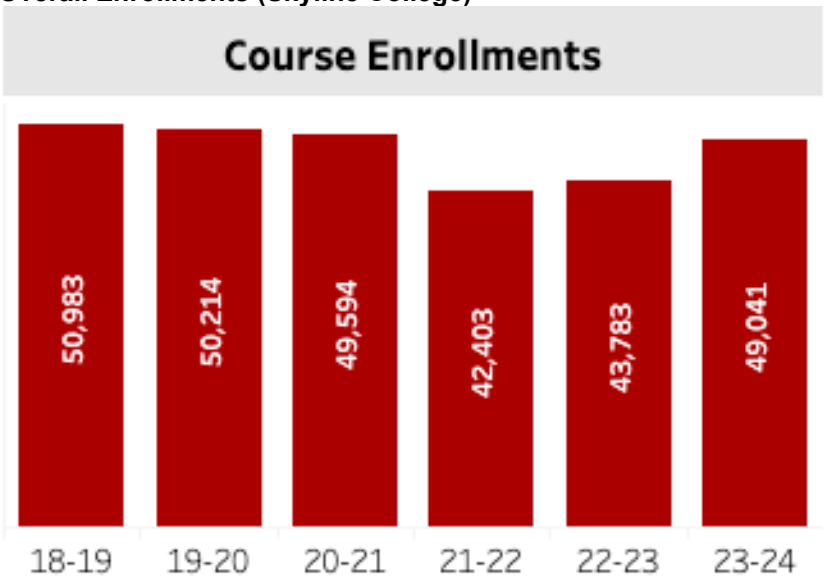
6) The lack of consistent leadership, particularly in the form of a program coordinator or full-time faculty, poses a significant risk to maintaining accreditation standards. Accreditation bodies often require clear documentation, timely reporting, and ongoing communication, which may be difficult to manage without a designated person in charge. This could lead to the program falling out of compliance or receiving unfavorable evaluations, which could jeopardize the program's reputation and funding.

ACCESS

3.A. PROGRAM ENROLLMENT

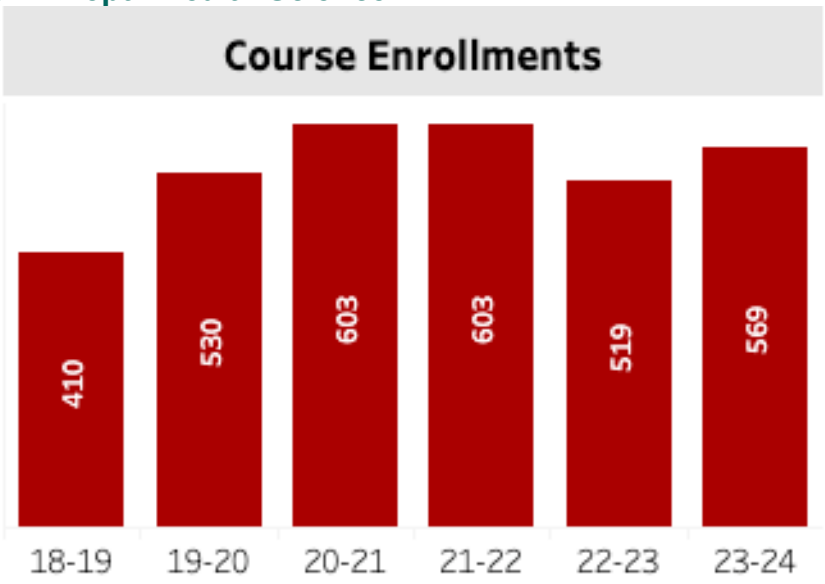
What enrollment trends do you observe, and what may account for these trends?

Overall Enrollments (Skyline College)



Overall Enrollments (HSCI)

SKY Dept - Health Science



According to the graphs above that show annual course enrollment, there seems to be an inverse relationship between overall course enrollment at Skyline College and enrollment in the Health Science program in the STEM division between 2020 and 2022. While the college saw an overall decline in numbers, the HSCI program experienced a slight increase in enrollment each year. This could be due to a number of factors related to increased interest in healthcare fields during the COVID-19 pandemic. Students might have been motivated to enter fields like public health, health policy, and health education to help address these issues and improve community health, or they may have been attracted to the flexibility and job security in health-related fields.
The decline in course enrollment from 2021-2022 to 2022-2023 was influenced by changes in administration.
Additionally, with the heightened awareness of health disparities during the pandemic, students might have been further encouraged to pursue careers in public health, health policy, and health education. Furthermore, according to the Course Enrollment Report (see graph below), there appears to be a significant increase in class sizes across the board from 2018 to 2023, likely due to expanded class capacity in online course offerings.

3.B. EQUITABLE ACCESS

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i. PROGRAM ACCESS: How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

Overall Enrollments (HSCI)

SKY Dept - Health Science

Enrollments by Term

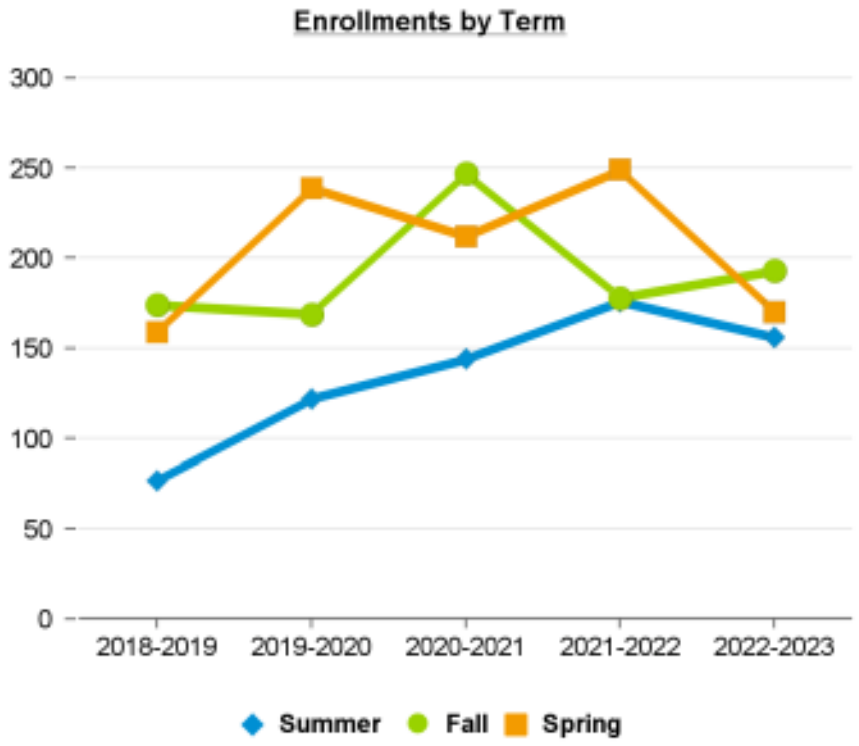
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Summer	77	122	144	176	156
Fall	174	169	247	178	193
Spring	159	239	212	249	170
Total	**410**	**530**	**603**	**603**	**519**

Overall Enrollments (Skyline College)

