

**Department of Health Science (HESC)**  
**Program Performance Review (PPR) - Department Response to Reviewer Report**  
**May 20, 2016**

This report is in response to the PPR Reviewer Report submitted in the spring of 2016 by Dr. Erualdo Gonzalez (CSUF Department of Chicana and Chicano Studies), Dr. Vicki Krenz (CSU Fresno Department of Public Health) and Mr. Jason Lacsamana (St. Joseph Health Community Partnership Fund). The department is extremely grateful to this team for their thorough review of the program and the self-study, and for their helpful observations and recommendations. Presented below is the department's response to the observations and recommendations made by the review team.

**Department Mission and Goals.** We appreciate the reviewers' concerns regarding the department's plans to redesign our curriculum to better meet the needs of students and the profession, which has been the result of a two-year planning process. We also agree that the redesign has and will continue to require considerable time for faculty to participate in new or revised courses. We agree with the recommendation to provide release or stipend support to faculty members taking the lead on course development, and with additional budgetary allocations believe our existing protocol for reassigned time opportunities can be used to guide such decision-making. We also appreciate the reviewers' recommendation to carefully consider how social justice can be better integrated across our curriculum. Social justice represents a central value of our faculty, and we believe that further discussions are needed to develop a shared definition and approach to incorporating social justice into our teaching and curricula. These discussions will be undertaken in the near future as we work to solidify our curriculum redesign and submit for university approval.

**Department Description and Analysis.** We agree with the reviewers' observations that significant growth in our FTES and headcounts may have introduced inconsistencies in the quality of the curriculum and instruction. Evidence for this has been captured in the first two years of our student learning outcome assessments, and we are in the midst of "closing the loop" through discussions with faculty leads and instructors in selected core courses. As we move toward formalizing our curriculum redesign we will continue to discuss ways to minimize course overlap and maximize quality of instruction and grading across in-person and online course versions as well. We also hope to capitalize on our online teaching expertise by developing and posting new tools for students (e.g., APA formatting) to ensure they have resources to improve throughout their time in our major. Finally, with regards to the reviewers' recommendation of program impaction as a way to control growth in the absence of additional department resources, we will also discuss this option with department faculty and university leadership in the next year. Though impaction may help to ease some of the pressures of enrollment growth, the department would suggest that this may be just one of numerous strategies needed to maintain quality of instruction.

**Student Achievement and Assessment of Learning Outcomes.** The reviewers raised concerns regarding the maintenance of quality teaching and advising in the midst of increasing yearly FTES and headcounts. We agree that selected course sections have grown, with the largest sections containing approximately 45 in our introductory advising course, HESC 220, and

approximately 50 in our capstone internship course, HESC 495. We will continue to address the need to reduce sizes of sections by identifying and training new part-time faculty, many of whom possess professional expertise in advising and internships. In addition, we already have three plans in place to further address reviewers' recommendations about assessment, advising and internship opportunities: 1) we plan to continue to provide one three-unit reassigned time to the undergraduate assessment coordinator for work during AY 16-17; 2) we will be increasing the number of hours our advisors provide one-on-one advising to meet program requirements for timely graduation; and 3) we hope to hire a new full-time lecturer by fall 2017 to provide more support for students seeking internship placement sites. A long term strategy the department favors is continued support for tenure track faculty lines to balance the growth in FTES and headcounts.

**Faculty.** We appreciate the reviewers' observations regarding the enormous service load on our full-time, tenure-track and tenured faculty, given the relatively small number of faculty (n=14) we have to plan and implement activities relating to our 1,600 majors. We respectfully submit the correction that Full Professors are not solely fulfilling the department's retention, tenure and promotion procedures; historically, tenured Associate Professors have comprised the majority of membership on the departmental personnel committee. We appreciate, however, the recognition of the importance of the department's centers and institutes, and will continue to explore opportunities for release time via the department's existing reassigned time protocol, as well as opportunities for reassigned time and operating expense support at the college and university levels.

**Student Support and Advising.** Given the importance of internships and service-learning experiences for students in our department, we appreciate the reviewers' concerns regarding the need to continue to secure new sites and increase advising hours to facilitate student success. We believe our two planned efforts (increase one-on-one advising hours and hire a new full-time lecturer to coordinate student internships) will greatly enhance our abilities to support students in the future.

**Resources and Facilities.** We agree with the reviewers' observations that we have maximized efficiencies with existing structural/building and staffing resources, and that we continue to face challenges with meeting the graduation needs of our majors (defined, however, as six-year rather than four-year graduation goals). While we are very proud to have retention and graduation rates that are similar to the college and university, we are nevertheless concerned about how to achieve improvements without further space, staffing, nor budget. We accept the reviewers' recommendations to explore program impaction as a means to achieve enrollments that better align with our existing resources, and will undertake discussions within and outside of the department in the next academic year. The department feels that while impaction may be an effective strategy, it represents one of numerous strategies which may be needed to maintain quality including increased resource allocation.

In conclusion, the department agrees with the strengths and primary areas of concern identified by the review team. Moreover, the priorities implied by these strengths and concerns are well-aligned with the Strategic Plans of the University and the College of HHD. Every effort will be made to continue to capitalize on our strengths and to address the areas of concern in the future.