FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015**? **[Check all that apply]**

- [X] 1. Critical thinking
- [ ] 2. Information literacy
- [ ] 3. Written communication
- [ ] 4. Oral communication
- [ ] 5. Quantitative literacy
- [X] 6. Inquiry and analysis
- [ ] 7. Creative thinking
- [ ] 8. Reading
- [ ] 9. Team work
- [X] 10. Problem solving
- [ ] 11. Civic knowledge and engagement
- [X] 12. Intercultural knowledge and competency
- [ ] 13. Ethical reasoning
- [ ] 14. Foundations and skills for lifelong learning
- [ ] 15. Global learning
- [ ] 16. Integrative and applied learning
- [ ] 17. Overall competencies for GE Knowledge
- [ ] 18. Overall competencies in the major/discipline
- [ ] 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:
  - a.
  - b.
  - c.

Q1.3. Are your PLOs closely aligned with the mission of the university?

- [X] 1. Yes
- [ ] 2. No
- [ ] 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

- [ ] 1. Yes
- [X] 2. No (Go to **Q1.5**)
- [ ] 3. Don't know (Go to **Q1.5**)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- [ ] 1. Yes
- [ ] 2. No
- [ ] 3. Don't know

Q1.5. Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

- [ ] 1. Yes
- [ ] 2. No, but I know what the DQP is
- [X] 3. No, I don't know what the DQP is.
- [ ] 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment D)?

Yes

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

Critical thinking and **information literacy** is linked to the *Sac State BLG Integrative Learning*. Health science students are challenged in our capstone course to engage with the surrounding community through internships in healthcare organizations. Furthermore, students use this internship opportunity and classroom activities to integrate advanced concepts across disciplines (e.g., business, psychology, marketing) in order to advance their understanding of healthcare and health sciences.

Quantitative literacy, **inquiry and analysis**, **creative thinking**, and **problem solving** is linked to the *Sac State BLG Intellectual and Practice Skills*. Health science students are encouraged to think creatively and innovatively to integrate the skills from data management, analysis and interpretation in order to solve persistent problems in healthcare.

Intercultural knowledge and competency and **Integrative and applied learning** is linked to the *Sac State BLG Knowledge of Human Cultures and the Physical and Natural World*. Health Science students are taught lessons in healthcare systems, community health, and global health from the perspective of gaining intercultural knowledge and humility in order to integrate concepts of health science for the purpose of responding to real issues.

Q1.2.1. Do you have rubrics for your PLOs?

- [X] 1. Yes, for all PLOs
- [ ] 2. Yes, but for some PLOs
- [ ] 3. No rubrics for PLOs
- [ ] N/A, other (please specify):

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

We conducted a thorough assessment of the PLO **Inquiry and Analysis** through qualitative evaluation of a randomize sample of writing assignments (N=20) from our required course HLSC118: Community Health and a quantitative anonymous student self-reported survey of program effectiveness.

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- [X] 1. Yes
- [ ] 2. No
- [ ] 3. Don't know
- [ ] 4. N/A

Q2.3. **Please provide the rubric(s)** and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

The standard of performance for inquiry and analysis is whether students have systematically processed and explored issues/ objects/ literature through the collection and analysis of evidence that result in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Q2.4. Please indicate the category in which the selected PLO falls into.

- [ ] 1. Critical thinking
- [ ] 2. Information literacy
- [ ] 3. Written communication
- [ ] 4. Oral communication
- [ ] 5. Quantitative literacy
- [X] 6. Inquiry and analysis
- [ ] 7. Creative thinking
- [ ] 8. Reading
- [ ] 9. Team work
- [ ] 10. Problem solving
- [ ] 11. Civic knowledge and engagement
- [ ] 12. Intercultural knowledge and competency
- [ ] 13. Ethical reasoning
- [ ] 14. Foundations and skills for lifelong learning
- [ ] 15. Global learning
- [ ] 16. Integrative and applied learning
- [ ] 17. Overall competencies for GE Knowledge
- [ ] 18. Overall competencies in the major/discipline
- [ ] 19. Other:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:	**Q2.5** **(1) PLO**	**Q2.6** **(2) Standards of Performance**	**Q2.7** **(3) Rubrics**
1. In **SOME** course syllabi/assignments in the program that address the PLO	X	X	X
2. In **ALL** course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters			
6. In the assessment or program review reports, plans, resources or activities			
7. In new course proposal forms in the department/college/university			
8. In the department/college/university's strategic plans and other planning documents			
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

