2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: | BS Health Science

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?** [**Check all that apply**]

☐ 1. Critical Thinking

☐ 2. Information Literacy

☐ 3. Written Communication

☐ 4. Oral Communication

☐ 5. Quantitative Literacy

☐ 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, specify any assessed PLOs not included above:

a. [   ]

b. [   ]

c. [   ]

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

The Bachelors of Science Health Science Program (BHS) has assessed program learning outcome 9 (PLO 9): Team Work for the 2015-2016 year. Working as a productive member of a team is an important skill for the profession of health science. The field of health science requires a team approach to solving most complex public health issues and problems. Team work is specifically stated as a Health Science program goal and is listed in the program manual which reads that students will be able to "work collaboratively with others in problem solving, research, decision making, and the completion of projects." The PLO 9: Team Work and health science goal are directly related to the Baccalaureate Learning Goals in that they address competencies of the discipline, examine public health issues related to the human experience, and practice inquiry and analysis of a public health issue as a team,

Health science students develop the skill of working as an effective and competent member of a team throughout the health science program. This competency was measured in the HLSC 144 course as it is a capstone course for the community health education concentration. The PLO assessed whether or not students will be able to:

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

⦿ 1. Yes, for all PLOs

○ 2. Yes, but for some PLOs

○ 3. No rubrics for PLOs

○ 4. N/A

○ 5. Other, specify: [   ]

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

⦿ 1. Yes

○ 2. No

○ 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

○ 1. Yes

⦿ 2. No (skip to **Q1.5**)

○ 3. Don't know (skip 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

⦿ 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?

⦿ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Team Work

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Bachelor of Health Science chose to assess the PLO 9: Team Work and used an assignment in the senior capstone course HLSC 144 for the Community Health Education concentration as a direct measure to assess the PLO, as well as results from the Graduating Senior Survey.

The Team Work Values Rubric was used for assessment of PLO 9. The Values assessment recommends that students reflect on their own contributions as a team member, as well as evaluate and receive feedback from other team members.

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

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

At least 75% of students participating will score a 3.0 or above on a 4 point scale in the senior capstone course as measured by their peer group members.

At least 75% of students participating will score a 3.0 or above on a 4 point scale in the senior capstone course as measured by self-assessment.

At least 75% of senior survey respondents will score a 4.0 or above on the 5 point scale indicating that they feel they have at least a "good" to "very good" ability to: "Work effectively in a team or group situation in defining and solving problems"

Also measured with the program's Senior Survey.

📎 Hlsc 144 Rubric for Teamwork Assesment.xls
35 KB

📎 Senior_Survey_CC.pdf
78.88 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☑	☑	☑	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☑	☐	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: Graduating Senior student exit survey

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?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

2

Q3.2.
Was the data **scored/evaluated** for this PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.2.1.
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:

The assessment data was collected in HLSC 144: Community Planning and Evaluation and in the Graduating Senior Exit Survey.

HLSC 144 includes a group assignment where students work on a complex societal and public health issue and includes collecting and analyzing data, program development and evaluation planning for the public health issue. Students were asked to assess their own performance and the performance of their group members using the "Team Work Values rubric". The "Team Work Values rubric" was added to this class as an "optional" final assessment the students could participate in to assess both their own participation as a team member and the work of the other members of their teams.

In addition, all graduating seniors were asked to complete the Graduating Senior Survey, administered as a part of the HLSC 195 course. The HLSC 195 course is completed the last semester of the HLSC student's degree program, and is also

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

◉ 1. Yes

○ 2. No (skip to **Q3.7**)

○ 3. Don't know (skip to **Q3.7**)

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

☑ 1. Capstone project (e.g. theses, senior theses), courses, or experiences

☑ 2. Key assignments from required classes in the program

☐ 3. Key assignments from elective classes

☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques

☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☑ 8. Other, specify: Graduating Senior Survey

Q3.3.2.
Please **explain** and **attach** the direct measure you used to collect data:

Attached is the rubric each student in HLSC 144 used to assess both their own performance, as well as the performance of the other members of their capstone group project. The rubric was "slightly" modified from its original source to help make it more understandable for students.

Also attached is the Graduating Senior Exit Survey results for spring 2016. This survey is administered to all students in the major when students complete the capstone HLSC 195.

📎 **Hlsc 144 Rubric for Teamwork Assesment.xls** 35 KB	📎 **Graduating_Senior_Survey_(Spring_2016).pdf** 85.2 KB

Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

◉ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: _____ (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ⦿ 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?

```
5
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Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

```
2
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Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ○ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ⦿ 4. N/A

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

All students in HLSC 144 were asked to complete the Values Rubric for Team Work, but the assignment was not mandatory. The sample size of students that participated was 24 of 28 students.

