

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. With respect to the Bachelor of Science Degree in Public Health, most General Education (GE) and University requirements are covered by core courses, expediting progress to degree completion; additional major electives (when offered) cover many of the remaining GEs. Given the recent implementation of an Area F GE and a University Writing Requirement (UWR), the Department will explore potential cross-listing of courses with the Department of Ethnic Studies, along with the designation of one of its core classes as Writing Intensive to assist to degree completion.

facilitate student success. After an initial suspension of professional development resources, limited funding has been made available for restricted opportunities for career advancement and professional impact. It is pivotal that a funding base be identified to provide consistent and equitable levels of support for faculty, as currently, that is not the case. A mechanism for proportional return of Indirect Costs (IDC) from extramural awards was developed by the Office of Research & Sponsored Projects (ORSP); it is important for this source of funding be preserved for faculty who are active in securing grants and contracts.

Staff: The administrative and advising staff have been impacted in substantial and undefined reorganization activities. The Department currently shares its staffing with the Department of Nursing; both entities share significant and time-

CATME surveys are a factor in students' grades and team members see the anonymized results of surveys pertaining to themselves. These surveys, given three times throughout the semester 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

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.

IV. APPENDIX

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

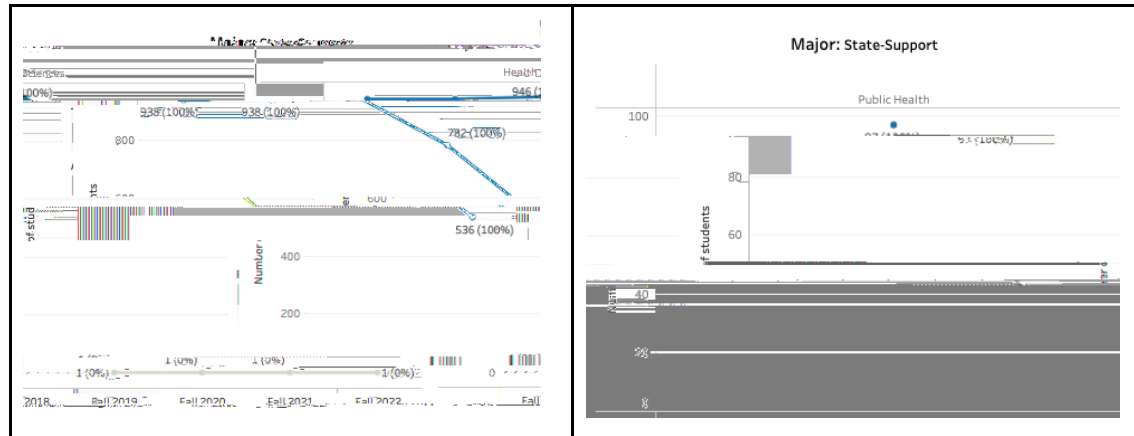


Table: Enrollment by Race/Ethnicity for Students Majoring in Public Health

| Race/Ethnicity | % | n |
|---------------------------|------|----|
| Hispanic/Latino | 43% | 42 |
| Black or African American | 34% | 33 |
| Asian | 2% | 2 |
| Unknown | 14% | 14 |
| White | | 14 |
| Grand Total | 100% | 97 |

Table: Enrollment By Sex for Students Majoring in Public Health

| Sex | n | % |
|-------------|----|------|
| Male | 40 | 41% |
| Female | 57 | 59% |
| Grand Total | 97 | 100% |