- [X] 1. Yes
- [ ] 2. No (Skip to **Q6**)
- [ ] 3. Don't know (Skip to **Q6**)
- [ ] 4. N/A (Skip to **Q6**)

Q3.2. If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

- [X] 1. Yes
- [ ] 2. No (Skip to **Q6**)
- [ ] 3. Don't know (Skip to **Q6**)
- [ ] 4. N/A (Skip to **Q6**)

Q3.1A. How many assessment tools/methods/measures **in total** did you use to assess this PLO?

We used one assessment tool that had 20 subjects.

Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment A)? **[Word limit: 300]**

Data for this assessment was collected in HLSC118: Community Health during Spring 2015. HLSC118 is a required course for all students earning a degree in Health Science and this was a required assignment. The assignment was to interview a member of this person's community and correlate themes in the interviewee's lived experiences with topics addressed in the text.

Q3A: Direct Measures (key assignments, projects, portfolios)

Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?

- [X] 1. Yes
- [ ] 2. No (Go to **Q3.7**)
- [ ] 3. Don't know (Go to **Q3.7**)

Q3.3.1. Which of the following direct measures were used? **[Check all that apply]**

- [ ] 1. Capstone projects (including theses, senior theses), courses, or experiences
- [X] 2. Key assignments from required classes in the program
- [ ] 3. Key assignments from elective classes

Q3.3.2. Please attach the direct measure you used to collect data.
(Below is the prompt used to measure our PLO and Attachment C is the results of our Health Science Senior Survey)

Narratives of Community Health

- Conduct an interview to understand and learn about the communities in which your interviewee belongs or has belonged. Each interview should be at least 2 hours long in order to acquire the amount of depth needed for this narrative.
- Use your interviewee's story as an example of the ways in which the communities they belong or have belonged play a role in their health and health experiences.
- Cite at least two concepts from our textbook to support your narrative.
- Each narrative should be no more than one page and focus on the lived experiences of your interviewee in the context of the communities they belong and the ways in which this may have or have not impacted their health and health experiences. Develop a narrative of example(s) (rather than telling me) for maximum credit.

- [X] 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
- [ ] 5. External performance assessments such as internships or other community based projects
- [ ] 6. E-Portfolios
- [ ] 7. Other portfolios
- [ ] 8. Other measure. Specify:

Q3.4. How was the data evaluated? **[Select only one]**

- [ ] 1. **No** rubric is used to interpret the evidence (Go to **Q3.5**)
- [X] 2. Used rubric developed/modified by the faculty who teaches the class
- [ ] 3. Used rubric developed/modified by a group of faculty
- [ ] 4. Used rubric pilot-tested and refined by a group of faculty
- [ ] 5. The VALUE rubric(s)
- [ ] 6. Modified VALUE rubric(s)
- [ ] 7. Used other means. Specify:

Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?

- [X] 1. Yes
- [ ] 2. No
- [ ] 3. Don't know
- [ ] 4. N/A

Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?

- [X] 1. Yes
- [ ] 2. No
- [ ] 3. Don't know
- [ ] 4. N/A

Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?

- [X] 1. Yes
- [ ] 2. No
- [ ] 3. Don't know
- [ ] 4. N/A

Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?