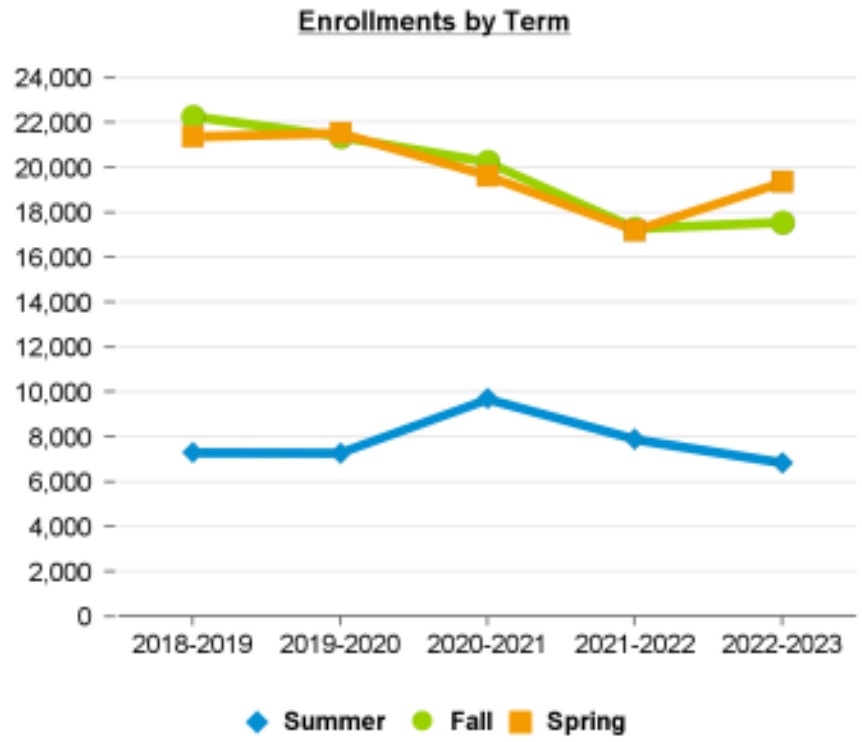
Enrollments by Term

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Summer	7,309	7,294	9,701	7,903	6,857
Fall	22,291	21,382	20,257	17,299	17,574
Spring	21,387	21,545	19,648	17,205	19,364
Total	**50,987**	**50,221**	**49,606**	**42,407**	**43,795**

Overall Enrollments (HSCI)



Overall Enrollments (Skyline College)



What differences, if any, are revealed?

- From 2018 to 2023, there appears to be a steady decline in overall college enrollment, with the exception of 2022–2023, when there was a slight increase (about 2,000 students) in Spring 2023 enrollment.

- From 2018 to 2023, enrollment in HSCI fluctuated, with a noteworthy dip in spring and summer enrollment from 2022 to 2023. The reason for this decline is unclear, as enrollment had been increasing in previous semesters.

- That said, considering that annual enrollment in HSCI is capped at around 250 students per semester (compared to a maximum enrollment of 22,000 per semester for the college as a whole), it may not be a large enough sample to provide a complete picture of how the program compares to overall university trends. We see an uptick in enrollment around 2022, which may indicate that students adapted to online learning, potentially explaining the increase in enrollment.

What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?
Though there is not a clear explanation of these trends, the COVID-19 pandemic likely played a role in these inconsistencies:

Economic Disruptions and Financial Strain:

Many students, especially those from lower-income backgrounds, may have experienced financial hardships that hindered their ability to succeed at Skyline. Many rely on financial aid and hold jobs outside of their studies, which could explain why some students dropped out or postponed their education due to these challenges. Students from low-income backgrounds and BIPOC (Black, Indigenous, and People of Color) communities may have been disproportionately affected, as they often face additional stressors such as family obligations, childcare responsibilities, the need to maintain multiple jobs, and health challenges that emerged during the pandemic.

Shift to Remote Learning and Technological Barriers:
The lack of access to online learning tools, combined with the challenges of adjusting to virtual classrooms, may have contributed to a decline in enrollment, especially among underrepresented students.

Mental health challenges:
The pandemic had an adverse effect on mental health, especially among younger people. The isolation, stress, and uncertainty caused by COVID-19 may have led many students to disengage from their studies. Many Health Science classes transitioned from in-person to online instruction, and the shift was drastic, as the federal shelter-in-place mandate required students to immediately adapt to online learning. The mental health toll of the pandemic, combined with a lack of in-person social interaction and support, may have led some students to put their education on hold or drop out.

ii. COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?

Skyline College

COURSE ENROLLMENT REPORT

2018-2019 to 2022-2023

Headcount by Course	SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	Grand Unduplicated Total
HSCI-100	17	42	20	27	22	16		22	29	38	13	35	36	15		329
HSCI-130			15								9			7		31
HSCI-135			8			9			31			35			37	117
HSCI-180		36	27		19	28		55	21		42	29		79		336
HSCI-314		2	1		1	3					6	1			3	17
HSCI-484	60	89	88	95	122	183	144	170	131	138	108	149	120	92	130	1,768
HSCI-665SH		5			5											10

Which course(s) have declining enrollment, and why might that be the case?

- According to the Course Enrollment Report above, there appears to be no significant decline in enrollment, except for HSCI 484 in the fall of 2022. That said, HSCI 100 seems to follow a cyclical enrollment trend since 2020, with more students enrolling in the spring than in the fall and even more enrolling in the summer than in the spring. The reason for this trend is unclear.

What insights do you gain from the impact of course offering patterns?

- HSCI 135, HSCI 100, and HSCI 484 are the only courses offered at least once per year, while all other courses are available more sporadically. Limited course options may contribute to the aforementioned trends, as students with fewer choices may enroll in courses they wouldn't typically consider. Expanding the range of course offerings could positively impact enrollment, potentially leading to more consistent trends at the college.

iii. What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.

Online Course Offerings:
Online classes, especially those offered asynchronously, can promote equity for students by providing greater course accessibility, flexible scheduling, support for diverse learning styles, and increased opportunities for retention. The majority of Health Science courses are offered online, thus providing students with a pathway to greater overall academic success.

Pathway to a degree:
Online classes, especially those offered asynchronously, can promote equity for students by providing greater course accessibility, flexible scheduling, support for diverse learning styles, and increased opportunities for retention. The majority of Health Science courses are offered online, thus providing students with a pathway to greater overall academic success.

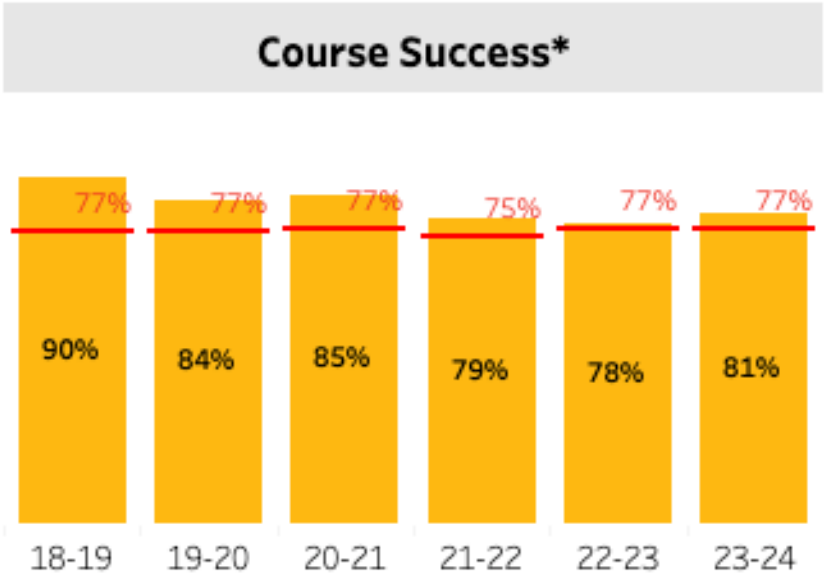
EFFECTIVENESS

4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

i. How do the overall course success rates compare to the College and/or Division success rates?

