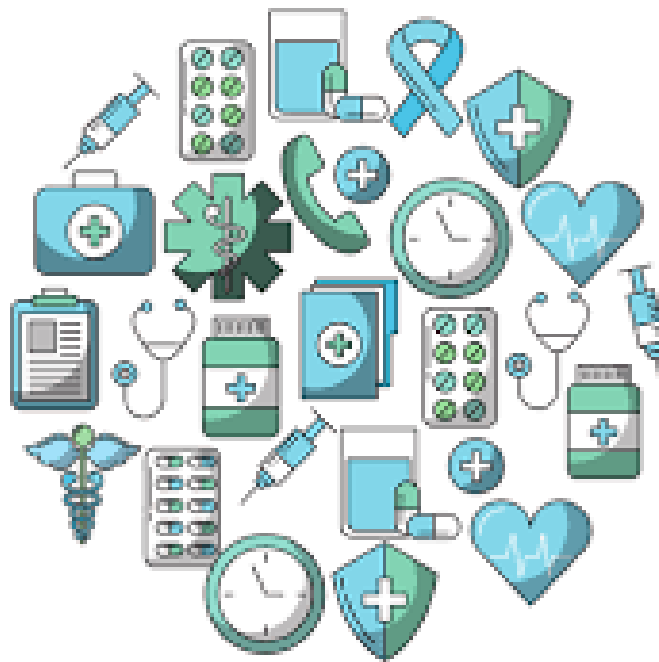


BSHS Program Review: Self-Study Report 2024



Contributors

Joanna Vance, Health Sciences Lecturer

Aiwei Borengasser, Adjunct Instructor for Health Sciences

Erin Kleingardner, Adjunct Instructor for Health Sciences

Alyssa Imes, Digital Learning Solutions Representative

Jennifer Gidcumb, Assistant Dean

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Introduction/Context

The Bachelors of Sciences in Health Sciences (BSHS) was first offered at Los Angeles Pacific University (LAPU), formerly known as Azusa Pacific University, University College (UC) in 2012. The BSHS was added in response to the popularity and growth of the ASHS program, which still serves as the solid foundation for the BSHS. Students who complete the 120-unit BSHS are often preparing for graduate level health science programs. Students may select from a variety of emphasis areas including healthcare leadership, healthcare management and human services.

BSHS program statement from the *UC Undergraduate Catalog 2023-2024*:

The Bachelor of Science degree in Health Sciences (BSHS) is a foundational degree for those students desiring to enter the healthcare industry in the areas of healthcare management and healthcare advocacy. This program, with recommended concentrations in healthcare leadership and management, psychology, organizational dynamics, etc., helps students develop the competencies to advance their personal careers and overall practices of the medical industry by understanding and applying current policies and regulations, patient-care initiatives, risk management, and the like.

This program comprises courses in lab sciences, health sciences, and a recommended concentration which provide the student with a rigorous scientific background applicable to the allied health profession. The focus on human biology further expands on that knowledge base, providing advanced coursework in cellular biology, molecular genetics, immunology, and neuroanatomy/neurophysiology.

The BSHS is built upon the Associate of Science degree in Health Sciences, which promotes Christian values, ethical principles, a General Education Core, and scientific laboratory skills which are transferable to private and public clinical settings. This 120-credit Bachelor of Science degree in Health Sciences will also serve as a stepping stone into various master's degrees.

The BSHS program prepares students for service in a variety of healthcare organizations including hospitals, clinics, and public health institutions. Students complete the BSHS in order to gain promotions, develop management and leadership skills, or prepare for graduate-level studies. The BSHS degree contains prerequisite coursework for most nursing programs, but it is the student's responsibility to determine the specific needs of their intended program.

Program Quality

Students

The Bachelor of Science in Health Sciences (BSHS) started accepting students in 2012 and has since expanded to 528 students and 25 emphasis areas. The primary emphases are Healthcare Leadership, Healthcare Management and Human Services. The BSHS students have posted healthy educational accomplishments as a group. Based on data from the past three years, 88% of students have completed their courses, 79% of students have passed their courses, 68% of students have achieved proficiency

(80% or better), and 45% of students have achieved mastery (90% or better). The BSHS students have an average age of 32 (up from 31 in 2018), with a gender distribution of female 88% and male 12% (similar to the 90% female, 10% male in 2018). The percentage of females enrolled is higher than the whole female population enrolled in the same courses, which is 84%. The program has a diverse population with the largest group identifying as Hispanic. The primary ethnicity demographics include: Hispanic 46%, White 15%, African American 19%, Asian 9%, and others 10%. The program has graduated 310 students since inception. The average time to graduate is 2.3 years (28 months). See the [BSHS Student Demographics](#) for more information.

