

Bakersfield College
Program Review – Annual Update

Degree Name: NEW Public Health Sciences Degree

Degree Type: Instructional Student Affairs Administrative Service Other

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Note this is a *new degree*: The Public Health Sciences (PBHS) degree started this academic year, 2017-2018. This will be the first-year students can declare public health sciences as a major. Classes were offered in 2016-2017 and therefore, the degree has an initial baseline data, which can be used for growth measurements. Approximately, 71 students signed up for courses in the first year of which 93% fully matriculated with an 84% retention rate and 73% success rate.

Describe how the degree supports the Bakersfield College Mission: The Public Health Sciences (PBHS) degree aligns directly to the mission “Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain degrees and certificates, workplace skills, and preparation for transfer.” The degree lays the framework for a wide range of career pathway opportunities within the public health field. In addition, the degree addresses the community health needs of the Central Valley area. The need is great in Kern County. According to the [County Health Rankings](#), Kern County is one of the least healthy counties in California, and ranks near the bottom at 51 out of California’s 58 counties in health factors. The nature of the course work and topics provides opportunities for community partnerships, grant opportunities and capacity building to help improve health disparities within Kern County. For Bakersfield College, this is not only helps our students, but the degree mission/purpose demonstrates how Bakersfield College is committed to the well-being and health of this community.

Degree’s Mission Statement: Public health is the science and art of creating healthy communities through education, research and promotion of healthy lifestyles. The degree’s mission is to raise awareness of public health challenges, provide sustainable solutions that build capacity and empower individuals to be proactive in community development. Upon completion of the degree, students will know the principles of public health sciences and career pathways. The Associate Science in Public Health Science for Transfer is designed to prepare students for a seamless transfer into the California State University (CSU) system to complete a baccalaureate degree in Health Sciences or a similar major. This also includes a focus on Career Technical Education (CTE).

Instructional Degrees only:

- A. List the degrees and Certificates of Achievement the degree offers- **Not Applicable at this time.**
- B. If your degree offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two. **Not applicable**
- C. If your degree offers a local degree in addition to the ADT degree, please explain the rationale for offering both. Offers a Associate Science Transfer Degree.

A. Not Applicable.

B. Not Applicable.

C. The Public Health Sciences degree is interdisciplinary with course work from biology, chemistry, statistics, and communication. There are no prerequisites required and it works into the existing framework of BC. BC has hired one faculty member and as the degree grows, administration has committed to hire additional faculty. See the Student Education Plan below for the AST. The Associate Science in Public Health Science for Transfer is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Health Science or a similar major.

Associate Science Transfer Degree (AS-T) in Public Health Sciences

The Associate Science in Public Health Science for Transfer is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Health Science or a similar major. These include the following CSU Majors: : Health Science, Health Science w/ Health Education option, Health Science w/ Public Health option, Health Science w/ Community Health option, Health Science w/ Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology w/ Health Education, Kinesiology w/ Health Science option, Kinesiology w/ Health and Wellness Promotion, Kinesiology w/ Health Promotion and Disease Prevention, and Collaborative Health and Human Services w/ Community Health option.

Upon completion of the AS-T in Public Health Science, students will be able to:

1. Students will demonstrate the ability to comprehend, apply the multi-dimensional approach of public health science.
2. Students will identify proactive factors for disease prevention and risk factors for disease and disability.
3. Students will demonstrate and apply behavior-changing techniques to maximize health and wellness.
4. Students will demonstrate the concepts of research, degree planning and evaluation strategies.

Student Education Plan Sample below

First Semester	Gen Ed	Units
*MATH B22	B.4	4
*BIOL B11	B.2/ B.3	4
*PBHS B20		3
*PSYC B1A	D.9	3
Total		14

Second Semester	Gen Ed	Units
*BIOL B32	B.2/ B.3	4
*CHEM B2A	B.1/ B.3	4
COMM B1	A.1	3
*PBHS B21		3
Total		14

Third Semester	Gen Ed	Units
*BIOL B33	B.2/ B.3	4
ENGL B1a	A.2	3
Hist B18	C.2	3
**PBHS B22 or PBHS B23 (recommended)		3
Total		13

Fourth Semester	Gen Ed	Units
Thea B1	C.1	3
History B17A	D.6	3
PHIL B7/B9 or ENGL B1b/ or COMM B5	A.3	3
*SOCL B1 Introduction to Sociology or Econ B1 or Econ B2	D.7	3
Total		12

Summer Semester	Gen Ed	Units
SPAN B1 Elementary Spanish I or ASL B1 American Sign Language 1	C.2	4
NUTR B10	E	3
Total		7

TOTAL UNITS: 60

Progress on Degree's Goals:

A. List the degree's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the degree is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

Degree Goal (PBHS Degree offered)	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan
1. Increase awareness of public health degree and major as measured by increase in number of majors and enrollment in the courses. (see action plan for assessments)	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	New Degree Establishing a baseline, new degree showing how many declared majors and growth in courses. Action steps include outreach into the community, providing a variety of formats (e.g., online, hybrid), working with staff to increase outreach, and creation of promotional materials.
2. Increase awareness of public health career options and opportunities as measured by number of materials created and post assessment of counselors and students of careers in public health. (see action plan for assessments)	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	New Degree Establishing a baseline, new degree and increase certificate of achievement opportunities. Creation of a Certificate of Achievement in Health Navigation. Increase awareness of career options by creating new materials and outreach methods. Growth measured by post assessments of students/counselors on what careers are in public health.

B. List new or revised goals (if applicable)

New/Replacement Degree Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
N/A	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	

Best Practices:

Degrees often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their degrees work so well. These are often called Best Practices and can help others. Please share the practices your degree has found to be effective.

Bakersfield College started a new Associate Science Transfer Degree in Fall of 2017. To raise awareness on the career pathways, videos are being created and are being posted on the Bakersfield College website <https://www.bakersfieldcollege.edu/allied-health/public-health>. Other best practices include, but are not limited to, working with community partners during the curriculum development, inviting public health professionals into the classroom, and having students interview professionals across the public health sciences field. Lastly, part of the Introduction to Public Health 20 will include highlighting the colleges that offer Health Science Majors. It is important for students to see the connection to the Health Sciences Majors within the CSU/UC. There is a misconception that public health sciences is a two year pathway when it truly needs to be a four year goal and grades need to be a minimum of B or higher. It is highly competitive field. There are jobs but performance is looked at closely to enter academic degrees and secure jobs.

Degree Analysis:

Take a look at your trend data (all degrees should have some form of data that is used to look at changes over time).

This is a new degree. Initial base line data show preliminary growth in the PBHS classes. The following analysis is based on the first year of courses being offered for the AST.

1. Please report on any unexpected changes or challenges that your degree encountered this cycle:

Public Health Sciences is a new degree and the focus will be on capacity building to ensure continued growth

2. How does your trend data impact your decision-making process for your degree?

Based on preliminary data, there are two focus areas for the degree in the first year of implementation.

Tracking the growth of this new degree: This is the first year the degree will be offering an Associate Degree for Transfer and later Certificate of Achievement in Health Navigator. Therefore, the numbers of students who are enrolled are a current baseline to measure future growth.

Raising awareness on the role of public health sciences: There is a need to explain what public health encompasses, environmental health, social justice issues, policy development and data analysis. To many, they view it as specific to public health nursing or disease control but this is one slice of public health. The best practice highlighted in the previous section above, is having students research career pathways and posting these on the BC website and highlight these aspects in the public health class. The components are the following:

- a. Monitor health status to identify and solve community health problems.
- b. Diagnose and investigate health problems and health hazards in the community.
- c. Inform, educate, and empower people about health issues.
- d. Mobilize community partnerships and action to identify and solve health problems.
- e. Develop policies and plans that support individual and community health efforts.
- f. Enforce laws and regulations that protect health and ensure safety.
- g. Link people to needed personal health services and assure the provision of health care when otherwise unavailable.
- h. Assure competent public and personal health care workforce.
- i. Evaluate effectiveness, accessibility, and quality of personal and population-based health services.
- j. Research for new insights and innovative solutions to health problems.

This new degree needs to focus efforts on building capacity to ensure both growth, but also curriculum development and expertise within the public health field. Currently the degree has one full time faculty who is teaching all the PBHS classes, tasked with curriculum development, degree review, substantive change submissions and is also creating connections to the CSU and UC as well as articulation agreements. This degree is planning to continue outreach efforts and this will mean growth. Preliminary outreach efforts are working with numbers surpassing initial enrollment this time last year. One key component is the addition of online classes, which are in demand for this subject area. It is anticipated the degree will continue to expand. There will be a need to increase faculty within Public Health, preferably a person with either Environmental Health Science or Epidemiologic background. The current faculty member has a Health Education background. The addition of one more staff person from a different area of the field, will create sustainability but will more importantly will increase the capacity to serve more students.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?