Health Science Course Success



* Red line is collegewide comparison

From 2018 to 2023, overall course success rates in the HSCI program were 1% to 13% higher than the college averages course seccess rate, depending on the academic year. The higher success rates suggest that the HSCI program may have effective teaching methods, or a cohort of students who are particularly dedicated or well-prepared. The 1% to 13% higher success rates could also reflect a more specialized curriculum that appeals to students committed to health sciences, or it may imply that the program is better aligned with the students' academic strengths and interests. Additionally, for online courses, the college success rate was about 74% between 2018-2019 and 2022-2023, with the program averaging a success rate of 84%.However, to fully understand the reasons behind the higher success rates, a deeper analysis of factors such as program structure, student demographics, and support systems would be necessary.

ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).

SKYLINE COLLEGE STUDENT OUTCOMES
Department(s): HSCI

Skyline College

		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Am. Ind./ Alaska Native	Enrollment					1	1	1							2		5
	Withdrawal					*	*	*							*		*
	Success					*	*	*							*		*
Asian	Enrollment	20	52	25	23	32	41	34	36	42	63	33	45	56	56	31	589
	Withdrawal	10%	2%	12%	0%	3%	2%	0%	0%	0%	0%	0%	13%	4%	5%	10%	4%
	Success	90%	98%	84%	100%	94%	98%	94%	100%	95%	97%	97%	78%	95%	82%	90%	93%
Black - Non-Hispanic	Enrollment	1	4	4	4	3	9	4	8	3	4	7	6	1	1	9	68
	Withdrawal	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	6%
	Success	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	76%
Filipino	Enrollment	20	39	42	32	32	49	35	69	42	29	47	57	32	36	31	592
	Withdrawal	5%	3%	7%	19%	0%	4%	0%	0%	0%	0%	0%	9%	6%	11%	19%	5%
	Success	90%	97%	88%	81%	97%	76%	94%	81%	76%	86%	79%	77%	91%	72%	61%	82%
Hispanic/ Latino	Enrollment	23	46	44	29	52	92	42	73	66	38	46	73	27	51	63	765
	Withdrawal	0%	11%	11%	10%	15%	8%	0%	0%	0%	0%	0%	15%	4%	8%	8%	6%
	Success	96%	89%	80%	76%	79%	79%	81%	79%	80%	92%	61%	63%	85%	59%	73%	77%
Pacific Islander	Enrollment		2	3	1	5	7	3	3	3	2	2	3		1	1	36
	Withdrawal		*	*	*	*	*	*	*	*	*	*	*		*	*	6%
	Success		*	*	*	*	*	*	*	*	*	*	*		*	*	67%
White Non-Hispanic	Enrollment	8	21	25	20	16	20	12	42	33	21	27	44	21	23	18	351
	Withdrawal	*	5%	4%	15%	6%	10%	0%	0%	0%	0%	0%	11%	5%	4%	11%	5%
	Success	*	95%	76%	85%	88%	90%	92%	86%	82%	95%	78%	82%	71%	83%	72%	84%
Unreported	Enrollment	2	2	4	7	10	5	4	3	7	3	4	1	2	5	4	63
	Withdrawal	*	*	*	*	30%	*	*	*	*	*	*	*	*	*	*	8%
	Success	*	*	*	*	70%	*	*	*	*	*	*	*	*	*	*	84%
Multiraces	Enrollment	3	8	12	6	18	15	9	13	16	16	12	20	17	18	13	196
	Withdrawal	*	*	0%	*	6%	13%	*	0%	0%	0%	8%	5%	0%	6%	15%	5%
	Success	*	*	100%	*	94%	73%	*	85%	100%	94%	58%	65%	88%	89%	77%	84%
ALL	Enrollment	77	174	159	122	169	239	144	247	212	176	178	249	156	193	170	2,665
	Withdrawal	5%	5%	8%	10%	9%	8%	0%	0%	0%	0%	1%	12%	4%	7%	12%	5%
	Success	91%	94%	85%	84%	88%	82%	90%	84%	84%	94%	75%	72%	88%	74%	72%	83%

Success rates are generally comparable across ethnic groups, with most falling in the 80th percentile, demonstrating a consistent level of achievement across diverse populations. However, there are notable exceptions within certain groups. Pacific Islander students have a lower success rate at 67%, which may suggest unique challenges or barriers that need to be addressed to improve their outcomes. Hispanic/Latino students show a success rate of 77%, slightly below the overall average, while Black - Non-Hispanic students have a success rate of 76%, also falling short of the 80th percentile benchmark. These differences highlight areas where targeted interventions and additional support could be beneficial to ensure that these groups are provided with the resources and opportunities they need to reach their full potential, aligning their success rates more closely with the overall trend.

Hispanic/Latino		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Female	Enrollment	16	37	33	18	38	77	33	61	52	34	34	53	20	40	52	598
	Withdrawal	0%	8%	9%	17%	18%	5%	0%	0%	0%	0%	0%	15%	0%	7%	10%	6%
	Success	100%	92%	82%	78%	76%	81%	79%	84%	81%	91%	59%	66%	90%	58%	77%	78%
Male	Enrollment	7	9	9	11	13	13	8	12	14	3	10	19	7	10	11	156
	Withdrawal	*	*	*	0%	8%	23%	*	0%	0%	*	0%	11%	*	10%	0%	8%
	Success	*	*	*	73%	85%	69%	*	58%	79%	*	60%	58%	*	60%	55%	70%
Unreported	Enrollment			2		1	2	1			1	2	1		1		11
	Withdrawal			*		*	*	*			*	*	*		*		9%
	Success			*		*	*	*			*	*	*		*		91%

Among the Hispanic/Latino population, an interesting trend emerges. Both male and female success rates are slightly lower than overall program success rates, with males achieving a success rate of 70% and females surpassing this with a rate of 78%. These figures place both groups in the 70th percentile, indicating a relatively high level of success, though lower than the average success rates for all ethnic groups. This disparity between male and female success rates

suggests a potential area for further investigation, as it highlights a gender gap, albeit a small one, within this demographic. Understanding the factors contributing to this disparity could provide valuable insights into how to better support and enhance success rates for both genders within the Hispanic/Latino community.

Black - Non-Hispanic		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Female	Enrollment		3	4	3	3	7	3	7	3	2	7	5	1	1	5	54
	Withdrawal		*	*	*	*	*	*	*	*	*	*	*	*	*	*	6%
	Success		*	*	*	*	*	*	*	*	*	*	*	*	*	*	81%

SKYLINE COLLEGE STUDENT OUTCOMES
Department(s): HSCI

Skyline College

Male	Enrollment	1	1		1		2	1	1		2		1			4	14
	Withdrawal	*	*		*		*	*	*		*		*			*	7%
	Success	*	*		*		*	*	*		*		*			*	57%
Black - Non-Hispanic Total	Enrollment	1	4	4	4	3	9	4	8	3	4	7	6	1	1	9	68
	Withdrawal	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	6%
	Success	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	-100%	76%

One noticeable trend is the gender disparity among Black-Hispanic students, which warrants closer examination. There is a significant gap in the success rates between Black - Non-Hispanic female students and their male counterparts. Specifically, female students have a success rate of 81%, while male students lag behind with a much lower rate of 57% (which brings down the overall success rates of this demographic). This disparity is striking and suggests that Black - Non-Hispanic male students may be facing unique challenges that are hindering their academic success. The number of Black students is very low, which will significantly impact the success rate.