Dr. Erin Kleingardner, a part-time lecturer teaching BSHS courses, reports the following observations about BSHS students:

I have enjoyed teaching for the BSHS program at LAPU. I have been impressed by students who work incredibly hard to learn some very challenging content over the course of eight weeks. I have been encouraged at students' readiness to reach out when help is needed. I particularly enjoy their comfort in calling me on the phone to clarify course questions as it is these conversations that help me to get to know my students the best. I've also been impressed by students who care deeply about mastering course concepts (not just their grade) because they understand that this course forms a foundation for future coursework.

Dr. Aiwei Borengasser, a part-time lecturer teaching BSHS courses, reports the following observations about BSHS students:

Teaching in the BSHS program at LAPU has been incredibly fulfilling. Witnessing students actively support one another through communication and introductions in the Community Forum has been gratifying. Their enthusiasm for learning is evident through meaningful discussions and reaching out to me for clarification on coursework. I am particularly heartened by the number of students seeking recommendation letters to enter nursing school and other healthcare programs to advance their studies. It is inspiring to know that their dedication will not only positively shape their professional lives but also contribute to positively impacting the world.

Curriculum and learning environment

Alignment with institutional and program outcomes

The intent of the BSHS program is to help students advance in their careers and educational goals; similarly, the institution aims to “create for people a new hope for the future, by investing in lives through learning pathways that are Christ-centered, flexible, and accessible” (Institutional Purpose).

As an example, two other Christian higher education institutions, Liberty University and Grand Canyon University, offer Health Sciences degrees in an online format. At LU, the degree program includes unique courses in legal, business, and finance as well as courses found in the Public Health concentration available to LAPU students. GCU does not include the emphasis on sciences found in the BSHS program,

yet these courses are prerequisites for nursing programs that many LAPU students apply to after graduation.

Currently, the BSHS has 6 PLOs:

PLO 1: Integrate God’s Word within the health science industry and society.

PLO 2: Demonstrate effective oral and written communication.

PLO 3: Identify and evaluate key personal and organizational ethics affecting healthcare professionals.

PLO 4: Utilize technology in statistical analysis and data management.

PLO 5: Examine cultural and diversity issues within interpersonal health care.

PLO 6: Demonstrate mastery of discipline-specific competencies in the field of health sciences.

The PLOs are being revised to separate oral and written communication into two distinct outcomes for better assessment results. Ensuring the mapping of the PLOs to courses and mastery assignments is also part of the revision process.

The [BSHS Program Learning Outcomes align](#) well with the eight Institutional Learning Outcomes. The table below shows there are a few ILOs that are not a strong match for the BSHS PLOs. PLO 4, for example, focuses on technology and data management with an emphasis on quantitative literacy; whereas, ILO 4 also includes technological and informational literacy. ILO 8 is the least clearly supported because of the complexity of its expectations.

| | | | | | | | | |
|--|---|---|---|---|--|---|--|---|
| | 1. Relate a Christian worldview to academic disciplines, life, and work; articulating ways life journeys connect to God’s story in the Bible. | 2. Demonstrate effective written communication and online interaction skills. | 3. Critically evaluate, integrate, and apply knowledge. | 4. Achieve quantitative, technological, informational, and data literacy. | 5. Demonstrate professional competencies in a chosen field of study. | 6. Demonstrate integrative and innovative thinking. | 7. Interpret human behavior in a manner that recognizes the influence of diverse worldviews and experiences on societal or interpersonal | 8. Demonstrate ability to work collaboratively, across and within community contexts and structures, for the common good. |
|--|---|---|---|---|--|---|--|---|

| | | | | | | | relationships. | |
|-----------------------|------|---|---|---|---|------|----------------|---|
| BS in Health Sciences | 1, 3 | 2 | 4 | 4 | 6 | 4, 6 | 5 | 5 |

Inclusion of Key University Outcomes in the curriculum

As mentioned above, the BSHS aligns well with the LAPU overall purpose and learning outcomes. The BSHS program's [curriculum map](#) also shows how the courses and program learning outcomes align with the WSCUC Core Competencies.

Currency

The BSHS required courses include four lab sciences, all of which have undergone major revisions in the past year. The revisions reduced the cost of attendance for the students while also aiming to make the content more practical and career relevant.

