

ANNUAL PROGRAM REPORT

College

College of Science

designation having a clear pathway to graduation without delay. In addition, with the proposed discontinuation of the Concentration in Health Policy within the Health Sciences Major, active outreach has been made to those who have not made considerable progress under that curricular pathway to switch into the Public Health Major.

- d) As stated in the prior report, the curriculum has been streamlined to enable students, especially those who have transferred to community college, to graduate in a timely fashion in both majors offered by the Department. The Bachelor of Science Degree in Health Sciences has modified its requirements to better allow for prerequisites to be met in its approved elective sets for Nursing (including the current Undeclared Interest in Nursing students who may not be able to secure admission into the Bachelor of Science Degree in Nursing Program) and Medicine, while still enabling students to seek approved for other clinical training pathways. Given the considerable overlap in the core curriculum

active involvement on East Bay College Agile Network (EB-CAN), to increase enrollment and maintain retention. However, significant cuts to core resources threaten the Department's success and resources must be placed in areas with student and faculty success is preserved and enhanced.

Curriculum: As described in prior CAPR reports, the Department continues to refine its PBL pedagogy, with a new approach to developing faculty hubs entrusted with instruction and administration of the three courses which fall under this umbrella. Because

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

The following PLO was assessed for the first time in the prior academic year:

PLO 2 – Work effectively on a team in health and health care.

B. Summary of Assessment Process

In the Spring Semester of 2023, PH 499 Capstone in Health Sciences was assessed using a peer-evaluation software application (Comprehensive Assessment of Team Member Effectiveness). The majority of assignments in the Department of Public Health problem-based learning (PBL) courses, including PH 499, are completed as a team of six or seven student component, which is completed individually. This includes developing items such as a courses that display a range of skills developed through the curriculum.

Instrument(s): To ensure that students are responsible and responsive team members, they assess themselves and their other team members during or after each team-based project is completed (three surveys total). The Department used CATME (Purdue University, catme.org) to generate survey questions, field the survey to students, and compile and interpret the survey results. CATME is also used to gather various pieces of individual-level data that is used to create the teams at the start of the semester.

The CATME survey asks participants to rate their team members and themselves on the each of following aspects of teamwork on a one to five (1 - 5) scale: contributing to the team's work; interacting with teammates; keeping the team on track; expecting quality; and having related knowledge, skills, and abilities.

Sampling Procedure: All students enrolled in PH 499 were sampled.

Sample Characteristics: Senior students majoring in public health or health sciences. Spring 2023 had nine (9).

provide accountability and encourage a collaborative team process. The PBL series also encourages leadership, and in qualitative comments, team members recognize that leadership often played a role in the success of their projects, and appreciation was given to individual members who led the group throughout the semester.

Recommendations for Program Improvement: While the CATME results do show student improvement and effective teamwork, the scores heavily cluster around a score of 5 out of 5. This likely reflects a certain level of grade inflation and uncertainty among students regarding how to effectively and constructively conduct peer review. One goal for program improvement is to improve instruction relating to peer review.

Next Step(s) for Closing the Loop: By increasing and improving instruction on peer review, we will generate an even more accurate depiction of teamwork within the Public Health curriculum, which will support our efforts and the efforts of students to improve this important skill set. Areas within the earlier PBL components to scaffold this objective will be explored and implemented as appropriate.

D. Assessment Plans for Next Year

For AY 23-24, PLO 1 Use knowledge and skills to provide effective, necessary, and appropriate health services and public health interventions in diverse and multicultural communities will be assessed in PH 400. PLO 1 will be assessed by reviewing the final policy memo produced in PH 400. The final policy memo ideally reflects a proficiency students gain across the PBL course framework and manifests in a specific policy proposal intended to provide health services or a public health intervention within a variety of communities and jurisdictions.