SKYLINE COLLEGE STUDENT OUTCOMES
Department(s): HSCI

Skyline College

		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Age Under 18	Enrollment	10	54	38	15	27	51	8	68	36	58	47	55	52	91	22	632
	Withdrawal	0%	2%	11%	20%	7%	10%	*	0%	0%	0%	0%	13%	2%	5%	5%	5%
	Success	100%	98%	82%	67%	89%	76%	*	85%	86%	97%	72%	67%	94%	75%	64%	82%
Age 18 - 22	Enrollment	22	48	60	36	59	77	48	72	91	28	67	99	44	56	75	882
	Withdrawal	14%	6%	10%	6%	10%	4%	0%	0%	0%	0%	1%	11%	2%	7%	13%	6%
	Success	86%	92%	83%	86%	86%	86%	96%	78%	87%	89%	78%	73%	91%	82%	73%	83%
Age 23 - 28	Enrollment	24	42	34	50	45	56	48	55	47	52	33	56	40	24	41	647
	Withdrawal	0%	5%	0%	8%	2%	5%	0%	0%	0%	0%	0%	9%	7%	17%	10%	4%
	Success	96%	90%	91%	90%	93%	84%	92%	85%	74%	94%	76%	75%	85%	58%	80%	85%
Age 29 - 39	Enrollment	15	24	16	18	27	41	30	47	24	30	21	27	13	15	25	373
	Withdrawal	7%	4%	13%	17%	19%	12%	0%	0%	0%	0%	0%	15%	0%	0%	12%	6%
	Success	93%	96%	75%	78%	78%	80%	77%	87%	79%	90%	62%	70%	85%	73%	72%	80%
Age 40 - 49	Enrollment	3	6	5	3	7	11	6	3	11	4	5	8	4	6	4	86
	Withdrawal	*	*	*	*	*	9%	*	*	0%	*	*	*	*	*	*	7%
	Success	*	*	*	*	*	73%	*	*	100%	*	*	*	*	*	*	84%
Age 50 - 59	Enrollment	1		6		4	3	4	2	3	4	5	4	3	1	2	42
	Withdrawal	*		*		*	*	*	*	*	*	*	*	*	*	*	7%
	Success	*		*		*	*	*	*	*	*	*	*	*	*	*	86%
Age 60 +	Enrollment	2														1	3
	Withdrawal	*														*	*
	Success	*														*	*
ALL	Enrollment	77	174	159	122	169	239	144	247	212	176	178	249	156	193	170	2,665
	Withdrawal	5%	5%	8%	10%	9%	8%	0%	0%	0%	0%	1%	12%	4%	7%	12%	5%
	Success	91%	94%	85%	84%	88%	82%	90%	84%	84%	94%	75%	72%	88%	74%	72%	83%

According to the disaggregated data, the success rates across various age groups are strikingly similar, with each group consistently falling within the 80th percentile. This indicates that, regardless of age, the performance levels remain robust and comparable, highlighting a uniform level of achievement across the different demographics. Such consistency suggests that age does not significantly impact the success rates, showcasing the overall effectiveness and accessibility of the program for all participants.

SKY Dept - Health Science

Am. Ind./Alaska Native		FA19	SP20	SU20	FA22	All Terms
Female	Enrollment		1		2	3
	Withdrawal		*		*	*
	Success		*		*	*
Male	Enrollment	1		1		2
	Withdrawal	*		*		*
	Success	*		*		*
Am. Ind./ Alaska Native Total	Enrollment	1	1	1	2	5
	Withdrawal	-100%	-100%	-100%	-100%	0%
	Success	-100%	-100%	-100%	-100%	60%

Enrollment data among American Indian and Alaska Native students remains extremely low, which presents a significant challenge in gathering reliable success data for this demographic. The limited enrollment numbers make it difficult to accurately assess the educational outcomes and identify potential areas for improvement.

		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Female	Enrollment	50	117	112	79	118	179	100	181	161	120	125	177	108	140	127	1,894
	Withdrawal	4%	3%	5%	13%	11%	7%	0%	0%	0%	0%	0%	14%	3%	7%	9%	5%
	Success	94%	95%	89%	84%	86%	83%	88%	86%	85%	93%	74%	69%	90%	72%	79%	83%
Male	Enrollment	25	54	43	41	45	57	40	61	50	54	49	68	46	45	40	718
	Withdrawal	8%	7%	14%	2%	4%	11%	0%	0%	0%	0%	2%	6%	7%	4%	18%	5%
	Success	84%	91%	72%	88%	89%	77%	95%	77%	80%	96%	76%	81%	85%	84%	53%	82%
Unreported	Enrollment	2	3	4	2	6	3	4	5	1	2	4	4	2	8	3	53
	Withdrawal	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8%
	Success	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	85%
ALL	Enrollment	77	174	159	122	169	239	144	247	212	176	178	249	156	193	170	2,665
	Withdrawal	5%	5%	8%	10%	9%	8%	0%	0%	0%	0%	1%	12%	4%	7%	12%	5%
	Success	91%	94%	85%	84%	88%	82%	90%	84%	84%	94%	75%	72%	88%	74%	72%	83%

As evidenced in the table above, female enrollment significantly outnumbered male enrollment, with the female student population nearly double that of their male counterparts. This trend was consistent across most ethnic groups, indicating a broader pattern of higher female participation in the program or institution. Despite the notable enrollment disparity, the success rates by gender overall remain comparable, suggesting that both male and female students, regardless of the gender imbalance, are achieving similar levels of academic success.

SKYLINE COLLEGE STUDENT OUTCOMES
Department(s): HSCI

Skyline College

		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Low Income:	Enrollment	35	100	88	72	95	121	86	156	130	131	115	157	115	141	92	1,634
	Withdrawal	6%	4%	8%	4%	4%	5%	0%	0%	0%	0%	1%	9%	3%	6%	13%	4%
	Success	91%	94%	83%	89%	92%	83%	88%	86%	87%	96%	73%	78%	90%	76%	72%	85%
Low Income: Yes	Enrollment	42	74	71	50	74	118	58	91	82	45	63	92	41	52	78	1,031
	Withdrawal	5%	5%	7%	18%	15%	10%	0%	0%	0%	0%	0%	16%	7%	10%	10%	7%
	Success	90%	93%	87%	78%	82%	80%	91%	80%	79%	87%	79%	63%	83%	69%	73%	80%
ALL	Enrollment	77	174	159	122	169	239	144	247	212	176	178	249	156	193	170	2,665
	Withdrawal	5%	5%	8%	10%	9%	8%	0%	0%	0%	0%	1%	12%	4%	7%	12%	5%
	Success	91%	94%	85%	84%	88%	82%	90%	84%	84%	94%	75%	72%	88%	74%	72%	83%

Success rates among low-income students are notably strong, reflecting a commendable level of achievement despite the challenges that often come with financial constraints.

iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

According to the outcomes listed above, the following factors may need further attention with regards to student success:

Addressing the Social Determinants of Health:

The COVID-19 pandemic introduced a number of unexpected challenges for students. Health-related inequities stemming from social determinants such as access to healthcare, mental health support, and food security require increased attention, as these issues continue to worsen in society. Chronic stress, mental health struggles, and a lack of basic necessities can create significant obstacles to academic success, particularly for students from low-income or marginalized communities.