HSCI 105 Nutrition and Wellness has not undergone a moderate or major revision in over five years. While it has had multiple minor modifications, it has been undergoing a moderate revision schedule for completion by Fall 2024. During the revision process, it was determined that resources needed to be updated, and the revision was switched to a major revision with a Fall 2 2024 rollout. HSCI 100, 491, and 497 are nearly five years old as well, and they are scheduled for a revision in the upcoming budget year.

A recent change to the curriculum was approved in February 2024. The required course credits were reduced by six by eliminating PSYC 350 Social Psychology and PSYC 430 Cultural Psychology. This modification's intent was to ease the process for degree attainment for transfer students. Anecdotally, the upper-level psychology classes were initially included in the BSHS program because they were pre-existing applicable courses at LAPU that would not require the creation of new classes. While upper-level psychology courses are suitable electives for students pursuing graduate programs, they are not content-heavy for the general health science student.

Breadth and depth of learning

The BSHS program's [curriculum map](#) lists the required courses. The program includes specific prerequisite coursework for the Azusa Pacific University nursing degrees. There is also room within the degree requirements to pursue a concentration or take elective courses.

Sequencing and availability of courses

The BSHS major requirements include HSCI, BIOL, CHEM, PSYC, and STAT courses. The science courses are offered each session with multiple sections. The HSCI courses are offered at least twice per academic year, and courses such as 491 and 497 are strategically scheduled in the first and second session when

they should be taken in sequence. The STAT course and two of the PSYC courses are offered each session, and one PSYC course—Research Methods in Psychology—is offered three times per academic year.

[LAPU Standard Rotation Master](#)

Review by internal and external stakeholders

Aside from the external reviewers of this program review, the BSHS program has not been reviewed by external stakeholders, and the program does not have an advisory council. One option to correct this missing input is to develop an alumni survey. This would allow the university to gain valuable insight from our graduates who are working in their chosen field, and they can comment on specific courses, assignments, and how they were prepared for their work.

[End-of-Course Faculty Surveys](#)

Comparison to competitors' programs

Several bachelor degree programs in health sciences were explored when considering which courses could be eliminated during the recent curriculum revision. Two of these programs from Liberty and Grand Canyon University were previously discussed in the report. Purdue Global Online, Southern New Hampshire University, and California State University Long Beach were also explored because of their online format or geographical location.

LAPU's cost per credit hour is higher than the competitors. With this in mind, the lab component for required science courses was revised in 2023 to significantly reduce the cost of lab materials for students, and we plan to continue negotiating with vendors to achieve the lowest possible costs for students. An additional recommendation for new course developments is to use free open education resources as frequently as possible to reduce materials costs for students.

Two of the institutions (LU and SNHU) include coursework related to business aspects, one institution (GCU) puts more emphasis on interpersonal interaction, and two institutions (LU, PGO) include courses found in the LAPU public health concentration within their core health science requirements.

| Institution | Credits | Cost per credit hour | Special Notes |
|---|---------|--|--|
| California State University- Long Beach | 43 | \$396 | Two options: community health education or school health education |
| Grand Canyon University | 36 | \$250 for the military rate and \$455 for online science | Courses in professional dynamics, transcultural health care, ethical and |

| | | programs | spiritual decision making |
|-----------------------------------|---------------------------|---|---|
| Liberty University | 47 | \$390 | Courses in business, legal, finance, biostatistics, epidemiology, medical terminology |
| Purdue Global Online | 40 (60 quarter hours/1.5) | \$371 per quarter, \$556.50 semester equivalent | Courses in social determinants of health, biostatistics, complementary medicine, environmental health |
| Southern New Hampshire University | 42 (includes AS degree) | \$330 | Courses in economics, finance, legal, quality management |
| Los Angeles Pacific University | 40 | \$499 | |

Student learning and success

Results of annual program assessment process

The BSHS program's learning outcomes (PLOs) underwent a comprehensive review in 2019, 2020, 2021, 2022, and 2023, documented in the BSHS Annual Learning Results reports for those respective years. Across these assessment periods, 80% or more of the students successfully attained proficiency in all six PLOs. The success rates for each PLO assessment are listed below:

- **PLO 1:** Integrate God's Word within the health science industry and society.
 - 2022: 87% pass rate
 - 2019: 84% pass rate
- **PLO 2:** Demonstrate effective oral and written communication.
 - 2021: 84% pass rate
 - 2019: 94% pass rate