The degree is new and there are no changes as of date.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
 New degree and therefore, no changes. This year provides a baseline.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Degree Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your degree's effectiveness.</i></p>	<p><input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty</p>	
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your degree has been engaged in (either providing or attending) during the last cycle</i></p>	<p><input type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development</p>	

<p>Facilities: <i>If your degree received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your degree and helps contribute to student success.</i></p>	<p><input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance</p>	
<p>Technology: <i>If your degree received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your degree and help contribute to student success?</i></p>	<p><input type="checkbox"/> 1: Replacement Technology <input checked="" type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	

Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: <i>If your degree received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your degree and help contribute to student success.</i></p>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	Not applicable
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your degree. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		<p>Request are attached for one faculty member and non-capitalized equipment. The addition of one more staff person from a different area of the field, will create sustainability but will more importantly will increase the capacity to serve more students. The request for technology items will allow provide interactive learning opportunities.</p>

Conclusions & Snapshot:

Present any conclusions and findings about the degree. This is an opportunity to provide a brief abstract or synopsis of your degree's current circumstances and needs. Consider this a snapshot of your degree, if someone were to only read this portion of your annual degree review.

Bakersfield College is leading the way with this new degree. It is not only innovative, but most importantly it empowers our students to be proactive in their community and gives the skills sets needed to enter the public health field. The Public Health Sciences degree is unique to Kern County and to the Southern Central Valley region. Currently, there are no public health sciences degrees in the Southern Central Valley and BC is leading the way. For this reason, University California Los Angeles (UCLA) and University Nevada Las Vegas (UNLV) have both contacted BC to partner and create a pipeline into their public health science degrees and to work on related projects. The following are some of the highlights from one year of operation and demonstrate the potential that this degree can have for BC students and our community.

- Established a new Public Health Sciences Associate Degree for Transfer to 13 plus or minus CSUs with Health Sciences Degrees, as well as UC degrees.
- Provided outreach to the community and raised awareness for what public health entails through the Bakersfield College Public Health Hackathon. The Hackathon was selected as the Student Government Event of the Year. Over 75 students spent the weekend engaged in problem solving and creating solutions to public health challenges.
- Secured funding from The California Endowment to engage students in development of Mobile Application to address public health needs. This Building Healthy Community App was a result of the weekend Hackathon. Funding, \$25,000 was awarded to continue this project.
- Partnered with UCLA to create a public health sciences pipeline through a Center for Disease Control Grant (CDC). This will begin this fiscal year and is a 5-year grant for approximately \$3 million.
- Partnered with University of Nevada Las Vegas to mentor an intern who presented at the National Institute of Health on Sexual Transmitted Diseases in Kern County

Bakersfield College was received Award in Innovation from the League of Community Colleges for this degree/plan:

Bakersfield College was selected to receive the Riegleman Award for Excellence in Public Health & Health Navigation across the United States. <http://www.prweb.com/releases/2017/03/prweb14188850.htm>. Excerpt from webpage: The Riegelman Awards for Excellence in Public Health & Health Navigation Education in Community Colleges were presented at the League's March 2017 Innovations Conference in San Francisco, California, to four community colleges that have demonstrated excellence in planning or enhancing associate degree or certificate degrees in Public Health and Health Navigation education. Award-winning degree plans must be consistent with the recommendations of the Community Colleges & Public Health Final Report.

Needs: The degree is new, but has the potential to be a model within in California. To be successful, the degree needs to increase awareness on the wide range of careers in public health sciences among the students and BC community. In addition, the degree needs to be supported with a sustainable model that focuses not only on health education but also the other components of environmental health and policy development.

Plans for the future, create stackable degrees:

Associate Science Transfer (AS-T) Degree- Public Health

Provides general education courses needed for transferring into CSU Health Science majors, UC and private universities. Once admitted, the student will only be required to continue and complete 60 additional prescribed units to qualify for the similar baccalaureate degree.

MAJORS CAN NOW DECLARE IN 2017-2018 Year

Health Navigator (Certificate)

Provides a combination of course work with job based experience with the intent on assisting with job entry or career development. This will be a 20 plus credit degree and will be based off the Public Health Sciences Courses (PBHS) with the addition of an internship and courses recommended by the career technical advisory board.

IN PROGRESS - WILL BE OFFERED IN THE FUTURE

Health Navigator/Health Educator Certificate – stackable certificate (is in progress and is closely aligned to AST)

The Health Navigator Certificate is in the planning stages. It is anticipated to be a two semester, up to 25 credit degree which includes a work based internship. The Health Navigator courses are specific to public health field. This job certificate is in the current planning stages. Below are draft student learning outcomes.

Upon completion of the HN/HE Certificate, students will be able to:

1. Practice within the code of ethics for health educators/health navigators,
2. Utilize communication strategies that are responsive to the diversity of cultures, clients, community members and other professionals.
3. Implement health education plans to promote healthy behaviors, address health risks and reduce harm.
4. Work with clients to facilitate access to resources and increase the clients' ability to navigate the health care system