Additionally, housing instability and a lack of reliable transportation may impact student success rates, creating significant barriers to college completion. In the Bay Area, where housing costs are extraordinarily high, students who are unhoused or living in overcrowded conditions are less likely to persist in their studies. Furthermore, students who rely on public transportation may face difficulties getting to campus, especially if they have limited access to transit options or attend campuses with fewer transportation resources.

The basic needs initiatives at Skyline College address food and housing insecurity, mental health needs, and academic challenges for students. Given the growing financial challenges in higher education throughout the Bay Area, it is crucial that these programs remain robust and effective in supporting students during difficult times.

Outreach and Community Engagement:

Low enrollment numbers among Pacific Islander and Black Non-Hispanic communities are significant. Without targeted outreach efforts or culturally competent recruitment strategies, students from marginalized communities may not consider higher education a viable option or may be unaware of the resources and support available to them.

Additionally, low enrollment among Pacific Islander and Black Non-Hispanic communities, along with the lack of departmental data for nonbinary and transgender students, could indicate a gap in equitable access to support services. This suggests the need for targeted outreach, inclusive policies, and improved data collection to address the unique barriers these populations face.

Faculty and Staff Diversity:

A lack of diversity among faculty and staff may contribute to feelings of disconnection or underrepresentation among students from marginalized groups, potentially impacting their sense of belonging and engagement with the institution.

4.B. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

2018-2019 to 2022-2023

Success Rate by Course	SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	Total Success Rate	Total Withdraw Rate
HSCI-100	88%	93%	65%	74%	73%	100%		59%	79%	97%	69%	66%	83%	93%		81%	7%
HSCI-130			93%								56%			29%		68%	16%
HSCI-135			88%			100%			81%			74%			68%	77%	8%
HSCI-180		100%	85%		95%	89%		89%	95%		71%	62%		75%		83%	11%
HSCI-314		*	*		*	*					100%	*			*	82%	6%
HSCI-484	92%	91%	88%	87%	89%	79%	90%	85%	84%	93%	78%	75%	90%	74%	74%	84%	10%
HSCI-665SH		100%			100%											100%	0%

Is there a minimum success rate that you consider acceptable, and if so, what is it and why?

A 70% success rate for community college students is considered acceptable due to the diversity of the student body, which includes first-generation students, working adults, and individuals from underserved communities. Additionally, students enter with varying levels of academic preparedness, ranging from high school students to mature adults, which can impact retention and success rates. Given these factors, a 70% success rate reflects the real-world complexities of community college education and suggests that the majority of students are making progress toward their goals despite these challenges.

Which courses are not at the acceptable minimum success rate?

Most courses from 2018 to 2023 generally meet the 70% success rate, with HSCI 130 slightly falling short at 68%, showing a significant decrease in student success each time the course was offered. That said, HSCI 130 has only been offered three times between 2018 and 2023, so the data may not be entirely reliable.

Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why? Which courses are not at the acceptable minimal rate, and what could be contributing factors?

Nearly all courses from 2020 to 2023 show significant fluctuations, likely due to the COVID-19 pandemic and the many unpredictable factors associated with it. As a result, the data may not fully reflect accurate minimum success rates. Aside from HSCI 130, which was offered infrequently, no courses show consistently poor performance.

HSCI 100 and HSCI 484 are the most frequently offered courses (nearly every term since 2018) and have an average success rate of over 80%. HSCI 180 also has a success rate of 83%, though it has been offered slightly less frequently than the aforementioned courses since 2018. Across the board, students tend to have higher success rates in the summer term.

4.C. COURSE AND PROGRAM SLO RESULTS

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed during the past five years?

Number of Course SLOs:
2

Percentage:
46.7

ii. How well is the program meeting its PSLOs?

For the courses assessed, the Health Information and Literacy, Health Context and Determinants, and Maintaining a Healthy Lifestyle components of the PSLO are all above 85%, with limited data available on the Service to the Public component.

iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

At the current moment, all PSLO components are relevant to the program, although the Service to the Public component may need to be reassessed considering many Health Science students are taking courses online and thus have fewer opportunities for in-person service learning or community engagement experiences.
To strike this balance, we propose to offer hybrid model for community engagement. Classes offered online, we will incorporate scheduled in -person community engagement activities or service opportunities.

iv. Drawing from the last six years of course SLO assessment, which course(s) and/or course SLO(s) are of concern (e.g., not met or inconclusive results, those with action plans)?

At present, all PSLO components remain relevant to the program. However, the Service to the Public component may need to be reassessed, as many Health Science students take courses online and therefore have fewer opportunities for in-person service learning or community engagement experiences.

Currently, the SLO (Student Learning Outcomes) data is inconsistent due to several contributing factors. Many courses have been taught infrequently, limiting opportunities to collect sufficient data across a range of students and semesters. Additionally, the pandemic caused significant disruptions, including course pauses, shifts to remote learning, and cancellations, leading to gaps in data and changes in student engagement. These disruptions, along with adjustments in course delivery methods, have made it difficult to gather reliable data over the past six years, impacting the ability to assess student learning outcomes effectively.

4.D. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.

To emphasize the above point, there is no course of concern based on SLO results, as the data is inconsistent due to factors related to the COVID-19 pandemic. The disruptions caused by the pandemic—such as shifts to remote learning, course pauses, and changes in student engagement—have significantly impacted the reliability of the data. As a result, drawing accurate conclusions about course effectiveness or student performance during this period is challenging, making it inappropriate to single out any course based on these inconsistent outcomes.

To enhance student learning in SLOs (Student Learning Outcomes) for Health Science courses and college-wide,

efforts can include more consistent and frequent assessments, faculty training in assessment methods, and data-driven approaches to identify and address learning gaps. Many of these initiatives are already underway and continue to improve over time. For example, the ability to assess SLOs through Canvas and the support provided to faculty by the Office of Planning, Research, Innovation, and Effectiveness are key components of these efforts. Additionally, ensuring faculty are well-trained in effective assessment techniques and fostering a culture of continuous improvement will help align course objectives with student needs, leading to improved outcomes.

4.E. DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/ certificates awarded by your program. Specific questions to answer in your responses:

i. What do the data reveal about degree and certificate completion? time to completion?

The Health Science program now offers an Associate Degree for Transfer in Public Health Science, which is still relatively new. As a result, there were total 26 degrees awarded from 2018 to 2024, which 13 of those were award during 2021-2022.

ii. What changes do the data suggest are necessary for the program to explore?

The data indicates that more time is required to accurately evaluate the Public Health Science AS-T program due to the limited data currently available. A more extensive dataset over a longer period would allow for a deeper analysis of trends and patterns, providing a clearer understanding of student performance and the program's effectiveness. Additional time would also enable the collection of more consistent data on enrollment, completion, and success rates, leading to a more thorough evaluation of the program's strengths and areas for improvement. The Curriculum Committee has recently approved a new course (HSCI 122) to fulfill the new Curriculum Transfer requirement. It will be essential to assess the new course once it is offered to our students in order to enhance our overall success rate.