Tables: FTES, FTEF, SFR, and Tenure-Density in Department for Past Three Years

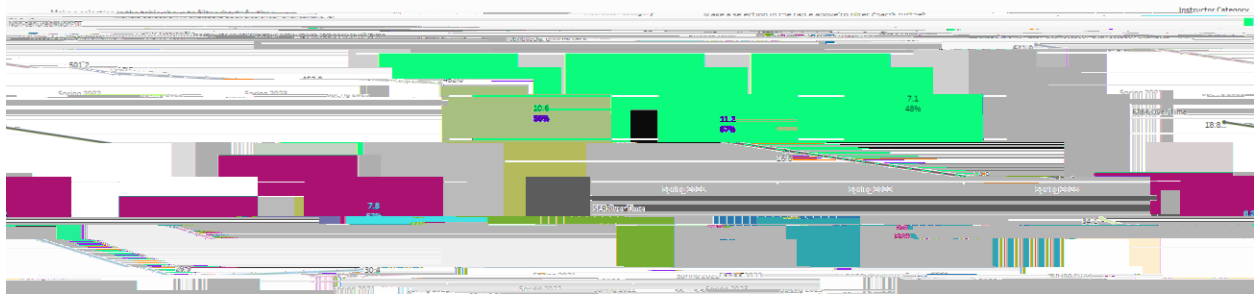
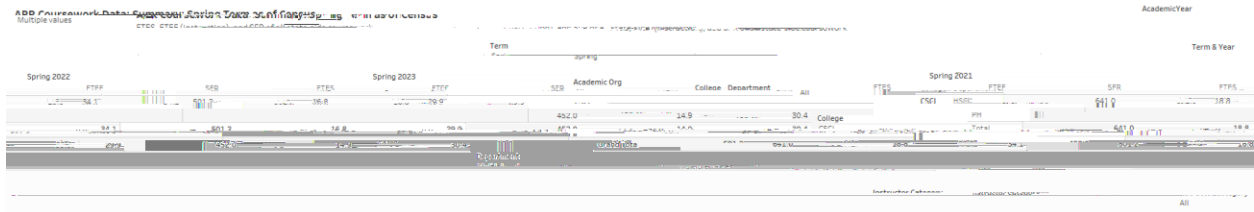
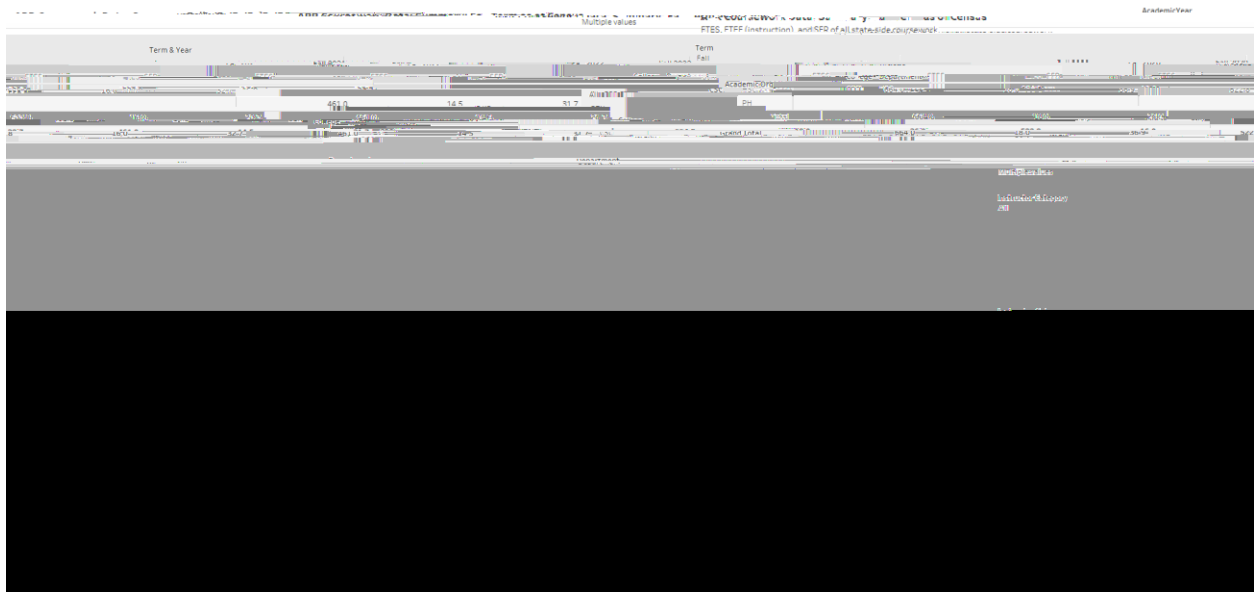


Table: Diversity Rubric (Self- Assessment)

| Definitions | Components/ Criteria | Examples | Exemplary | Satisfactory | Adequate/ Developing | Inadequate | Absent | Final Score and Recommendations |
|--|---|---|-----------|--------------|----------------------|------------|--------|---------------------------------|
| | | | 4 | 3 | 2 | 1 | 0 | |
| <p>Acknowledges diversity in ability, age, class, gender, nationality, race, religion, sexual orientation, first language, and other personal, social cultural identities in order to recognize the multifaceted dimensions of knowledge</p> <p>Embraces the lived experiences of the students, their families, and their communities.</p> <p>Integrates theory of social justice and construct of power</p> <p>Encourages students to investigate and integrate diverse worldviews and practices; employs diverse teaching strategies and creates an inclusive learning environment</p> | | <p><i>Embedded in coursework in curriculum (PH 250, PH 390, PH 440) as well as in capstone.</i></p> | X | | | | | |
| | | <p><i>Students are asked to interrogate identity and privilege in numerous courses. Faculty are encouraged to present their identities in courses and student meetings</i></p> | | X | | | | |
| | | <p><i>Discussions are raised in co- and extracurricular activities, such as Speakers Series, Indigenous Healing Event, and professional conferences Faculty are encouraged to attend workshop and seminar series hosted by College of Science</i></p> | X | | | | | |
| | | | | | | X | | |
| <p>Recruitment and retention of historically underrepresented students to the major</p> <p>Welcome students as individuals whose identities are complex and unique</p> <p>Intentionally learn and honor students' lived experiences and value the knowledge that students bring from their experiences.</p> <p>Encourage full participation while being aware of differences and abilities that may influence students' responses and/or response rate</p> <p>Vary teaching methods to accommodate different learning styles</p> | <p><i>Active outreach is conducted to feeder community colleges with diverse student demographics</i></p> | | | X | | | | |
| | <p><i>Chair attends all orientations to emphasize importance of equity and inclusion in Department efforts</i></p> | | | X | | | | |
| | <p><i>Students are asked to interrogate identity and privilege in numerous courses. Faculty are encouraged to present their identities in</i></p> | | | X | | | | |
| | <p><i>Dedicated time inside and outside of classroom is provided for engagement in curricular and professional development opportunities</i></p> | | | X | | | | |
| | <p><i>Problem-based learning is a key cornerstone of curriculum</i></p> | | | | | X | | |