- **PLO 3:** Identify and evaluate key personal and organizational ethics affecting healthcare professionals.
 - 2019: 88% pass rate
- **PLO 4:** Utilize technology in statistical analysis and data management.
 - 2022: 96% pass rate
 - 2020: 85% pass rate
- **PLO 5:** Examine cultural and diversity issues within interpersonal health care.
 - 2023: 100% pass rate
 - 2020: 100% pass rate
- **PLO 6:** Demonstrate mastery of discipline-specific competencies in the field of health sciences.
 - 2023: 86% pass rate
 - 2021: 100% pass rate

As a result, the BSHS program fosters students' effectiveness in faith integration, communication skills, data analysis, technological proficiency, exploration of diversity, and adherence to ethical standards within the healthcare domain.

Faith, life, and learning

Faith integration is one of the core commitments of LAPU (see p. 5 of the 2023-2024 Undergraduate Catalog) and, therefore, is assessed through various means. In relation to the BSHS program, faith integration has been assessed via the End-of-Course Student Feedback Surveys and the BSHS 2022 Annual Learning Results Report. In the End-of-Course Student Feedback Surveys, questions 8 and 9 address faith integration:

- This course helped me better understand the relationship of a Christian Worldview to the content area of the course.
- This course helped me better understand the relationship of a Christian Worldview to my life and work in the world.

The average response to these two questions from Fall 2019 to Fall 2023 surveys is 4.41 and 4.38, respectively. The range of average scores is 2.67 to 5, while the range of average scores for all 11 questions is 2.25 to 5.00. Further analysis shows that the lowest score, 2.67, is coming from only the term of one course (HSCI497 BSHS Culm Exp (010) SU2 2022). Only three students in the course participated at the end of the course survey, with scores of 4, 3, and 1 for both questions. All the rest of the surveyed courses scored 3 or higher. In other words, the students, on average, responded very positively to the faith integration component in the courses.

The data is incredibly encouraging compared to the 2018 Program Review Report data. The average response to these questions from the last report is 4.15 and 4.13, respectively. The last report has identified the PHYS 100 Physics course and HSCI 305 Genetics course to be revised to promote a more positive experience for the students to better understand the relationship of a Christian worldview to the

concepts taught in the course. The average score for the HSCI 305 Genetics course has increased from 3.60 last report to 4.50 (Question 8) and 4.41 (Question 9).

In the 2022 Annual Learning Results Reports for the BSHS, we assessed PLO 1: Integrate God's Word within the health science industry and society. PLO 1 was satisfactory when assessed with HSCI 300 Bioethics, Week 8 Signature Assignment. This finding shows that the faith integration piece is strengthening in the BSHS program.

Grade Distribution

Based on the last three academic years, 88% of students have completed their courses; 79% of students have passed their courses; 68% of students have achieved proficiency (80% or better); and 45% of students have achieved mastery (90% or better).

Disaggregated course pass rate and student data

The [BSHS Student Demographics](#) further show the students who describe themselves as two or more races, Native Hawaiian, White, and Asian have higher than average course pass rates.

Retention and graduation rates

The BSHS Fall 2022 overall persistence rates were 78% and 74%. These numbers are comparable to the undergraduate persistence [rates of the university](#) of 80% and 74% for the same sessions. Specifically, the Hispanic students persistence rate within the BSHS was 82%, compared to the university rate of 81%.

The BSHS six-year graduation rates were the highest (44.4%) for the 2013-2014 cohort year, and they were higher than the overall bachelor's level graduation rates for the university (36.5%). Since 2014-2015's cohort, the rates have fallen below the university overall graduation rate. To provide context for these statistics, the reason for rates falling below the overall bachelor's graduation rate is that in 2014 we received the BALIB and BSOL programs from APU, which had abnormally high completion rates due to the fact that the students were already very advanced in their program and were only finishing with LAPU. This artificially increased our overall graduation rates. The last year for which we can reliably measure graduation rates is the 2018-19 cohort, which was 41%.

Preparedness for advanced study and/or careers

The BSHS program's curriculum includes coursework that prepares students for advanced degrees. Many students are interested in pursuing graduate work in public health, nursing or medicine. Other students move into more technical fields including medical lab technologists, physical therapy assistants and pharmacy technicians. After graduation, some students also move into non-clinical health focused jobs including medical health service managers, health education specialists and community health specialists.