4.F. LABOR MARKET CONNECTION

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for

SKY Dept - Health Science

CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.

Target Occupations

576,480	+9.2%	$33.60/hr $69.9K/yr	80,042
Jobs (2018) 38% above National average	% Change (2018-2024) Nation: +11.3%	Median Earnings Nation: $22.41/hr; $46.6K/yr	Annual Openings

Occupation	2018 Jobs	Annual Openings	Median Earnings	Growth (2018 - 2024)	Employment Concentration (2018)
Home Health and Personal Care Aides	148,669	31,795	$16.20/hr	+26.83%	1.57
Postsecondary Teachers	53,007	5,594	$51.25/hr	-1.09%	1.11
Computer Occupations, All Other	42,771	2,508	$69.68/hr	-19.21%	3.45
Market Research Analysts and Marketing Specialists	37,072	3,490	$47.49/hr	-9.95%	2.04
Management Analysts	35,409	4,076	$52.79/hr	+10.35%	1.54
Computer and Information Systems Managers	33,300	5,145	$104.45/hr	+43.36%	3.07
Computer User Support Specialists	26,844	1,830	$37.18/hr	-19.24%	1.51
Computer Systems Analysts	26,726	1,774	$67.79/hr	-11.42%	1.66
Nursing Assistants	20,914	3,133	$22.55/hr	-2.45%	0.53
Medical Assistants	20,063	3,708	$27.53/hr	+23.44%	1.10
Medical Secretaries and Administrative Assistants	19,049	2,538	$24.82/hr	+5.87%	1.22
Financial and Investment Analysts	14,022	992	$59.77/hr	-9.88%	1.87
Exercise Trainers and Group Fitness Instructors	11,444	2,516	$30.93/hr	+1.01%	1.17
Social and Human Service Assistants	10,469	1,384	$23.91/hr	+11.63%	0.97
Medical and Health Services Managers	8,933	1,783	$78.16/hr	+63.98%	0.86
Public Relations Specialists	8,767	886	$43.99/hr	+1.96%	1.23
Human Resources Managers	7,346	1,004	$85.33/hr	+25.76%	1.62
Clinical Laboratory Technologists and Technicians	6,907	638	$36.36/hr	+9.28%	0.79

According to the Target Occupations data, from 2018-2024 the demand for Medical and Health Service Managers and Community Health Workers has grown by 64% and 50%, respectively. This indicates promising job opportunities for Public Health majors, increased workforce demand in community-based healthcare settings, and the growing recognition of the vital role these professionals play in promoting public health and addressing health disparities.

Occupational Programs

101 Programs

Of the programs that can train for this job, 101 have produced completions in the last 5 years.

18,676 Completions (2022)

The completions from all regional institutions for all degree types.

2,916 Openings (2022)

The average number of openings for an occupation in the region is 545.

CIP Code	Top Programs	Completions (2022)
51.3801	Registered Nursing/Registered Nurse	2,741
30.0101	Biological and Physical Sciences	2,548
26.0101	Biology/Biological Sciences, General	2,420
51.0000	Health Services/Allied Health/Health Sciences, General	1,359
27.0101	Mathematics, General	1,309
51.2201	Public Health, General	960
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General	907
40.0501	Chemistry, General	710
40.0801	Physics, General	567
26.9999	Biological and Biomedical Sciences, Other	427

According to the Occupational Programs data , Public Health programs rank among the top 10 health and science-related occupational programs, reflecting a growing interest in health-related careers, expanding job opportunities, and increasing recognition of public health's critical role in addressing community health challenges and reducing disparities. This data suggests an opportunity to enhance the program by expanding course offerings in health administration, community health, and healthcare policy, ensuring students develop the essential skills needed for these in-demand roles. Strengthening partnerships with local healthcare organizations can provide students with hands-on training, internships, and job placement opportunities. Additionally, integrating more career-focused advising and professional development resources could help students navigate job pathways and certifications. Increasing outreach and accessibility, can also attract a more diverse student population and better prepare them for the evolving public health workforce.
By continuously assessing industry trends and student outcomes, the program can adapt to evolving public health demands and better prepare graduates for impactful careers.

4.G. STUDENT FEEDBACK

Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.
We conducted a online survey in February, 2025 to gather feedback on the HSCI courses and the program.

1. Response Rate and Demographics

- **Response Rate**: 22 out of 259 students responded to the survey, resulting in an 8% response rate. This response rate is relatively low, and it may not fully represent the broader student population.
- **Gender and Age**: The majority of respondents were female, and over half were under the age of 24. This suggests that the program has a younger, likely more diverse demographic. This information could be useful for tailoring future program offerings or marketing efforts.

2. Enrollment and Course Load

- **Course Enrollment**:
  - 45.45% of students are enrolled in only one HSCI course.
  - 31.82% are taking two HSCI courses.
  - 22.73% of students are enrolled in three or more HSCI courses.
- The data shows that the majority of students are not overloaded with HSCI courses, with more than 75% taking one or two courses. This suggests that many students may be part-time or balancing multiple subjects.

3. Interest in STEM Careers

- 72.73% of students indicated an interest in pursuing a STEM career pathway.
- This high level of interest in STEM could be leveraged to design more targeted career services, outreach efforts, or program expansion to align with students' future goals.

4. Discovery of the Program

- **How Students Found the Program**:
  - 45.45% of students discovered the HSCI program through the **Skyline College website**.
  - 22.73% were referred by a **Skyline College counselor**.
  - Others heard about the program through **current or former students**, **friends**, or **family members**.
- The website is a key channel for program awareness. However, the significant role of personal recommendations suggests that word-of-mouth from peers or faculty could be important for attracting new students. Increasing visibility through counseling services and referrals could help boost future enrollments.

5. Reasons for Taking HSCI Courses

- **Primary Motivations**:
  - 47.62% of students take HSCI courses to **increase their knowledge** of Health Sciences.
  - 52.38% take them to **fulfill transfer degree requirements**, and half of them plan to transfer with a **Public Health AS-T degree**.
- The majority of students are motivated either by knowledge acquisition or academic requirements, particularly for transfer pathways. Understanding this could help in shaping course offerings and support systems for transfer students.

6. Course Expectations and Satisfaction

- **Course Satisfaction**:
  - 61.90% of students felt the HSCI courses **met their expectations**.
  - 33.33% felt the courses **exceeded expectations**.
  - One student felt the course **fell short of expectations**, citing **inadequate opportunities to apply/practice learning** and **limited night classes and open labs** as concerns.
- The high percentage of students whose expectations were met or exceeded suggests overall satisfaction. However, the mention of limited opportunities for practical application and evening resources indicates areas for improvement in course delivery and scheduling. Addressing these concerns could further enhance the student experience.

7. Preferred Learning Modality

- **Learning Modality Preferences**:
  - All students preferred **distance learning** modalities, though six students also preferred a **face-to-face class**.
- The strong preference for distance learning aligns with broader trends in education. However, offering a hybrid or in-person option for a small number of students could provide greater flexibility and inclusivity.

8. Course Challenge and Content Quality

- **Course Challenge and Content**:
  - Three-quarters of students felt the courses were **appropriately challenging**.
  - More than half felt that the courses contained **up-to-date knowledge** for the field, **engaging assignments**, **adequate opportunities to practice**, and **adequate learning support**.
- The courses seem to strike a good balance in terms of challenge, content relevance, and support. However, continuous updating and improvements to assignments and practical opportunities will be necessary to maintain this positive perception.

