

Program Performance Review Report
Spring 2016
Review Period: AY 2009/10 - AY 2014/15

Prepared for the
Department of Health Sciences

Submitted by
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Introduction

This Program Performance Review (PPR) Report is organized in six sections¹: 1. Department Mission and Goals and Environment; 2. Department Description and Analysis; 3. Student Achievement and Assessment of Learning Outcomes; 4. Faculty; 5. Student Support and Advising; and 6. Resources and Facilities. Each section provides a brief background, discusses strengths and challenges, and lists recommendations.

This report is based on an April 29, 2016 full day campus visit that included individual or group interviews with Department of Health Science (HS) faculty and undergraduate students, the Dean of the College of Health and Human Development, and Kinesiology and Health Science Division Staff. The visit also included a tour of HS facilities. This report also builds on our review of the most recent HS PPR Self-Study.

Department Mission Goals and Environment

The department's organizational structure is designed to keep students current with trends within allied health programs, optimize student-learning outcomes (SLOs), and provide CSUF High Impact Practices (HIPS)-experiential opportunities. The Department of Health Science Department offers a B.S. in Health Science. The department is multidisciplinary and an allied health program. The curriculum has traditionally emphasized biological, physical, and social sciences, and quantitative analysis. In Academic Year (AY) 2010-2011, the department revised its mission to include a public health focus and align more closely with²University goals.

The Department's mission is to: "prepare individuals and communities with the knowledge and skills to advance health and wellness and to instill a commitment to meet the public health challenges of the 21st century. We embrace the ideals of collaboration, social justice, and diversity of students, faculty, and intellectual perspectives" (PPR Self Study 2015, p. 4).

¹ This format is intended to mirror the HSS PPR Self-Study.

² Please see the department's PPR Self-Study for this information.

The Department of Health Science revised the undergraduate curriculum to better align with the Association of Schools and Programs of Public Health's (ASPPH) recommendations and competencies. The department also revised the program concentrations and is currently creating new courses to support these revisions.

Strengths. We spoke with a group of over 10 students who overwhelmingly provided positive comments about the department as a whole. Most students reported that they would be graduating this Spring 2016, ranging as fourth year and sixth-year seniors. Generally, students entered the Health Science major after switching from more traditional majors, such as Biology, or declaring as a second major. Students reported that faculty is very approachable and highly committed to student learning; they also value and admire their instructors extremely highly. Students are attracted to the curriculum structure. Students enjoy the variety of courses and concentrations. Students also appreciate the curriculum flexibility. For instance, some courses from other departments fulfill some Health Science course requirements. Students also indicated that they like that the department makes courses available on a regular basis. These curricular qualities, say students, help accelerate progress toward fulfilling the major. Students also value very much the experiential requirements, such as HSS 494 and HSS 495. Students as a whole see Health Science as a broad major with a more specific aim---“wanting to help people.”

Challenges. The faculty redesigned the department's mission and goals and this will likely create a considerable workload. The redesigned mission and goals reflect the current changes in the Public Health field and address the professional competencies required for student success. As curriculum is redesigned, the full-time tenured/tenure track faculty will be required to submit new courses through the curriculum process. This will be a considerable workload issue on an already extended faculty.

Recommendations. We recommend release time or a stipend for faculty member to take the lead in course development. Social Justice is part of the department's new mission and a key element in the field of public health, but this could be more explicit and better integrated across the curriculum, including experiential options.

Department Description and Analysis

The Department of Health Science offers a B.S. in Health Science, which consists of 16 units of prerequisites, 25 units of major requirements, 12 units of advising track requirements (Health Promotion and Disease Prevention, Global Health, and Environmental and Occupational Health and Safety), and 9 units of electives. In addition, students are required to complete 3 units of upper division English proficiency. The B.S. in Health Science curriculum is consistent with the Health Science/Public Health programs across the California State University programs.

There has been substantial enrollment growth in the Department of Health Science since the previous program review. In AY2008-09, the department had 509.7 FTES with an

annualized headcount of 591.0 and 501.3 AY FTES. By AY 2014-15, the department grew to 888.9 FTES with an annualized headcount of 1,476.0 and 1,255.0 AY FTES. In addition, the number of first time freshmen and transfer students enrolled more than doubled between the AY2008-09 and AY2014-15 (PPR Self Study 2015, pp. 8-9).

Strengths. The B.S. in Health Science provides students with an excellent foundation for public health practice. The faculty has invested considerable energy into redesigning the major to prepare students to address significant public health issues. The faculty should be commended for undertaking a thoughtful process to redesign the program's mission and goals. The department brings extensive experience with and knowledge of the diverse populations in the CSU Fullerton service area. This is a tremendous asset in preparing students to meet the growing workforce demands.