Two faculty members (Dr. Susan L. Perez and Dr. Michael E. Nave)

Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- [ ] 1. Yes
- [X] 2. No
- [ ] 3. Don't know

Q3.6. How did you **select** the sample of student work [papers, projects, portfolios, etc.]?

There were two sections of HLSC118 offered in Spring 2015. A sample of 10 papers was taken from each course and we selected every third student on the roster to evaluate.

Q3.6.1. How did you **decide** how many samples of student work to review?

We used qualitative methodologies in order to arrive at a sample size at which we would arrive at saturation.

Q3.6.2. How many students were in the class or program?
There were two sections in this course with a range of 35-41 students in each section.

Q3.6.3. How many samples of student work did you evaluate?
N=20

Q3.6.4. Was the sample size of student work for the direct measure adequate?

- [X] 1. Yes
- [ ] 2. No
- [ ] 3. Don't know

Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7. Were indirect measures used to assess the PLO?

[X] 1. Yes
[ ] 2. No (Skip to **Q3.8**)
[ ] 3. Don't know

Q3.7.1. Which of the following indirect measures were used? **[Check all that apply]**
[ ] 1. National student surveys (e.g., NSSE)
[ ] 2. University conducted student surveys (e.g. OIR)
[X] 3. College/Department/program student surveys
[ ] 4. Alumni surveys, focus groups, or interviews
[ ] 5. Employer surveys, focus groups, or interviews
[ ] 6. Advisory board surveys, focus groups, or interviews
[ ] 7. Other, specify:

Q3.7.2 If surveys were used, how was the sample size decided?
We surveyed the entire population of our graduating seniors (n=77) with a survey participation rate of 88% (n=68).

Q3.7.3. If surveys were used, briefly specify how you selected your sample.
This sample was a convenience sample of graduating seniors who chose to participate in the survey. Due to the anonymous nature of the survey we could not force or mandate completion of the survey.

Q3.7.4. If surveys were used, what was the response rate?
88% response rate

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?
[ ] 1. Yes
[X] 2. No (Go to **Q3.8.2**)
[ ] 3. Don't know

Q3.8.1. Which of the following measures were used?
[ ] 1. National disciplinary exams or state/professional licensure exams
[ ] 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.)
[ ] 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.)
[ ] 4. Other, specify:

Q3.8.2. Were other measures used to assess the PLO?
[ ] 1. Yes
[X] 2. No (Go to **Q3.9**)
[ ] 3. Don't know (Go to **Q3.9**)

Q3.8.3. If other measures were used, please specify:

Q3D: Alignment and Quality

Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?
[X] 1. Yes
[ ] 2. No
[ ] 3. Don't know

Q3.9.1. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?
[ ] 1. Yes
[X] 2. No
[ ] 3. Don't know

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: **[Word limit: 600 for selected PLO]**

(See Attachment B & C)

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Yes

Q4.3. For **selected** PLO, the student performance:

- [ ] 1. **Exceeded** expectation/standard
- [X] 2. **Met** expectation/standard
- [ ] 3. **Partially** met expectation/standard
- [ ] 4. **Partially** met expectation/standard
- [ ] 5. No expectation or standard has been specified
- [ ] 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

- [ ] 1. Yes
- [X] 2. No (Go to **Q6**)
- [ ] 3. Don't know (Go to **Q6**)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

- [ ] 1. Yes
- [ ] 2. No
- [ ] 3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	**(2)** Quite a Bit	**(3)** Some	**(4)** Not at all	**(8)** N/A
1. Improving specific courses					
2. Modifying curriculum					
3. Improving advising and mentoring					
4. Revising learning outcomes/goals					
5. Revising rubrics and/or expectations					
6. Developing/updating assessment plan					
7. Annual assessment reports					
8. Program review					
9. Prospective student and family information					
10. Alumni communication					
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					
15. Strategic planning					
16. Institutional benchmarking					
17. Academic policy development or modification					
18. Institutional Improvement					
19. Resource allocation and budgeting					
20. New faculty hiring					
21. Professional development for faculty and staff					
22. Recruitment of new students					