Internship site supervisors are require to complete two student intern evaluations (Midterm and final).

All students completing HLSC 195 Internship/Fieldwork are asked to complete the senior survey as part of their cumulating assignment in the course.

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

All students in both HLSC 144 and HLSC 195 were asked to participate.

Q3.6.2.
How many students were in the class or program?

HLSC 144 n = 28
HLSC 195 n= 78

Q3.6.3.
How many samples of student work did you evaluated?

HLSC 144 n = 24
HLSC 195 n = 63 online
senior surveys
HLSC 195 n = 21 online

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

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

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

◉ 1. Yes

○ 2. No (skip to **Q3.8**)

○ 3. Don't Know (skip to **Q3.8**)

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)

☐ 3. College/department/program student surveys or focus groups

☐ 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:

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

🔗 No file attached   🔗 No file attached

Q3.7.2.
If surveys were used, how was the sample size **decided**?

Q3.7.3.
If surveys were used, how did you **select** your sample:

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

~80%

Question 3C: 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

◉ 2. No (skip to **Q3.8.2**)

○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify:

Q3.8.2.
Were other measures used to assess the PLO?

◉ 1. Yes

○ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

HLSC 195 site supervisor evaluations - unable to upload in prior area.

📎 Final_Student_Evaluation.pdf
81.76 KB

📎 No file attached

(**Remember**: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

Table 1: Results for Team Work Skill (n= 24)

Fi ve criteria areas of the Team Work Values Rubric	Capstone 4/Milestone 3-2/Benchmark 1 Average peer evaluation score Percent score for self-assessment	Met Standard at least 75% Peer Eval - < 3.0 Self standard - < 3.0
9.1 Contributes to the team meeting	Average peer score 3.40 range 2.8 to 4.0 96% self-scored a 4.0; 4% self-scored a 3	MET

📎 Graduating_Senior_Survey_(Spring_2016).pdf
85.21 KB

📎 No file attached

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

Yes. Students are doing well in meeting the program standard set by the faculty for the Team Work skill. According to the values rubric students need the most improvemnet in the areas of:

1) Responding to conflict

2) Fostering a construtive team climate

3) Facilitating the contributions of team members

In addition, the Graduating Senior Survey results also met the 75% standard for the program.

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

○ 1. **Exceeded** expectation/standard

◉ 2. **Met** expectation/standard

○ 3. **Partially** met expectation/standard

○ 4. Did not meet expectation/standard

○ 5. No expectation/standard has been specified

○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

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

Q5.1.
As a result of the assessment effort and based on 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

○ 2. No (skip to **Q5.2**)

○ 3. Don't know (skip to **Q5.2**)

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.

> Health science faculty will examine all courses that include team work assignments and will collectively provide guidance and knowledge on best practices in "effective and productive" teams. Faculty have already begun, most recently, to integrate peer reviewed literature of this topic into various courses, including the one used to partially assess this PLO - HLSC 144. Many students express to health science faculty how challenging team work (group work) can be in the undergraduate academic setting, and the health science faculty are committed to helping the students focus on best practice models to build strong team members, a skill vital to professional success in health science professions.

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

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. 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. WSCUC 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 modifications	○	○	○	○	◉
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:

Changes around the PLO of Inquiry and Analysis as measured in 2014-2015 have impacted curricular decision mainly for the health care administration concentration in health science. Faculty worked over the 2015- 2016 academic year changing curriculum in health science to focus on increased skill development on data analysis. In addition, language was added to the new faculty search for a health science faculty to emphasize the need to find a candidate with strong skills in health care business analytics.

(**Remember**: Save your progress)

Additional Assessment Activities

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

The Graduating Senior Survey assesses a number of different measures each year. The survey contains 25 questions about student's perceptions of preparation, which are direct measures of the health science program goals. The standard set for each item on the score is a 4.0, with at least 75% of students scoring a 4.0 or better. Results consistently indicate that the health science curriculum is meeting its standard in these areas.