Challenges. The Department of Health Science has experienced exponential growth since the last program review. However, resources to deliver the program and maintain the high quality of instruction have been lagging. In addition, the program has tried to manage the tremendous growth with part-time faculty for instructional responsibilities. Unfortunately, part-time faculty does not have curriculum workload responsibilities, which places additional burden on an already strained full-time faculty. The program will likely not be able to properly meet the growing student needs within a four year period without sufficient resources.

Students that we talked with noted that there were discrepancies in grading between capstone course instructors. Assignments differed within the same courses. They also noted that some major assignments were very similar between some courses, citing 410 and 400. In addition, some students believed that online courses were generally "easier" than and in-class courses.

Recommendations. It is recommended that the Department of Health Science faculty continue to thoughtfully redesign the major curriculum to meet the needs of public health students. The students indicated a number of areas that they would like more of an emphasis, including writing, public speaking, APA format, cultural competency, and critical thinking skills. We recommend that the department consider these topics when conducting more comprehensive student curricular needs.

The Department of Health Science will have significant difficulties in ensuring student success without additional resources. We recommended that faculty consider program impact to control the rapid growth.

Student Achievement and Assessment of Learning Outcomes

The Department of Health Science Student prioritizes student achievement and takes genuine steps to assess student-learning outcomes. The department has adopted a four-year assessment model as the core of its assessment plan. Direct assessment is used to assess two student learning outcomes are assessed per year. In addition, indirect assessment of student learning is assessed using the self-rated exit survey. Assessment results are presented to the faculty who teach courses which introduce, develop, and

master the learning outcomes. Areas of improvement are identified and recommendations for planned activities to “close the loop” are incorporated into the specified courses.

Strengths. Faculty has implemented robust direct assessment measures of student outcome assessments. In addition, the indirect assessment measures are representative of measuring techniques that are used similar academic programs.

Challenges. Students and faculty recognized a number of challenges to student achievement. Students commended the faculty’s commitment to their achievement and success. However, they recognized the increased workload demands of faculty. As noted by the students, faculty is expected to do everything and “go above and beyond.” The students indicated that learning and student success as well as their overall experience are not impacted by this workload, however.

Students indicated that they have difficulties with getting core classes. Class size has increased from 40-50 students to 70 students in core classes. This has impacted students’ ability to complete their degree within four years. In addition, students noted difficulties in securing internship site placement. They indicated that more advising and planning was needed to ensure meeting the program requirements for timely graduation.

Recommendations. The recommendation is to continue supporting faculty with release time or a stipend to conduct assessment.

Faculty

As noted in the self-study, the Health Science Department’s full-time equivalent faculty (FTEF) has increased from 23.2 in AY 2008-09 (43% of FTEF allocation) to 35.5 in 2012-13 (39% of FTEF allocation). A total of seven new faculty have been hired, one faculty entered the Faculty Early Retirement Program, no faculty have resigned, and two tenured faculty have moved to administrative positions (with retreat rights). The department consists of 14 faculty members (8 tenured), including three Full Professors, six Associate Professors, and five Assistant Professors. In addition there are four full time lecturers (two of whom are full-time academic advisors). At the present time, the department has prioritized two faculty hires, including 1) one tenure track position in environmental and occupational health and safety, and 2) one full-time, non-tenure track position in public health education and practice (PPR Self Study 2015, p. 15).

Strengths. The Department of Health Science faculty is recognized as being committed, competent, and “top notch.”

The faculty we spoke with overwhelmingly reported a collegial environment and department infrastructure that supports a proper balance of teaching and research expectations. Assistant Professors especially reported that they were attracted to the possibility of teaching a variety of courses and reshaping the curriculum.

The Department’s research and service identity and accomplishments speak directly to CSUF’s mission on learning as preeminent and the university’s emphasis on HIPs. For

example, the department is home to four research institutes funded with a combined 2 million in funding each year. This speaks to the more seasoned faculty's commitment to address the university's emphasis on the teacher-scholar model.

Each Full Professor created a research institute. Service is also cornerstone of the department. Faculty generally believes the department is responsible for the majority of the university's service-learning/internship hours. The curriculum requires one course with 40 hours of service learning (HESC 494) and another course with a 120-hour internship (HESC 495).

Challenges. The number of tenured/tenure track faculty positions has increased from 11 to 15 over the review period. However, this increase has not been sufficient to meet demands of exponential student growth. The number of part-faculty and student assistants has also increased to ease the teaching constraints of the department's rapid growth. Unfortunately, part-time faculty and student assistants have no responsibility for curriculum, governance (i.e., personnel), or service. As a result, the tenured/tenure track faculty carries a tremendous workload to ensure that student success goals and university requirements are met. Faculty is deeply committed to their students and professional responsibilities. This was apparent to the students, who affirmed the high quality of faculty instruction. However, the students recognized the increased strain on faculty due to increased workload demands. Without additional tenure-track faculty, the heavy workload demands will erode the quality and productivity of full-time faculty.