Faculty

Faculty composition

In the 2022-23 academic year, 34 faculty taught required major courses in the BSHS program. These faculty were 76.5% female and 23.5% male and 76.5% of them were doctorally-qualified faculty. The ethnic breakdown of the faculty was:

- 66.5% White
- 15.9% Hispanic or Latino
- 7.6% Black or African American
- 6.7% Two or more races
- 3.2% Asian

This breakdown of faculty by ethnicity is similar to LAPU's overall ethnicity ratios of faculty members.

Faculty Workload Analysis

Analyzing faculty workload by gender yields somewhat different results from the demographic breakdown provided above. In terms of enrollment, 67.6% of all BSHS major and prerequisite courses were taught by females and 32.4% were taught by males. However, the same ratios noted above apply when analyzing faculty workload by ethnicity. A slightly higher proportion of students (compared to courses) was taught by doctorally-qualified instructors (78% vs. 76.5%).

In the course of the 2022-23 academic year, faculty taught a total of 182 BSHS major and prerequisite courses. The highest individual teaching load was for Dr. Joanna Vance, who taught 20 of the courses. Three other instructors (Dr. Mary Anderson, Mr. Micheal Ramos, and Mr. Daniel Lebowitz) each taught 10 courses, although Mr. Ramos and Mr. Lebowitz mostly taught prerequisite courses, PSYC 105 Introduction to Psychology and STAT 280 Introduction to Statistics respectively. Other instructors who taught often were Dr. Roberto Rodriguez-Baez, Dr. Donna Hoefner, Ms. Lois Chipman-Sullivan, Dr. John Krolak, Dr. Traci Marin, Dr. Laura Schoepf, and Dr. Karen Stancil.

Faculty academic and professional qualifications

As noted above, the majority of faculty teaching in the BSHS program are doctorally-qualified. Specializations include Behavioral Sciences, Biology, Biomedical Sciences, Chemistry, Community Health, Environmental Sciences, Health Education, Nursing, Pharmacology, Physical Therapy, Psychology, and Public Health.

Scholarly production

Boyer's Model of scholarship includes four areas: discovery, teaching, application, and integration. LAPU emphasizes the importance of teaching and sharing expertise with students. Adjunct faculty are encouraged to engage in scholarship, and their scholarship is highlighted in a regular newsletter sent out to faculty titled, *Inside the Academy*. Full-time faculty are required to demonstrate scholarship in order to advance from assistant professor to associate professor and associate professor to full professor.

Joanna Vance, a full-time lecturer in the Health Sciences, regularly contributes to the academy. She has created and led numerous lunch and learn sessions, workshops, and a professional development badge course related to Artificial Intelligence.

[Scholarly Expectations for LAPU Faculty](#)

Teaching Effectiveness and Engagement

Full-time faculty are evaluated three times a year with a self-assessment and assessment by the AD. Adjunct faculty participate in the faculty evaluation system once a year which includes a peer review, a self-assessment, an assessment by the AD, and a one-on-one meeting with the AD. In addition to the formal evaluation process, the AD reviews individual faculty courses at the start of the session to ensure they are set up with a current professor corner, contact information, and announcements. By the third week, discussions are viewed to ensure the instructors are participating regularly and engaging with the students. Throughout the session, student concerns fielded by the Student Success coaches are communicated to the AD and explored with the instructor. Instances including persistent delays in grading are cause for discussion and have led to instructor replacement. Overall, the BSHS faculty are professional content experts and have a genuine interest in the students; this is evident in their written feedback and prompts in discussion posts.

[BSHS Instructor Data](#)

[BSHS Student Surveys](#)

Support for faculty growth and development

LAPU's academic administration has provided professional development opportunities through quarterly Academic Affairs Community Conversations, biannual Faculty Inservice events, periodic webinars, faculty lunches, and departmental faculty meetings. New assistance opportunities were implemented during the current academic year for part-time instructors to help with the costs of presenting at an academic conference or paying publication fees for a peer-reviewed journal. All LAPU part-time instructors who have taught at least 18 credits at LAPU during the preceding 12 months are eligible to apply for professional development grants.

Full-time faculty also have a budget allocation for professional development each year and are encouraged to participate in enrichment activities.

Program Viability and Sustainability

Program demand

Enrollment trends

After the program enrollment peaked in the 2017-2018 academic year, it remained steady between 2018 and 2022 before dropping by 15% in 2023. Because the one year enrollment drop does not follow any

consistent trend, there is no expectation that the program demand is in a decline, and the demand for BSHS-related courses remained high with a total 3,505 enrolled students (1,532 BSHS students) in the 182 sections of courses (114 for BSHS students) offered in the 2022-23 academic year.¹

Market demand

The demand for bachelors programs in the health sciences has continually risen since 2010, increasing more than any other type of undergraduate degree program.

