



Bachelor of Science in Health Sciences (BSHS) Program Review: Executive Summary 2018

Process

The Bachelors of Science in Health Sciences (BSHS) program has been offered at Los Angeles Pacific University (LAPU), formerly known as Azusa Pacific University, University College (UC), since 2014. The BSHS was added in response to the popularity and growth of the Associate of Science in Health Science (ASHS) program.

A Program Review Committee (PRC) comprised of academic administrators, full-time faculty, adjunct faculty, and an instructional design expert, was appointed in May 2018 to conduct a comprehensive program review. Following guidelines provided by the WASC Senior Colleges and Universities Commission (WSCUC), the program review examined program quality and program viability and sustainability.

The PRC's review of the BSHS program was based on analyses of student enrollment information; program purpose and design; annual learning results for the program; similar programs offered by competitors; student retention, completion, and graduation rates; student survey results; faculty information and feedback; market trends; and institutional resource allocated to the program.

Once the PRC completed an initial review of the program, external reviewers were invited to conduct their own review of the program and provide additional feedback which was summarized in the [External Review Report](#). The outcome of this process was then synthesized in an [18-page BSHS Program Review 2018 Report](#). The summary findings and recommendations are presented below.

Findings

- As a whole, the curriculum, practices, processes, and resources align well with the program goals. There is no mismatch between the curriculum map and the courses in which PLOs are to be assessed. Courses HSCI 300 and HSCI 320 CLOs do not contain any assignments that assess PLO4 (utilize technology in statistical analysis and data management). Revision of the curricula of HSCI 300 and HSCI 320 could strengthen the courses' alignments with PLO 4. The faculty, student support, information and technology resources, and financial resources allocated to the program are all strengths of the program.
- As part of this review process, the BSHS course curriculum could be improved by reducing work not reflected in the final course grade earned. A major revision of the course HSCI 497 should be considered due to its lower assignment completion rate. One concern that arose during the discussions among the BSHS faculty regarded the redundancy between HSCI 497 and HSCI 491.
- Although the students on average responded very positively to the faith integration component in the courses, the faith integration part of the BSHS program is very weak. PLO1 (to integrate

God's Word within the health science industry and society) failed to reach satisfactory levels when it was assessed with HSCI 100 Signature Part III assignment. Furthermore, the responses from the students who were taking HSCI 305 (Genetics) and PHYS 100 (Physics) showed a disconnect between a Christian Worldview and did not align as well to the core concepts taught in the BSHS program.

- Enrollment in the BSHS program has increased steadily since the beginning of the program. In general, LAPU is comparative to other competitors' programs with regard to its GPA requirement and cost per credit hour. Diversifying the courses available to increase specialties students can take advantage of would also help the BSHS to meet growing market demands and improve the enrollment and retention rates.
- The retention rate for BSHS students (71%) is lower than the average rate at LAPU (79%). The contributing factors to the lower retention rates are unclear based on the current data. However, based on student comments and feedback as well as market analysis, offering more electives and enhancing student engagement may improve the retention of the BSHS program.

Outcomes

While the BSHS program has grown substantially from 2012 to 2017, with seven concentrations, only 46 students have graduated. With 97% of students completing their courses and 86% passing, most students show a commitment to their educational goals but not to completing a BSHS degree (BSHS Program Review Evidence).

All Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) were in alignment except for three. For HSCI 300, students leave without being able to "formulate well-formed arguments in support of a position in a current debate in bioethics." In HSCI 320, students do not have an assignment "to demonstrate and analyze discussion about the effects of using new technology to record patient's data or the effects of quantitative health data on making health policies." Finally, in HSCI 105, faith integration is required in the instructions, though vague and not truly integrated. Overall, most CLOs and PLOs are well addressed in the courses assessed for BSHS.

Regarding grades and curriculum, students surveyed spend an appropriate 15 hours per week with course work for the three courses surveyed (HSCI 105, HSCI 300, HSCI 320). However, only 45% of the assignments were needed to be completed for students to earn an average grade of 82%, which is even lower in HSCI 497 at 22-27% completion of assignments for an 85-95% in the course. These data point to a need to address rigor, course weighting of assignments, as well as the inclusion of assignments appropriate to determining the final course grade. Further assessment among students and faculty is needed to address a revision in weighting and/or content of assignments to align course CLOs, PLOs, and institutional learning outcomes. The data from the faculty suggest grading criteria could be improved to be more 'specific, measurable and appropriate,' enhancing what is required and evaluated for course grades.

Data collected in comparison to other BSHS programs showed APU's program is highly competitive, while LAPU's program is too new to compare. The programs available among other colleges offer a wide variety of courses online and face to face, with different concentrations that focus on health finance, health program management/leadership, health communication, health care delivery, health education and/or a medical/science type focus. In comparison, LAPU, however, offers only seven concentration areas (accounting, general psychology, healthcare leadership, healthcare management, human services, organizational dynamics, and psychology for the healthcare profession) that only slightly touch upon the

demands students see as attractive options for the health sciences/care industry, which may help to explain the lower number of graduates in the program. So, while LAPU is competitive with regard to cost, lack of diversified or concentrations options may be limiting the number of students who choose LAPU and, even more importantly, prevent them from graduating.