23. Other Specify:

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

Graduating seniors are asked to anonymously fill-out a "HLSC Graduating Senior Survey." Sixty-six graduates in Spring 2015 completed this survey. Students were asked to self-report their abilities in a number of areas based on a scale of one to five (1 = very poor, 2 = poor, 3 = fair, 4 = good, and 5 = very good). Responses ranged from a four to five in self-reported ability in all areas assessed. Three qualitative themes arose. First, students appreciated the global approach of the program in preparing students' for careers in healthcare and health sciences. Second, students' requested more defined pathways toward graduation, such as, an outline/schedule of the courses that need to be taken and guidance for internships. Finally, students have very positive experiences and relationships with the faculty of Health Science.

Students must complete HLSC 195 Fieldwork Experience during their graduating semester. All HLSC 195 students are evaluated in 9 areas based on a five point scale by the internship site supervisor twice during the internship (mid-term and final). With rare exceptions, the students are rated Outstanding or Very Satisfactory by the internship site supervisors.

Q7. What PLO(s) do you plan to assess next year?

	1. Critical thinking
	2. Information literacy
	3. Written communication
	4. Oral communication
	5. Quantitative literacy
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
X	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: a. b. c.

Q8. Have you attached any appendices? If yes, please list them all here:
Attachment A: Health Science PLO
Attachment B: Qualitative Findings for Health Science PLO
Attachment C: Health Science Senior Survey Results
Attachment D: Inquiry and Analysis Rubric
Attachment E: Health Science Program Goals and Outcomes

Program Information

P1. Program/Concentration Name(s):
Program:
- Health Science

Concentrations:
- Community Health Education
- Health Care Administration
- Occupational Health & Safety

P2. Report Authors:
Susan Perez

P3. Academic unit: Department, Program, or College:
Department of Kinesiology and Health Science

P4. College:
College of Health and Human Services

P5. Fall 2014 enrollment for Academic unit *(See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment:* 491

P6. Program Type: **[Select only one]**

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master's degree
	4. Doctorate (Ph.D./Ed.d)
	5. Other. Please specify:

Undergraduate Degree Program(s):
P7. Number of undergraduate degree programs the academic unit has: 1

P7.1. List all the name(s): Health Science

P7.2. How many concentrations appear on the diploma for this undergraduate program? 3

Master Degree Program(s):
P8. Number of Master's degree programs the academic unit has: 0

P8.1. List all the name(s): n/a

P8.2. How many concentrations appear on the diploma for this master program? n/a

Credential Program(s):
P9. Number of credential programs the academic unit has: n/a

P9.1. List all the names: n/a

Doctorate Program(s)
P10. Number of doctorate degree programs the academic unit has: n/a

P10.1. List the name(s): n/a

When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed									X	
P12. Last updated										

	1.Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?	X		
P14. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?			X
P15. Does the program have any capstone class?	X		
P16. Does the program have **ANY** capstone project?			X

Attachment A

Health Science: PLO

PLO: Inquiry and Analysis 1. Topic selection 2. Existing knowledge, research and/or views. 3. Design process 4. Analysis 5. Conclusions 6. Limitations and implications	Our students will achieve a general understanding of all six dimensions using the VALUE rubric as a result of having successfully completed HLSC118 Community Health, a required course for the Health Science program.	HLSC118 is required course for the Health Science program taken during the junior year.	Most students are performing at the capstone level in all six areas of the Inquiring and Analysis rubric. Our findings may be skewed toward higher success rate due to the ways in which the instructor developed the prompt for this assignment for purposes of assessment based on the Inquiring and Analysis rubric.	In order to maintain success in supporting our students in the Inquiring and Analysis PLO, we will continue to design more classroom activities and assignments related to this assignment.