The biggest areas of improvement are found in helping students develop increased skills around:

1. Extemporaneously answer oral and written questions.

2. Use the scientific decision making process

📎 Graduating_Senior_Survey_(Spring_2016).pdf
85.21 KB

📎 No file attached

Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

☐ 1. Critical Thinking

☐ 2. Information Literacy

☐ 3. Written Communication

☐ 4. Oral Communication

☐ 5. Quantitative Literacy

☐ 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, specify any PLOs not included above:

a. [_____]

b. [_____]

c. [_____]

Q8. Please attach any additional files here:

📎 No file attached   📎 No file attached   📎 No file attached   📎 No file attached

Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]
BS Health Science

P1.1.
Program/Concentration Name(s): [by department]
Health Science BS

P2.
Report Author(s):
Heather Diaz

P2.1.
Department Chair/Program Director:
Michael E. Nave

P2.2.
Assessment Coordinator:
Heather Diaz

P3.
Department/Division/Program of Academic Unit
Kinesiology & Health Sci.

P4.
College:
College of Health & Human Services

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):
428

P6.
Program Type:

- ◉ 1. Undergraduate baccalaureate major
- ○ 2. Credential
- ○ 3. Master's Degree
- ○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ○ 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?
1

P7.1. List all the names:

Health Science

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

3

P8. Number of **master's degree programs** the academic unit has?

N/A

P8.1. List all the names:

P8.2. How many concentrations appear on the diploma for this master's program?

N/A

P9. Number of **credential programs** the academic unit has?

N/A

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

Don't know

P10.1. List all the names:

When was your **assessment plan**...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	○	○	○	○	○	○	◉
P11.1. last updated?	○	○	○	○	○	○	◉

P11.3.
Please attach your latest **assessment plan**:

📎 **No file attached**

P12.
Has your program developed a **curriculum map?**

○ 1. Yes

○ 2. No

◉ 3. Don't know

P12.1.
Please attach your latest **curriculum map**:

📎 No file attached

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

○ 1. Yes

○ 2. No

◉ 3. Don't know

P14.
Does your program have a capstone class?

◉ 1. Yes, indicate: HLSC 195

○ 2. No

○ 3. Don't know

P14.1.
Does your program have **any** capstone project?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Group Teamwork Assessment for the Health Science Program

Please follow directions on Sac CT about how to fill this out. Enter each groups name below then rate each member using a point system 1-4. For the decription of each point system, please see rubric on the related attachment.

	Contributes to team meetings
Group Member 1	
Group Member 2	
Group Member 3	
Group Member 4	
SELF	

Helps with the contributions of team members	Individual contributions outside of the team meetings	Individual contributions outside of the team meetings

Responds to conflict

	Score 4	Score 3	Score 2	Score 1
Contributes to team meetings	Helps the team move forward by expressing the merits or new ideas	Offers new solutions that build on the ideas of others	Offers new solutions that help improve the work of the group	Shares ideas but doesn't help improve the work of the group
Facilitates the contributions of team members	Engages other group members in a way that helps to support their contributions to the team. Engages other team members that are not participating and invites them to engage with the group.	Engages other group members in a way that helps to support their contributions to the team.	Engages other group members in a way that restates their view and asking questions for clarification	Engages team members by taking turns to hear other team member input
Individual contributions outside of team meetings	Completes all assigned tasks by deadlines; work is thorough, comprehensive, and helps improve the project. Actively helps other group members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadlines; work is thorough, comprehensive, and helps improve the project	Completes all assigned tasks by deadlines; work helps improve the project	Completes all assigned tasks by the deadline.
Fosters constructive team climate	Supports a positive team climate by doing ALL of the following: 1) treating team members respectfully by being polite and clearly communicating; 2)speaking to team members positively through words and body language expression; 3) motivating team members by expressing confidence in the teams ability to complete the project; 4) providing assistance and/or encouragement to other team members	Supports a positive team climate by doing 3 of the following: 1) treating team members respectfully by being polite and clearly communicating; 2)speaking to team members positively through words and body language expression; 3) motivating team members by expressing confidence in the teams ability to complete the project; 4) providing assistance and/or encouragement to other team members	Supports a positive team climate by doing 2 of the following: 1) treating team members respectfully by being polite and clearly communicating; 2)speaking to team members positively through words and body language expression; 3) motivating team members by expressing confidence in the teams ability to complete the project; 4) providing assistance and/or encouragement to other team members	Supports a positive team climate by doing 1 of the following: 1) treating team members respectfully by being polite and clearly communicating; 2)speaking to team members positively through words and body language expression; 3) motivating team members by expressing confidence in the teams ability to complete the project; 4) providing assistance and/or encouragement to other team members
Responds to conflict	Addresses group conflict directly and constructively; helps to resolve the conflict in a way that strengthens the team.	Identifies and addresses conflict directly.	Does not address conflict directly; avoids group conflict	Does not address conflict directly; accepts others viewpoints with hesitation