(nces.edu.gov/programs/coe/indicator/cta/undergrad-degree-fields). Consistent with the demand for a degree, the Occupational Outlook Handbook published by the Bureau of Labor Statistics predicts that employment in healthcare occupations will grow much faster than average, with approximately 1.8 million openings each year. This is part of a projected trend of a percentage increase in STEM field jobs at 10.8 % between 2022 and 2032, compared with a 2.2 % increase in non-STEM jobs (bls.gov/emp/tables/stem-employment.htm). This increased demand for STEM jobs is demonstrated by the current median wage in a STEM field more than double that of one in a non-STEM field.

Allocation of resources

Faculty

Currently, 15 faculty members teach the health sciences courses with BIOL, CHEM, and HSCI prefixes, providing a sufficient supply of dedicated faculty for the science-related courses in most sessions. The demand increases in some sessions due to other programs and non-degree seeking students enrolling in the courses. Additional adjunct faculty members are regularly being interviewed and onboarded to keep up with the demand. When the required PSYC courses are included, the BSHS program had 34 different faculty teaching courses within the program over the 2023 academic year. The faculty, 26 of whom had terminal doctorate degrees, were able to maintain course quality through the diverse set of expertise represented and through the maintenance of small to moderate course sizes, with the average course size at 19 students. The teaching and administrative workload allocation is sufficiently distributed to enable flexibility in teaching assignments, creating a program robust to personnel changes. Faculty are supported through an initial orientation performed by Dr. Jennifer Gidcumb, Assistant Dean for Health and Information Sciences as well as regular training offered by LAPU's Human Resources Department. In addition, a new annual faculty review process has been implemented where faculty are given feedback on their teaching, both by a peer and by Dr. Gidcumb.

Student support services

The LAPU staff and coaching model is a pathway to shift from a deficit, remedial-based learning and advising model to a strengths- and success-based approach, as described in *Thriving in Transitions* (Schreiner, Louis, & Nelson, 2012). LAPU has developed and integrated a strengths approach within staff

¹ The discrepancies between total BSHS-related courses and enrollments and specific BSHS sections and enrollments are because some of the courses include ASHS and partnership students who take the same courses but are not enrolled in the BSHS program.

training and development, academic advising approaches, curriculum, and student support services. By laying a strong foundation starting with staff hiring, orientation, and staff goal setting, LAPU has been able to create an innovative and comprehensive strengths-based student life program. Beginning with their first session, students are exposed to a strengths approach through an introductory course, ISTU 101: Success in the University (see [ISTU 101 Syllabus](#)). This course aims to prepare students for the rigor of an accelerated degree program while also helping them to learn strategies to balance responsibilities between work, school, and family life. Students are required to purchase the StrengthsFinder 2.0 text and take the assessment as a part of their coursework. Weekly conversations with their Success Coach are also a required part of this course, which allows for strengths coaching and application to academics, vocation, and personal goals. Coaches are regularly trained on strengths philosophy using a variety of perspectives that include the VIA character strengths, Mindset Theory, Grit, Thriving Quotient, and Well-Being. Expanding beyond the classroom, LAPU created a Strengths Week initiative for each of our 8-week sessions that includes an interactive website and additional resources that are specific to each session's theme. Students are able to interact with the materials, speak with staff members to create realistic goals for the future, and share their own experiences regarding Strengths with their peers. This programmatic effort allows all students the opportunity to engage in strengths development on a consistent and frequent basis beyond the classroom environment. These innovative learning strategies use social media, technology, and specific relational elements to promote thriving among LAPU students by developing a "success mindset" and building "supportive relationships" (Sriram & Vetter, 2012).

Success coaches provide primary program advising for students and both they and faculty members provide career advising. Given the nature of the supportive relationship between coaches and students, coaches are often the first one students look to for such advice. However, students also contact faculty directly or via referral from their success coach to obtain guidance regarding academic and career options.

Through a Service-Level Agreement with [tutor.com](#), LAPU students have access to online writing assistance sessions. In addition, LAPU's learning management system (Moodle) is available 24/7 to students, as is technical support. The flexibility of accessing all these systems online and most of them 24/7 is a crucial factor for LAPU's post-traditional students, most of whom are working. LAPU also offers a remedial mathematics course, MATH 099 Intermediate Algebra, which affords students the opportunity to brush up on their math knowledge and skills.