Qualitative Findings for Inquiry and Analysis

Six Criteria (Areas) / Different Levels[2]	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
	CONCLUSION: Overall students performed in the Capstone to Milestone range.			
Topic selection	In general students were about to hone interview questions and summarize the experiences of their subject in a very focused manner in order to arrived at and address significant yet previously less-explored topics in this course. One example of a persistent theme that students wrote about was the development of identity among migrants and the ways in which lack of identity in a community impacts health.			
Existing Knowledge, Research, and/or Views	Students successfully synthesized information from their textbook, peer reviewed literature, and themes from lectures in order to contextualize and related the lived experiences of the individual that they interviewed to information and knowledge gained in this course.			
Design Process	Students skillfully developed a theoretical framework in order to construct ideas. They then applied appropriate methodology or theoretical frameworks from across disciplines or from relevant sub-disciplines.			
Analysis	Students successfully organized and synthesized evidence to reveal insightful patterns, differences, or similarities related to focus.			
Conclusions	Students were able to arrive at a conclusion that is a logical extrapolation from the inquiry findings. Their conclusions arose specifically from and responded specifically to the inquiry findings.			
Limitations and Implications	Students demonstrated insight when discussing in detail relevant and supported limitations and implications.			

Michael Nave : HLSC Graduating Senior Survey

- ()

No. of responses = 68 / (%)

Survey Results

1. What is my Health Science concentration?

1.1) **My Health Science concentration is (select one):**

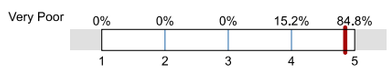
n=68

(1) Community Health Education	27.9%
(2) Health Care Administration	39.7%
(3) Occupational Health & Safety	33.8%

2. Senior survey statements - Based on your courses in the Health Science major, rate your ability on a scale of 1 to 5 (with 1 being very poor, 2 - poor, 3 - fair, 4 - good, and 5 - very good) to:

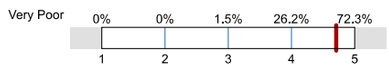
		Very Poor	1	2	3	4	5	Very Good	
2.1)	Write clearly and effectively.		0%	0%	6.1%	31.8%	62.1%		n=66 av.=4.56
2.2)	Speak in front of a group in a clear and persuasive manner.		0%	0%	18.2%	43.9%	37.9%		n=66 av.=4.2
2.3)	Extemporaneously answer oral and written questions.		0%	0%	10.6%	42.4%	47%		n=66 av.=4.36
2.4)	Prepare visuals and deliver information to audiences of professionals as well as the general public.		0%	0%	7.6%	31.8%	60.6%		n=66 av.=4.53
2.5)	Work effectively in a team or group situation in defining and solving problems.		0%	0%	0%	19.7%	80.3%		n=66 av.=4.8
2.6)	Articulate core issues facing those in your area of study.		0%	0%	7.6%	24.2%	68.2%		n=66 av.=4.61
2.7)	Obtain, summarize, analyze, and critically interpret research data.		0%	0%	6.1%	27.3%	66.7%		n=66 av.=4.61
2.8)	Use the scientific decision making process.		0%	0%	10.6%	28.8%	60.6%		n=66 av.=4.5
2.9)	Establish priorities and complete tasks in a timely fashion.		0%	0%	4.5%	25.8%	69.7%		n=66 av.=4.65
2.10)	Appreciate and respect the role of cultural diversity in our society.		0%	0%	1.5%	15.2%	83.3%		n=66 av.=4.82

2.11) Accept and respect the opinions and beliefs of others.



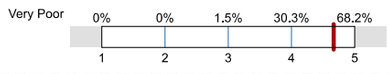
n=66
av.=4.85

2.12) Demonstrate understanding of contemporary issues.



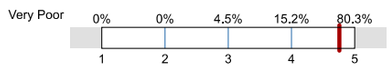
n=65
av.=4.71

2.13) Demonstrate effective interpersonal skills.