With respect to student learning and success summarized in the BSHS Annual Learning Results 2015 and 2017, 80% or more achieved PLOs 2, 3, 5, whereas PLOs 1, 4 and 6 did not reach satisfactory levels and will need to address stronger faith integration (PLO 1), increase technology and statistical analysis and data management (PLO 4), and implement specific organizational functions and processes within the health sciences field (PLO 6).

While 97% of students complete their courses, retention of students averages 71%, which is lower than LAPU's overall rate of 79%. This lower percentage can be explained by students reporting they are more interested in taking lab courses to apply for nursing and/or other health professional programs instead of wanting to complete a bachelor in health science degree. For example, only 9% of students who enrolled have graduated with a BSHS. Of these students, it took 2.6 years for them to complete their degree and these students transferred in about 40 units. Overall, about 50% have discontinued working toward their BSHS, though it's unclear if this is due to a lack of focus offered within the BSHS degree or other personal, professional factors have impeded their efforts and/or changed their goals.

Currently, there is a market demand of 18-20% need for Health Science graduates with a need for a diverse set of tracks or paths. There are sufficient faculty to support the growth and quality of this program as well as an increased diversification of courses and tracts. The faculty range in specialties and experience, with strong core science disciplines and many years of teaching experience, research and clinical experience among them. These faculty are supported directly with an Assistant Dean, while the students are directly supported with success coaches. Students are supported with a New Learner Orientation course, and then supported by weekly interactions with their success coach, supporting the whole person at LAPU, while faculty engage with both the students and the success coach to help support the student academically, all with a spiritually component interwoven. Lastly, students are supported by a wide variety of informational databases, technology resources, including the APU Writing Center and LMS Moodle 24/7 support.

Recommendations, Future Goals, and Planning for Improvement

Recommendations

1. **Increase scaffolding of courses.** It may be beneficial to allow student performance to be assessed on a progressive understanding scale. This way introductory courses can provide an introduction to the subject matter and, as students progress through the program, their understanding can be further developed and practiced and eventually their understanding can result in mastery during the capstone experience.

Recommendation: Integrate HSCI 100 and 110 as more intentional foundational prerequisite courses into the program design. Revise the curriculum for HSCI 300 and HSCI 320 to include at least one entry-level assignment designed to assess PLO4, which is "to utilize technology in statistical analysis and data management," and take out HSCI 305 and PHYS 100 as courses and replace them with courses more closely aligned with BSHS. Along with beginning content, these courses could also emphasize foundational writing, analysis and data management as well as

other study skills that would support student development before moving into upper division courses later in the program.

2. **Refine and clarify program concentrations.** Both the self-study and the external reviewers acknowledged the existing concentrations areas are not clearly articulated which makes it difficult to evaluate the program's mission/goals stated on page three of the self-study. The external reviewers mentioned it may not be reasonable to provide a quality curriculum with 25 different concentrations areas as referenced in the self-study (page four). In addition, internal stakeholders agreed that students could benefit from clearer progress toward specific career direction.

Recommendation: Clarify three to four specific concentrations in the BSHS. In the new concentrations , we could continue to have all students take the same 104-credit base program requirements and then give students the option to select from specific proposed concentrations. Some suggested concentrations for consideration include (1) public health focus, (2) health education focus, or (3) program management and leadership focus.

3. **Enhance the Capstone Experience.** External reviewers felt the capstone experience could use more administrative support. Our internal stakeholders have noticed the capstone and fieldwork courses can be somewhat disjointed now and can sometimes be challenging for students to complete because we do not have specific contracts in place with hospitals or healthcare settings in places where our students primarily live. In addition, it may be beneficial to give students an option to focus on an area of particular interest and career growth to make the experience as meaningful as possible.

Recommendation: Revise HSCI 491 so students can showcase who they are as professionals in their field of industry, by developing their own ePortfolio and working on a proposal for their capstone project. HSCI 497 A and B would then be combined into a three unit capstone course (it is now a 0.5 and 2.5 course, respectively) for our BSHS students. In HSCI 497, students would have the option to complete one of the following concentrations in the new BSHS Capstone: (1) Fieldwork Project (only for California students, or with approval of the AD), (2) Research Project, (3) Professional Development Project. This would give students increased flexibility to pursue their own personal goals through a meaningful capstone experience.

4. **Increase correlation between course activities and grade outcomes.** An analysis of the average grade (82%) and the average activity completion rate (45%) revealed that the students need only complete 45% of the coursework to pass with a B letter grade. This low percent of completed assigned for an above average grade is even more dramatic in the course HSCI 497 Fieldwork with an average assignment completion rate of 22% - 27% and with a final grade average of 85% - 95%.