During AY 23-24, students in PH 400 are developing health care and public health interventions to address health inequities within the broad realm of maternal health. To assess PLO 1, the Department will assess the final memo to determine if students/teams have effectively and persuasively developed and described interventions targeting maternal health inequities in California. This assessment will focus on how effectively teams provided adequate evidence to support the notion that their identified solution or solutions will reduce their specified maternal health inequity. For example, if a team identified the health inequity in C-Section birth rates across racial and ethnic groups in California, PLO 1 will be assessed by considering whether students have effectively and competently identified appropriate, potential interventions and effectively provided evidence that the intervention will help reduce the inequities in c-section rates in California. This PLO aligns well with ILOs of informational literacy and critical thinking.

permanent faculty also impact the ability of the Department to sustain tenure density for dedicated instruction and advising. Although the immediate need for course offerings has been offset by enrollment declines, consistently-low tenure density indicates that at least one additional Assistant Professor is needed.

Accordingly, the Department requests a faculty member at the rank of Assistant Professor whose expertise is in bioethics and health humanities. The position description should emphasize applications from individuals with a background in public health ethics, medical humanities, and/or applied philosophy. This faculty member will support the Department's core curriculum across both majors by teaching classes in bioethics and health humanities, while also contributing to instruction across the PBL curriculum and key electives for the Major in Public Health. This hire will help offset the quantitative and qualitative losses experienced in the recent past.

2. Request for Other Resources

The Department continues to request adequate space for its operations, both in terms of faculty offices which facilitate collaborative operations and activities, and suitable instructional space for its PBL curriculum. As the Department was an active participant in the development of the Applied Sciences Center, it is hoped those facilities can be used for teamwork-based necessities of PBL activity sections, including the ability to interface remotely with community partners.

IV. APPENDIX

Table: Enrollment over Time for Students Majoring in Health Sciences & Public Health

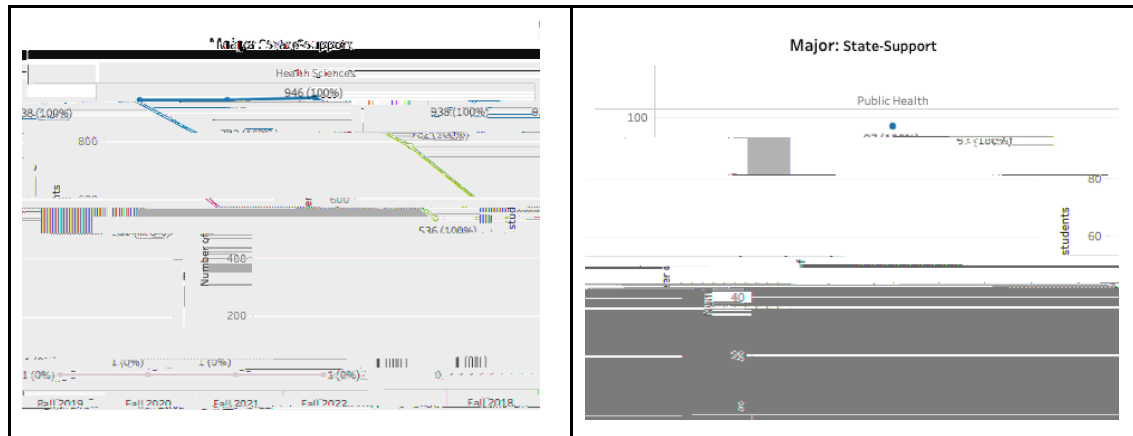


Table: Enrollment over Time by Race/Ethnicity for Students Majoring in Health Sciences

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
White	12 (2%)	37 (3%)	49 (2%)	187 (2%)	227 (2%)
Black	1 (0%)	1 (0%)	1 (0%)	1 (0%)	1 (0%)
Hispanic	1 (0%)	1 (0%)	1 (0%)	1 (0%)	1 (0%)
Asian	1 (0%)	1 (0%)	1 (0%)	1 (0%)	1 (0%)
Other	1 (0%)	1 (0%)	1 (0%)	1 (0%)	1 (0%)
Unknown	1 (0%)	1 (0%)	1 (0%)	1 (0%)	1 (0%)
Total	638	190%	838	190%	842
Grand Total	638	190%	838	190%	842

Table: Enrollment over Time by Sex for Students Majoring in Health Sciences

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2018
Male	17% (89)	12% (56)	19% (93)	19% (180)	20% (185)
Female	83% (407)	88% (400)	81% (393)	81% (758)	80% (751)
Total	782	536	938	938	946

Table: Time to Degree for First-Year Frosh and Transfer Students Majoring in Health Sciences



Table: Diversity Rubric (Self- Assessment)