Orientation is provided for new students through the New Student Orientation course (NSO 100) and new student orientation events scheduled at the start of each session. In the past academic year 92.7% of new students attended the new learner orientation either in person or via a webinar and 89.7% completed the NLO 100 course.

Co-curricular support is provided for students primarily via their success coaches and the strengths-based coaching model. Success coaches also provide spiritual formation support for students, helping students make linkages between their studies and the Christian faith. These faith integration activities reflect LAPU's holistic approach to addressing the educational and spiritual needs of post-traditional learners.

Information and technology resources

LAPU provides a broad range of information and technology resources that support its academic programs, recruitment, and administration. These resources include websites, apple and android mobile apps, social media, a learning management system, a customer relationship management system, an omnichannel communication platform, technology training, information delivery systems, administrative data systems, organizational structures, data compliance, information security, and staffing that allows the university to provide these services on an ongoing basis.

LAPU's infrastructure is virtually based and is hosted as part of a cloud solution with Jenzabar, Google, and Azure. LAPU's hybrid computing environment is being upgraded with laptops, with a baseline of a Core i7 processor, 16GB of RAM, and 256GB NVMe. Various applications are installed per job function and according to individual assessments. The computing environment is a mix of Windows and Mac computers. LAPU requires a minimal onsite technology infrastructure with services hosted by outside providers. Service Level Agreements are in place with each vendor that include penalties for failures in end-user support and availability. Faculty and student user technical support is provided by Buchanan Technologies (effective January 1st, 2024) and is available 24 hours a day, seven days a week, and 365 days a year. Staff user technical support is provided by LAPU's Information Technology department and is available Monday through Friday between 7am and 5pm PST.

The Director of Information Technology (IT) and the IT staff provide key oversight of administrative technology system projects and priorities. IT priorities for LAPU's operations come from the Director of IT and the President's Management Team at the annual strategic meeting. IT projects are then reassessed and prioritized each quarter by Chief Academic Officer, Chief Financial Officer, Chief Student Engagement Officer, IT Project Manager, and IT Director.

As of May 1, 2024, LAPU has established the LAPU Library, a collection of library databases that include access to more than 337,000 eBooks, 21,000 scholarly journals, hundreds of thousands of dissertations, case studies, and industry reports, and nearly six million working papers and conference papers. The topics cover the whole spectrum of LAPU programs including business, leadership, education, health sciences, psychology, and public administration, and so much more, such as religion, biblical studies, history, medicine, and political science. Prior to that, LAPU had a Service-Level Agreement with Azusa Pacific University (APU) by which LAPU students had access to more than 140 online databases, including 46,000 electronic journals, 60,600 ebooks, a 24/7 reference service, and online tutorial guides via APU's online library. The APU library system supported students from the undergraduate to the doctoral level.

As a higher education institution that receives federal funds, LAPU is required to comply with the Gramm-Leach-Bliley Act (GLBA) and, specifically, must abide by the Safeguards Rule to protect students' personally identifiable information (PII). Due to the safeguards requirements of GLBA, LAPU maintains a strong Information Security Plan that includes: Designation of a Qualified Individual, Regular Risk Assessments, Continuous monitoring, vulnerability assessments, and/or Penetration Testing, Policies and Procedures that Support Training Awareness and Skills, Vendor Management Policy, Documentation of a Formal Incident Response Plan, Implementation of all GLBA Required Safeguards, and Annual Status Reports on the Effectiveness of the Program.

Facilities

As of September 7, 2021, LAPU adopted a Phygital Work Model that allowed employees to work remotely. 19% of the workforce is classified as hybrid employees and works either remotely or from the San Dimas offices. The San Dimas offices consist of approximately 24,500 square feet of office space. This campus includes 24 offices, 6 meeting rooms, and 67 cubicle work spaces.

Staff

The BSHS is supported by numerous adjunct instructors, a full-time faculty member, an Assistant Dean, and the Chief Academic Officer. Additional offices and departments, such as Student Financial Services, Student Success, Information Technology, and eLearning, collaborate for specialized support.

Financial resources

During the past five fiscal years (2018-19 through 2022-23), the BSHS program has been one of the top-performing LAPU programs regarding net contribution (revenue minus expenses). Its net contribution has been between 28% and 38% of program revenue during this time. This compares very favorably with the BA in Applied Psychology (BAAP) program, which has returned a net contribution between 30% and 37% of program revenue. In the most recent fiscal year (2022-23), the BSHS program generated \$2.2 mil in revenue and had \$1.4 mil in expenses, resulting in a net contribution of \$733K. This strong performance reflects positively on the program's health, viability, and sustainability.