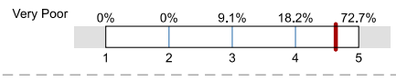
n=66
av.=4.67

2.14) Articulate values, ethics, and standards of your profession.



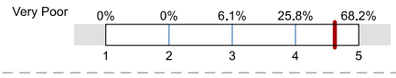
n=66
av.=4.76

2.15) Demonstrate use of basic word processing, spreadsheet, database, and presentation software.



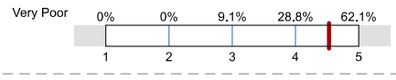
n=66
av.=4.64

2.16) Demonstrate the basics of implementing and coordinating a program.



n=66
av.=4.62

2.17) Successfully pursue ongoing education or advanced study.



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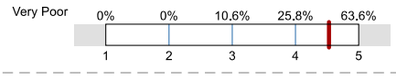
2.18) Succeed in your preferred career or profession.



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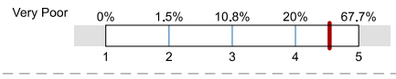
2.19) Understand technology issues and related impacts.



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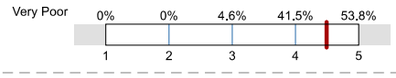
2.20) Construct an assessment or improvement plan.



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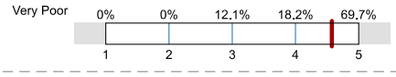
2.21) Demonstrate leadership in your discipline.

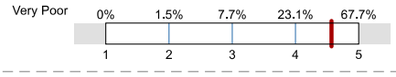


n=66
av.=4.58

2.22) Apply critical thinking skills.

n=66
av.=4.7

2.23) Utilize tools from other disciplines to solve discipline-specific problems.



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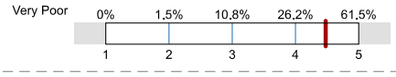
av.=4.57

2.24) Utilize and integrate contemporary theories and models from your area of study.



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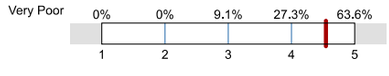
2.25) Utilize scientific principles in the inquiry process and to solve discipline-specific problems.



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Comments Report

3. Comments: Please provide any comments regarding your degree program that you believe are important, but not evaluated in the multiple-choice survey. Comments addressing specific program strengths and weaknesses are encouraged.

3.1) Please provide comments in this section of the survey.

- Great Instructors.
- Great major and teaching staff was excellent!
- Health Science is a great program. Thank you Health Science Faculty!
- I believe that all students in this program, as well as school-wide, should go through a QPR suicide prevention training.
- I believe the degree program taught me a lot not only about my concentration, but other ones too. Because we had to take classes from generally all the different concentrations, I feel like I had a great education that was pretty well-rounded. There were many group projects throughout the program, and although they were difficult at times, I see how much I have learned because of them. Many classes were only held as night classes, which was difficult for my schedule, especially because I commute. Other than that, I had no problem getting any classes I needed.
- I enjoyed all the required courses for the Community Health Education program. Regarding internships I felt the internship fair was helpful but I would have liked a little more information on what type of duties I should be looking for in an internship.
- I have no comments.
- I really would like my major and my concentration specially i would liked taking 2 classes one was Epidemilogy with Dr Dieaz and the other was HLSC 100 with Dr Nave .
- I think having the internship in the last semester of study is a little overwhelming.
- I think instead of having the students pick what classes to take in what semester that there should be a clear path laid out for them especially if they want to take microbiology for one of their options. Finance and microbiology should have a course just for health science students so we don't have to take the general ones for science or finance students. Some classes should be taken at the beginning of their entrance into the program rather than letting students choose to take these classes in their last semester. Other than that I highly enjoyed the Health Science Occupational Health & Safety program and can't wait to start my career in Safety. Prof. Donlon, and Corcoran are by far the best professors I had and I value the time I had in class with them for teaching me the information that pertains to real life events in the work place.
- I think that this program was well rounded and I think that as an HCA student, I was able to obtain knowledge and gain a better understanding of critical issues in our current political climate. The administrative aspect of healthcare is changing so much today and I am glad that I have learned the different aspects of insurance coverage and different types of HCO's that I am sure other concentrations did not learn. I do not plan to go directly into administration after graduation, rather my interest is the clinical aspect of healthcare. Even though my plan deviates from my bachelors degree education I still think that I have learned valuable and useful information.
- I think the advisor should be more thorough with giving information on where to contact for internship.
- I think this was a wonderful program. I just wish we had more HCA related courses.
- I wish we had more career related courses, related directly to occupational safety or health.
- I wish we used more spreadsheet and database in certain classes.
- I would have liked to learn more from HLSC 109, so the evaluation of core classes. Strength are the professors that teach the core HLSC classes. Strengths include public speaking/presentation and content. Weaknesses is hands on.
- I would like to thank the HLSC department for posting up leads on internship and volunteer opportunities. It was very helpful.
- In my opinion, the HCA program is solid. There are some things I think would be useful, such as career planning.
- It would be nice to have an exit orientation for the health science program. With health science being a very broad area of study it would be great to hear about possible career options. While this is one of the perks of being a health science major it is at times intimidating to decide which jobs to apply for upon graduation.
- It would be nice to hear an update on the petition for a writing intensive course that I filed several weeks ago. Otherwise, I have been very pleased with this program and my experience at CSUS.
- It would be nice to hear back in regards to the petition I submitted several weeks ago. I have otherwise been pleased with this program and CSUS.
- It would be valuable to add more concentration related classes, courses directly involving occupational health or safety.