Recommendation: Review courses to ensure all courses in the BSHS curriculum have a strong correlation between the course activities and the grade outcome. For example, activities could be layered. Week 1, they would do an activity directed at specific CLOs, PLOs. They then could build on this in a Week 2 activity, with a final project at the end of the Signature Assignment. The BSHS course curriculum may also be improved by reducing work not reflected in the final

course grade earned as well as reducing work in areas that do not match up to the CLOs and PLOs. That is, course revisions should focus on the weighting of assignments to align to CLOs, PLOs, and institutional learning outcomes. Additionally, the revision process should provide clearer instructions for the discussions and grading rubrics, so that the instructors will be able to adhere to the rubrics better and incorporate APA standards in a more thoughtful manner. A major revision of the course HSCI 497 could also be considered in the near future due to its lower assignment completion rate. This will help our courses to better align with our University Outcomes, WSCUC's competencies and General Education Core.

Finally, based on the review process, there were some limitations on areas we may not be able to prioritize at this time. Currently, we do not have the capacity to collect alumni information or increase resources for faculty. We, however, do provide our faculty a stipend of \$2000 per year for professional development purposes. Moreover, we are working to create a stronger sense of community with our BSHS adjuncts by holding quarterly meetings that discuss topics like plagiarism, APA standards and figuring out ways to better professionalize our students. We are also planning on having annual check-ins with our more seasoned adjuncts and having a meeting every year to assess areas that have been strengths as well as weaknesses, to better build and develop our BSHS program.

Future goals

As a result of this program review process the following goals have been established:

1. Re-clarify the BSHS program design, identifying the features and common themes that will permeate the program, as well as a revised list of courses and curriculum map, including putting HSCI 100 and 110 as more foundational courses; revising the curriculum for HSCI 300 and HSCI 320 to include at least one entry-level assignment that can be designed to assess PLO4 (to utilize technology in statistical analysis and data management); implementing 3-4 new concentrations; and providing new capstone options.
2. Establish a priority list and schedule to refresh or replace all of the program requisites and major requirement courses in the program by the end of FY 2020.
3. Incorporate the LAPU program standards identified above into all BSHS courses as part of the revision process.
4. Strategically redesign fundamental courses to incorporate an iterative approach to graduate writing and better professionalize our students to incorporate APA standards.

Improvement plans

In order to achieve these goals, the following steps have been taken:

- Revisit the BSHS program vision and standards and see if the vision and standards need to be revised/modified.
- Work on creating a timeline to incorporate the new BSHS concentrations into the program.
- Revise the capstone options and collapse HSCI 491 and 497.
- Establish a BSHS Curriculum Development Budget for the revision of existing courses. The FY 2020 Curriculum Development Budget should include funding for any new BSHS courses that are added as a result of recommended curricular changes.

- The Learning Design and Engagement department in collaboration with the Assistant Deans has established an institutional workflow process for the revision of courses that ensures all of the LPU standards are adequately addressed in the curriculum revision process.

Self-Study and External Reviewer Reports: Response to Recommendations

Self-Study Recommendations	Response to Recommendation
Improve BSHS course curriculum by reducing work not reflected in the final course grade earned as well as reducing work in areas that do not match up to CLOs and PLOs.	Target completion date: End of FY 2020
Remove Genetics (HSCI 305) and Physics (PHYS 100) and replacing them with courses more closely aligned to typical BSHS programs.	Target completion date: End of FY 2020
Continue to strengthen faith integration in the BSHS curriculum and overall program.	Target completion date: End of FY 2020
Increase faith integration in HSCI 100 and the courses that will replace HSCI 305 and PHYS 100.	Target completion date: End of FY 2020
Revise the curriculum for HSCI 300 and HSCI 320 to include at least one entry-level assignment that can be designed to assess PLO4, which is "to utilize technology in statistical analysis and data management."	Target completion date: End of FY 2020
Develop the BSHS into a more attractive and specific program for students by having clearer concentrations for students to select from.	Target completion date: End of FY 2020
External Reviewer Report Recommendations	Response to Recommendation
Provide a discussion of how success coaches have impacted BSHS student performance specifically.	Target completion date: End of FY 2019
Report the number of first generation students enrolled and the contribution of first generation or underrepresented minorities to the 199 students who have discontinued the program since spring 2018.	Target completion date: End of FY 2019
Refine the concentrations to bring more focus, clarity and specificity to the program.	Target completion date: End of FY 2020

Include a degree of course scaffolding (intentional prerequisite courses) where student performance can be assessed on a progressive understanding scale.	Target completion date: End of FY 2020
Develop a more robust annual assessment process that includes an advisory council, especially given the proposed changes to the curriculum.	Target completion date: End of FY 2020
Increase the number of full-time faculty members who could invest in their students' lives and have time to pursue scholarship at the same time.	Communicate recommendation to leadership
Provide additional administrative support to enhance the capstone experience.	Communicate recommendation to leadership

Goals

Goal Recommendations	Response to Recommendation
Clarify the BSHS program design, identifying the features and common themes that will permeate the program, as well as a revised list of courses and curriculum map.	Target completion date: End of FY 2020
Establish a priority list and schedule to refresh or replace all of the program requisites and major requirement courses in the program by the end of FY 2020.	The FY 2019 Curriculum Development Budget should include \$1,500 per course for the revision/refresh of 6 courses by the end of FY 2020.
Strategically redesign fundamental courses to incorporate an iterative approach to graduate writing and APA standards.	Target completion date: End of FY 2020