9. Recommendation and Overall Support

- **Recommendation**:
  - Nearly all students (close to 100%) would **recommend HSCI courses** to others interested in Health Sciences.
- The overwhelming likelihood of recommendation indicates a high level of satisfaction and trust in the program. This could serve as a strong endorsement when attracting new students and is an important metric for the program's overall success.

Conclusion and Recommendations

1. **Opportunities for Improvement**:
   - **Practical Application**: Some students expressed the desire for more opportunities to apply and practice their learning. Expanding clinical or practical experiences could address this concern.
   - **Evening Classes and Labs**: There is a clear demand for more evening classes and open labs, which could help support working students.
2. **Strengths**:
   - **Student Satisfaction**: The majority of students find the courses meet or exceed their expectations, with high recommendation rates.
   - **STEM Interest**: Most students are interested in STEM careers, which aligns well with the program's offerings and could inform future marketing and curriculum decisions.
3. **Actionable Next Steps**:
   - **Increase Night/Weekend Options**: Explore offering evening classes or more flexible lab hours to accommodate students' needs.
   - **Enhanced Visibility**: Invest more in the Skyline College website and counselor network for program awareness. Peer and faculty recommendations remain strong drivers of student interest.

- **Further Data Collection**: With only an 8% response rate, a larger sample size would help ensure more representative data for decision-making.

4.H. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.

Secured approval of updated courses by the Curriculum Committee
Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee
Yes

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness
Yes

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee
Yes

KEY FINDINGS

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

One of the primary challenges facing the health science program is the absence of a designated faculty lead. This lack of central leadership has created significant barriers in ensuring that the program's strategic direction, goals, and outcomes are managed cohesively and in a timely manner. Without clear oversight, the program has struggled to maintain a consistent approach to curriculum delivery and assessment. The absence of a program lead has also resulted in untimely and inconsistent evaluations of both Course SLOs and Program SLOs. These assessments are essential for ensuring alignment with learning objectives and maintaining academic rigor.

A critical component of any successful academic program is the capacity to reflect on and improve the curriculum and its delivery, based on regular assessments and feedback. In the health science program, the lack of a program lead has led to insufficient structured reflection and hindered the process of continuous improvement.

Additional challenges, such as declining enrollment, have further negatively impacted course offerings like HSCI 130 and HSCI 180, as well as the availability of qualified instructors to teach these courses.

Please refer to STEP 2 Goals and Resource request section.

Goals & Resource Requests

Program Leadership/Coordination

The goal is to allocate budgeted program coordination time and additional administrative staff to strengthen faculty/program support. This initiative aims to enhance efficiency in key areas such as assessment, Comprehensive Program Review (CPR), and the development of new courses.
Desired Impact on Students:
Improved Curriculum Quality: Streamlined course creation and updates will ensure a robust and relevant curriculum that aligns with industry standards.
Enhanced Academic Support: Greater faculty capacity to focus on teaching and mentoring will lead to more personalized support for students.
Increased Program Efficiency: Efficient handling of assessments and program updates will create a more dynamic learning environment, fostering student success and engagement.
Career Readiness: Timely course updates and new offerings will better prepare students for emerging opportunities in healthcare.

Year Initiated
2024 - 2025

Implementation Step(s) and Timelines
1. Assess coordination time needs
2.Secure budget approval
3. develop program coordination position description
4. Advertise the position
5. Hire and onboard training
6. Evaluation
7. Reflection and modification if needed
Timeline:
March--September, 2025: Step 1 to Step 5
September--December, 2025, Step 6-7

Mapping
- SKY Strategic Goals: *(X - Hightlight Selected)*

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (**X**)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (**X**)
- **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (**X**)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (**X**)
- **Thriving Environment:** Foster a thriving learning and work environment (**X**)

STATUS

Goal Status Date
03/09/2025

Academic Year Updated
2025 - 2026

Goal Status Narrative
Program will meet with Dean to discuss the implementation and timeline.

Resource Request

Division Name
Science, Technology, Engineering, and Mathematics (STEM)

Year of Request
2024 - 2025

Goals & Resource Requests

Resource Type
Other

Resource Name
Designated Program Coordinator/Faculty Lead

Resource Description
Need budget for a designated program coordinator, a full time faculty position in Health Science is ideal.

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
This position will be impact on students:
1) Coordinate SLO Assessment, including updating entries in the platform and program reviews
2)Improved Curriculum Quality: Streamlined course creation and updates will ensure a robust and relevant curriculum that aligns with industry standards.
3) Enhanced Academic Support: Greater faculty capacity to focus on teaching and mentoring will lead to more personalized support for students.
4) Increased Program Efficiency: Efficient handling of assessments and program updates will create a more dynamic learning environment, fostering student success and engagement.
5) Career Readiness: Timely course updates and new offerings will better prepare students for emerging opportunities in healthcare.

Cost
10,000

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Faculty professional development

Investing in faculty professional development, such as conference, workshop and online training platforms, has profound and lasting effects on health science program students. The goals and desired impact on students from faculty professional devevelopment are to
1) achieve enhanced curriculum and instruction
2) improve student learning outcomes
3) increase access to resources and opportunities
4) increase equity and support
5) tighten the alignment with workforce needs

Year Initiated
2024 - 2025

Implementation Step(s) and Timelines
Step 1: Conduct needs assessment: identify areas of interest, skill gaps and preview program goals and align faculty training priorities with institutional initiatives and workforce demands
Step2: Work with college and District CTTL, Equity Institute to develop a professional development plan
Step3: Schedule training opportunities
Step4: Implement professional development activities
Step 5:Collect feedback and evaluate the progress
Step6: Share outcomes and plan for continuous improvement

Mapping
- SKY Strategic Goals: *(X - Hightlight Selected)*

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (**X**)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (**X**)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (**X**)
- **Thriving Environment:** Foster a thriving learning and work environment (**X**)

Goals & Resource Requests

STATUS

Goal Status Date
03/18/2025

Academic Year Updated
2025 - 2026

Goal Status
On Schedule

Goal Status Narrative
Faculty can apply for professional development fund to go to conference, workshops.

Resource Request

Division Name
Science, Technology, Engineering, and Mathematics (STEM)

Year of Request
2024 - 2025

Resource Type
Other

Resource Name
Profession development budget

Resource Description
Funding for faculty workshops, conferences, and certifications
Continued instructional support and professional development for faculty who teach online

Funds Type – Mark all that apply.
Recurring Cost

Cost
2,000

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Students' feedback

Due to the low survey response rate of 8% in Spring 2025, we will continue to collect student feedback in order to enhance program services

Year Initiated
2024 - 2025

Implementation Step(s) and Timelines

Goals & Resource Requests

Implementation Steps for Collecting Feedback, collaborate with PRIE office
1) Define Objectives and Scope
Identify specific areas where feedback is needed (e.g., course content, teaching methods, student services).
Set clear goals for what the feedback will help improve.

2) Design Feedback Tools
Develop or update surveys, questionnaires, or other feedback forms.
Ensure questions are clear, concise, and aligned with the objectives.
Consider anonymous options to increase response rates.

3)Select Feedback Collection Methods
Choose platforms for feedback collection (e.g., online surveys, email, in-class forms).
Determine the best timing and frequency for gathering feedback (e.g., after midterm, at the end of the course).