- New students need guidance and someone they can ask questions, advisors are busy a student mentor would be great. Defiantly need a mentor to lead you through the program. I went to see advisors 3 times, but had questions many more times than that, had to get answers from other students or figure things out on my own. You are expected to get yourself through the program and find your own internship, yes u have an advisor but they are too busy to answer small questions a student might have. I had a feeling like I was expected to know how the program works and all the details about it. The professors are great and caring, however the load for advising is unrealistic. My favorite classes were HLSC 151, mgmt 102 online, epidemiology. Need more night classes.

- None

- Overall, I believe the program was effective and efficient. The classes are extremely relevant and has a good balance between both health related courses and business related courses. I would recommend that the program for HCA majors add a class revolving around improving students' technical skills. I thought that was the only thing lacking, especially because at my internship I used Excel Spreadsheets a lot, but did not feel completely competent. I also think that the staff should do more to help students find internships to reduce stress levels. I also would like to especially thank Dr. Ainsworth for being an amazing teacher. He has by far been the best teacher I have taken at Sac State. He is really easy to understand and students can tell that he genuinely is passionate for the subjects he teaches and for the students.

- Registers office need to notice students of deficient units prior to last semester. (2 Counts)

- The courses offered for my concentration helped define community health education and the components of it. The only concern I had with the health science program being so impacted that the classes were hard to get into. The courses go in depth and help outline the importance of community health education and everything that is necessary for programs to be funded with grants. Overall the health science classes in Community Health Education concentration were of my interest and have helped me tremendously understand the importance for them.

- The only suggestion I have is for instructors to give the students that live near each other a choice of working together in group projects. There are too many variations in work hours and activities outside of class and it would be more efficient for those who have busy schedules and are paying for their education to meet with someone 10 miles or less away from their home rather than be 1-2 hours away and have opposite schedules. Google Docs is a great tool but in the real world, people get projects done at work not at home and on weekends.

- The program could use some organization. Faculty are not on the same page about certain rules and procedures, so different answers are given by different faculty, causing confusion.

- This was a very detailed program, and I am thankful for that!

- i feel that Health Science Administration should have more computer classes incorporated into the major like spreadsheet and word.

- i think that all necessary point were mentioned above. Thank you for the survey

- no comment, every category was mentioned above. (2 Counts)

- no comment, every category was mentioned.