Summary Reflections

The BSHS PRC assessed the program with the [Internal Program Assessment Rubric](#). The overall score was 64.8%; however, multiple items were not scored because the data was not clearly available. The range of scores was 45.3 - 83.3%. The lowest scoring category was Student Learning and Success, and the highest scoring category was Program Viability and Sustainability: Program Demand. Two external reviewers explored the self-study report and provided feedback as well.

[External Reviewer #1 Program Assessment Rubric](#)

[External Reviewer #2 Program Assessment Rubric](#)

[External Reviewer #1 and #2 compiled results Program Assessment Rubric](#)

[External Reviewer #1 Summary Narrative](#)

[External Reviewer #2 Summary Narrative](#)

Alignment

Alignment of the curriculum, practices, processes, and resources with the program goals

For the most part, the curriculum, practices, processes, and resources align well with the program goals. As noted above under *Curriculum and learning environment: Alignment with program and institutional outcomes*, there is no mismatch between the curriculum map and the courses in which PLOs are to be assessed.

Alignment of the program goals with the goals of the constituents the program serves

As noted in the Alumni Survey, the program seems to align well with students' expectations of the program. As noted in the survey, students were particularly satisfied with the quality of the education they had received and with the relevance of the BSHS program to their careers. The fact that those who graduated from the program have typically completed it in less than three years is a further indication that the program is helping them to achieve their goals in a timely manner.

Alignment of the level of program quality with university standards and constituents' expectations

As noted above under *Curriculum and learning environment: Currency*, due to the facts that few courses have undergone significant revision and that the average grade rate does not correlate with the average activity completion rate, there are some improvements that can be made to align the program better with university standards. This includes course revisions designed to reduce the assignments that do not enhance the students' grade achievement.

Outcomes

Extent to which the program goals are being achieved

The BSHS program has made significant strides toward its goals, with 79% of students passing their courses and 68% of students achieving proficiency (80% or better).

Extent to which the student learning outcomes are being achieved at the expected level

Since 2019, all six of the BSHS PLOs have been assessed at least once. All PLOs had successful pass rates with a range of 84 -100%.

Recommendations, Future Goals, and Planning for Improvement

Recommendations

External reviewer #1 suggested that LAPU consider an additional course stating, “I think it would be helpful to offer a cognitive psychology course, as this may help work with individuals as well. The DSM has moved this way and with brain injuries and others being at the forefront of this field, it can be helpful for your students to understand the basics. I have taught this to nursing students and others in the BA and AA program.” This reviewer also suggested more reliance on full-time faculty suggesting, “If you rely on adjunct faculty largely, you will not develop a flow of thought and the students won’t develop a sense of loyalty. The school will not have as much respect as those with more full-time faculty.”

External reviewer #2 suggested keeping the focus on meeting students where they are and commended LAPU’s approach outside of the traditional 9 to 5 mentality for faculty stating, “The program seems to do an excellent job of meeting students where they exist in terms of learning abilities (ex. faculty who are available for students after hours if students need assistance).” This reviewer also suggested helping students with additional career planning and exploration stating, “The curriculum is broad by nature (‘health sciences’ can mean a lot of things), but comprehensive enough to prepare students for their next step. Depth is a natural challenge for programs like this; perhaps giving students the opportunity to explore specific subjects within other courses could help.”

Internal program review participants recommended continuing to update courses. Continual course updates are useful to stay current with developments in the field, including increased awareness of the role of artificial intelligence health science and capturing the impact of current events in health science. Internal program review participants are also interested in helping students increase their awareness of professional opportunities and career options as they complete the program.

Further recommendations include revising the PLOs to separate oral and written communication into two distinct outcomes for better assessment results. Additionally, aside from the external reviewers of this program review, the BSHS program has not been reviewed by external stakeholders, and the program does not have an advisory council. One option to correct this missing input is to develop an alumni survey. This would allow the university to gain valuable insight from our graduates who are working in their chosen field, and they can comment on specific courses, assignments, and how they were prepared for their work. The BSHS may also benefit from the formation of an external advisory committee. Lastly, to stay aware of costs, the lab component for required science courses was revised in 2023 to significantly reduce the cost of lab materials for students, and we plan to continue negotiating with vendors to achieve the lowest possible costs for students. An additional recommendation for new course developments is to use free open education resources as frequently as possible to reduce materials costs for students.