There is increased personnel workload burden on the department's senior faculty. Only three of the full-time faculty have achieved the rank of Full Professor and carry the rank required for tenure and promotion review. As a result, this places an unusually high demand on the three Full Professors in order to fulfill the university's retention and promotion policies.

Recommendations. The recommendation is for new tenure-track positions to address these and related challenges. The university could provide one release per year and operating expenses support for each faculty member leading an institute (e.g., 2,000 to cover travel and supplies). The department's PPR self-study also outlines creative strategies to address these and related challenges.

Student Support and Advising

As noted in the self-study, the department has two full-time undergraduate academic advisors that advise all majors and minors. Student advising is offered in a variety of formats, including New Student Orientation for first time freshmen, "boot camp" for transfer students, mandatory group grad check meetings, and individual advising. In addition, the KHS Student Success Center provides a wide range of services for Health Science students, including the department's academic advisors, student success activities (i.e., tutoring, peer mentoring, career advising and writing assistance services) (PPR Self Study 2015, p. 16).

The Health Sciences Department provides student engagement opportunities to enhance student support through co-curricular and experiential learning. Undergraduate research opportunities are offered to students through existing coursework (HESC 475, Health Science Planning, Research and Evaluation) and faculty research conducted through the department centers and institutes. The department honor societies (i.e., Eta Sigma Gamma, Delta Rho Chapter) engage students in academic and volunteer activities that support health education advocacy activities. Service learning and internships are required of all Health Science students and are coordinated through the Center for Internships and Community Engagement (CICE). As noted in the self-study, an estimated 600 health science students complete a practicum and 340 students complete an internship.

Strengths. The Health Science program has implemented a number of strategies to enhance student support and advising. Students indicated that the academic advisors and student activities were instrumental to their successful completion of the program. The Peer Mentoring program was considered to be positive and empowering.

Challenges. Students recognized the value of service learning and internships. However, they indicated that securing an internship posed a problem. Several noted that the Department of Kinesiology had a more advantageous service-learning/internship and advising model that could better assist students. Students indicated that more advising was needed to plan for the internship requirement.

Recommendations. We recommend that the department discuss if it may be necessary to adjust the current service-learning/internship and advising model. This recommendation mainly stems from our discussion with the group of students who were part of this PPR. We caution, then, that these student views may not be representative of all majors and minors.

Resources and Facilities

As noted in the self-study and faculty discussion, the Department of Health Science's operating budget has grown in proportion to the increased faculty, staff, and student needs. At the present time, the Department of Health Science shares facilities with the Department of Kinesiology. Faculty offices are "blended" between the departments, which facilitates a collaborative environment between the disciplines. Shared facilities allows Health Science faculty to expand research opportunities, including the Fitness Assessment laboratory, Exercise Physiology Lab, and Phlebotomy and Biological Sample/Blood Processing Laboratory.

Strengths. The Department of Health Science is housed with the Department of Kinesiology. This arrangement has yielded a positive collaboration between the two disciplines. Shared facilities has allowed for faculty to engage in interdisciplinary research collaborations. The staff of the College is responsible for supporting both the Department of Health Science and the Department of Kinesiology. This approach has generated efficiencies and cost savings.

Challenges. The Department of Health Science has experienced tremendous growth since the previous program review. In spite of this, the resource allocation to the department's growth has not kept pace with student enrollments. This has limited the department's ability to provide the number of courses needed to ensure students' four-year graduation rate. Students noted problems with their ability to enroll in required core classes. In addition, they noted that often they would have to take courses outside of their track in order to make progress toward obtaining their degree.

A significant challenge has been the limited facilities allocated to the Department of Health Science. The department delivers a number of courses both online and at the Irvine campus. With burgeoning student enrollment, the amount of space has limited the ability of the department to offer major courses.

As the Department of Health Science continues to grow, there will be additional demands placed on the staff. Currently, they have been able to effectively support both departments and have been utilizing student aides to compliment the FTE staff. However, with additional growth, the staff recommended the creation of two dedicated staff teams – one to support the Department of Health Science and one to support the Department of Kinesiology.

The department is home to various research institutes, yet the support and recognition for these institutes could be much improved across the university. A significant amount of grant dollars that help sustain these institutes are for high indirect costs (39%) to the university and college. At the same time, university level recognition and material support for these institutes is low or absent. In addition, lack of facilities has limited the ability of faculty to expand their robust research agendas.

Recommendations. The Department of Health Science must carefully consider strategies to manage enrollment into the major. In addition, the limitation of facilities for course delivery will necessitate the need to manage enrollments. One possible strategy is to consider impaction to better manage the department's resources and ensure student four-year graduation rates.