4) Communicate with Students
Inform students about the feedback process, its importance, and how their input will be used to improve services.
Encourage participation through reminders.

5) Distribute Feedback Forms
Send out surveys or feedback forms to the students at designated times.
Provide clear instructions on how to complete the form.

6) Monitor Participation
Regularly check the response rate and send reminders to students who haven't yet completed the feedback forms.
Offer assistance if there are any technical difficulties with submission.

7) Collect and Analyze Feedback
Close the feedback collection window and compile the results.
Analyze data to identify trends, strengths, and areas for improvement.

8) Report Findings and Actions
Share the feedback results with relevant stakeholders (faculty, administration, or student services).
Outline specific actions or improvements based on the feedback.

9) Implement Changes
Based on the feedback, make necessary adjustments to courses, services, or processes.
Communicate these changes to students and explain how their feedback led to improvements.

10) Follow-up and Continuous Improvement
Continue to monitor the effectiveness of implemented changes.
Plan for future feedback cycles to ensure continuous improvement.

Overall Timeline Summary:
Week 1: Define objectives and scope
Week 2: Design feedback tools and select methods
Week 3: Communicate with students
Week 4: Distribute feedback forms
Weeks 4-5: Monitor participation and reminders
Week 6: Analyze feedback
Week 7: Report findings
Week 8-9: Implement changes
Ongoing: Continuous feedback and improvements

Mapping
- SKY Strategic Goals: *(X - Hightlight Selected)*

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (**X**)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (**X**)

Goals & Resource Requests

- **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (**X**)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (**X**)
- **Thriving Environment:** Foster a thriving learning and work environment (**X**)

STATUS

Goal Status Date
03/08/2025

Academic Year Updated
2024 - 2025

Goal Status
On Schedule

Goal Status Narrative
We collected student feedback during Spring 2025, however, with a low response rate of 8%, which may limit the generalizability of the findings. The feedback may not fully represent the entire student population enrolled in HSCI courses. A larger sample size would help ensure more representative data for decision-making. We will collaborate with PRIE and other Colleagues to execute another survey in the near future.

Resource Request

Division Name
Science, Technology, Engineering, and Mathematics (STEM)

Year of Request
2024 - 2025

Resource Type
Student, Aides, Hourly, or Temporary Workers

Resource Name
Program coordinator

Resource Description
Program coordinator shall collaborate with all faculty in the program and PRIE office to develop the appropriate survey, execute, monitoring the survey et al.

Funds Type – Mark all that apply.
Recurring Cost

FOR ADMINISTRATIVE USE ONLY

Closing gender gap in the program

From 2018 to 2023 "Unduplicated Headcount by Gender" data, female is 71% and male is 28%, our goal is to increase male participation in our program.
Desired Impact on Students are:
1) students benefit from a wider variety of perspectives, ideas, and approaches to healthcare
2) have equal opportunities to pursue their career aspirations.
3) students are likely to work in diverse teams, mimicking real-world healthcare environments
4) Students may feel more comfortable sharing their ideas and participating in discussions when they see their peers equally represented
5) the healthcare workforce will better reflect the gender diversity of the population, leading to more equitable and sensitive care
6) may reduce stress and anxiety related to gender discrimination. It also may create a healthier and more supportive academic culture.
7) encourage students to explore a wider range of career options within the field.

Year Initiated

Goals & Resource Requests

2025 - 2026

Implementation Step(s) and Timelines

1) Collect data on current enrollment, retention rates, graduation rates, and career progression by gender. Identify key areas where disparities exist (e.g., certain disciplines within health sciences, leadership roles, research opportunities). Establish a baseline understanding of the gender gap.
2) survey students and faculty to understand he perceptions, barriers, and challenges faced by different genders.
3) Institutional Commitment to gender equity in health sciences, review and revise the admission policies, introduce gender-responsive curriculum.
4) provide gender sensitivity training to faculty and staff
5) collaborate with recruitment out reach programs and counseling division to attract underrepresented genders into health science programs
6) foster and inclusive campus culture, develop student groups or associations focused on gender equity within health sciences.
7) conduct periodic (semester) reviews to track gender diversity in the program
8) provide career support, offer workshops and networking opportunities to break down gender-related barriers in the workforce. Monitor alumni success.

Estimated Total Timeline:

- Short-Term (0-6 months): Focus on assessment, policy development, and faculty training.
- Medium-Term (6-12 months): Focus on recruitment, outreach, and inclusivity initiatives.
- Long-Term (1 year and beyond): Maintain and expand initiatives while monitoring progress and refining strategies based on data.

By following these steps, institutions can gradually close the gender gap in Health Science programs, resulting in a more diverse, inclusive, and effective learning environment for all students.

Mapping

- SKY Strategic Goals: *(X - Hightlight Selected)*

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (**X**)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (**X**)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (**X**)
- **Thriving Environment:** Foster a thriving learning and work environment (**X**)

STATUS

Goal Status Date
03/09/2025

Academic Year Updated
2025 - 2026

Goal Status Narrative
We need to identify a program coordinator to lead the activities

Goals & Resource Requests

Develop the new three year SLO assessment

Due to several changes in the program, it is necessary to develop the new three year SLOs assessment
Impact on Students:
1) Well-designed SLOs assessments can lead to better alignment between course content, teaching methods, and evaluation, resulting in deeper understanding and skill development. Especially for the new developed course HSCI 122
2) Regular assessment of SLOs allows students to receive timely feedback on their progress, helping them identify areas for improvement and take corrective action.
3) When students see the relevance of the SLOs to their academic or career goals, they may become more motivated and engaged in the learning process

Year Initiated
2025 - 2026

Implementation Step(s) and Timelines
Implementation step(s)
1) design assessments
Choose Appropriate Assessment Methods: Select methods that align with the SLOs (e.g., exams, projects, portfolios, presentations, or rubrics).
Develop Rubrics or Scoring Guides: Create clear criteria for evaluating student performance against the SLOs.
Pilot Test Assessments: Test the assessments with a small group of students or faculty to identify and address potential issues.
2) Align Course Content and Instruction
Map SLOs to Course Content: Ensure that course materials, activities, and assignments directly support the SLOs.
Adapt Teaching Methods: Modify instructional strategies to help students achieve the SLOs (e.g., active learning, flipped classrooms, or collaborative projects).
Communicate Expectations: Clearly explain the SLOs and assessment criteria to students at the beginning of the course.
3) Train faculty and staff, how to integrate assessment via Canvas
4) Collect and analyze data
5) reflect and improve
6) communicate results
7)support students

Timelines: (a program coordinator will lead those implementation steps)
1) Work with discipline experts (faculty colleagues) and Dean to schedule courses every semester (only can assess the courses when they're successfully enrolled)
2) Faculty teaching the particular course will identify assessment methods and integrate them into Canvas (by the end of week 4 of the semester)
3) Collect data through the semester and analyze the data. (by the end of week 15)
4) reflect and improve with the support from the program coordinator (by the end of week 17)

Mapping
- SKY Strategic Goals: *(X - Hightlight Selected)*

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (**X**)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (**X**)
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- **Thriving Environment:** Foster a thriving learning and work environment (**X**)

STATUS

Goal Status Date
03/09/2025

Goals & Resource Requests

Academic Year Updated
2025 - 2026

Goal Status
On Schedule

Goal Status Narrative
We have proposed the course offering schedule for Spring and Fall. If they're well enrolled (historically they were), we can move to next step.