Attachment D

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing, knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the **products** of analysis and inquiry, not the **processes** themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Conclusions: A synthesis of key findings drawn from research/evidence.
- Limitations: Critique of the process or evidence.
- Implications: How inquiry results apply to a larger context or the real world.

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Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

	Capstone 4	**Milestones** 3	 2	**Benchmark** 1
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant source representing limited points of view/approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/o is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported

Attachment E

HEALTH SCIENCE GOALS AND OUTCOMES

Health Science Goals

Students will be able to:

1. Demonstrate critical thinking skills through the application of health promotion, prevention and protection theories and concepts.
2. Integrate diverse disciplines such as sociology, psychology, chemistry, biology, anatomy, and physiology in the identification and control of psycho-social and physical factors affecting health.
3. Demonstrate effective writing composition and oral communication skills.
4. Work collaboratively with others in problem solving, research, decision-making and the completion of projects.
5. Articulate values, ethics and standards of the profession.

Community Health Education Learning Outcomes

Students will be able to:

1. Examine and identify national issues in occupational and on-occupational safety and health.
2. Promote high level wellness through a preventive medicine approach for the promotion of more enjoyable and productive living.
3. Describe methods of managing public health program; patterns of health organizations; the scope of public health concerns for environment health and health service marketing.
4. Identify the philosophical, conceptual, and theoretical constructs that serve as a basis for understanding, predicting, and facilitating change in health-related behavior.
5. Identify the behavioral and social factors which influence health and illness.
6. Distinguish health facts from bogus claims and make effective consumer decisions of health care services and the basics of self-health care.
7. Identify the scientific facts about drugs and to describe methods of prevention and the of health education.
8. Process and practice program planning and evaluation.
9. Collect, analysis, interpret and present health data using computational software.
10. Use fundamental statistics and research methods for the systematic study and evaluation of the distribution and determinants of health risk in populations.
11. Use computer technology to research, analyze, communicate and present health information.

Occupational Health and Safety Learning Outcomes

Students will be able to:

1. Examine and identify national issues in occupational and on-occupational safety and health.
2. Collect, analysis, interpret and present health data using computational software.
3. Identify the concepts of occupational health as they pertain to appraising and controlling occupational health hazards.
4. Develop, implement, and integrate effective occupational safety and health program components.
5. Identify regulatory agencies involved with occupational health and safety and describe their function in the enforcement of regulations.
6. Process, analyze, and implement strategies for occupational loss.
7. Examine and identify current and emerging issues in occupational health and safety.
8. Identify the structure and properties of organic and biological chemistry.
9. Use fundamental statistics and research methods for the systematic study and evaluation of the distribution and determinants of health risk in populations.
10. Use computer technology to research, analyze, communicate and present health information.

Health Care Administration Learning Outcomes

Students will be able to:

1. Identify and apply the concepts of income determination, financial positions and the accounting for of ownership equities.
2. Apply principles and techniques that improve communication among health professionals and between health professionals and clients.
3. Analyze total production and its distribution, employment and price levels, and to identify the forces that influence them. Or, analyze the workings of supply and demand in the determination of price, resource allocation, and distribution.
4. Describe methods of managing public health program; patterns of health organizations; the scope of public health concerns for environment health and health service marketing.
5. Process and practice program planning and evaluation
6. Develop the skills to for organizing and managing personnel including employee selection, development, motivation, evaluation and remuneration, and union relations.
7. Identify and apply the principles of quality management, customer focus, continuous improvement, employee involvement, and process improvement.
8. Identify the principles of psychology theory and its application to human behavior in organizations.
9. Apply general moral principles to practical medical decisions.
10. To examine the delivery of health and mental health services for economically disadvantaged and oppressed populations.
11. Use fundamental statistics and research methods for the systematic study and evaluation of the distribution and determinants of health risk in populations.
12. Use computer technology to research, analyze, communicate and present health information.