Health Science Program	Developed by the HLSC Faculty
All concentrations	Health Science Program Graduating Senior Survey

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ■ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

1. What is your Health Science concentration?

1.1 My Health Science concentration is (select one):

☐ **(1) Community Health Education** ☐ **(2) Health Care Administration** ☐ **(3) Occupational Health & Safety**

2. Senior survey statements - Based on your Health Science education and courses required for you degree, rate your ability to do the following on a scale of 1 to 5 (with 1 being very poor, 2 - poor, 3 - fair, 4 - good, and 5 - very good):

2.1	Write clearly and effectively.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.2	Speak in front of a group in a clear and persuasive manner.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.3	Extemporaneously answer oral and written questions.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.4	Prepare visuals and deliver information to audiences of professionals as well as the general public.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.5	Work effectively in a team or group situation in defining and solving problems.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.6	Articulate core issues facing those in your area of study.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.7	Obtain, summarize, analyze, and critically interpret research data.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.8	Use the scientific decision making process.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.9	Establish priorities and complete tasks in a timely fashion.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.10	Appreciate and respect the role of cultural diversity in our society.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.11	Accept and respect the opinions and beliefs of others.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.12	Demonstrate understanding of contemporary issues.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.13	Demonstrate effective interpersonal skills.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.14	Articulate values, ethics, and standards of your profession.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.15	Demonstrate use of basic word processing, spreadsheet, database, and presentation software.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.16	Demonstrate the basics of implementing and coordinating a program.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.17	Successfully pursue ongoing education or advanced study.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.18	Succeed in your preferred career or profession.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.19	Understand technology issues and related impacts.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.20	Construct an assessment or improvement plan.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.21	Demonstrate leadership in your discipline.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.22	Apply critical thinking skills.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.23	Utilize tools from other disciplines to solve discipline-specific problems.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.24	Utilize and integrate contemporary theories and models from your area of study.	Very Poor	☐	☐	☐	☐	☐	Very Good
2.25	Utilize scientific principles in the inquiry process and to solve discipline-specific problems.	Very Poor	☐	☐	☐	☐	☐	Very Good

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.

Survey completion receipt -

Please copy the following web page link before submitting the survey- **http://webpages.csus.edu/menave/ Senior_survey.html**

Paste the link into a new browse tab before you submit the survey. Print the page after the link opens in your browser tab. Include the printout in your HLSC 195 portfolio. Submitting a copy of the web page serves as evidence that you completed the graduating senior survey.

Remember to copy and print the web link before you press the **SUBMISSION** button.

Thank you for completing the Health Science Program's Graduating Senior Survey.

 Congratulations and best wishes,
The Health Science Faculty

Final Student Evaluation

No. of responses = 21

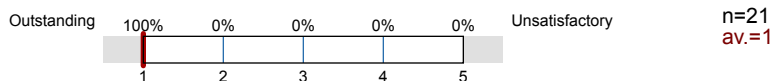## Survey Results

Student intern and site information

Type of Evaluation:

Interim Evaluation	0%	n=21
Final Evaluation	100%	

Overal Student Intern Rating
Scale: 1=Outstanding; 2=Very Satisfactory; 3=Satisfactory; 4=Improvement Needed; 5=Unsatisfactory

Overall intern performance rating:

Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21
	1	2	3	4	5		av.=1

Professional Attitude

Respects confidentiality of data:

Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21
	1	2	3	4	5		av.=1

Accepts responsibility:

Outstanding	90.5%	9.5%	0%	0%	0%	Unsatisfactory	n=21
	1	2	3	4	5		av.=1.1

Demonstrates motivation and interest in work:

Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21
	1	2	3	4	5		av.=1

Emotional commitment to assignments:

Outstanding	90.5%	9.5%	0%	0%	0%	Unsatisfactory	n=21
	1	2	3	4	5		av.=1.1
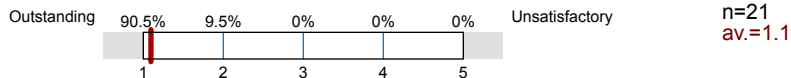
Recognition or admission of errors, learns from mistakes, modifies behavior as needed:

Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21
	1	2	3	4	5		av.=1
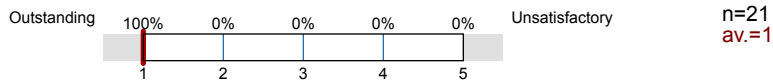
Perception of Responsibility in Attitude Toward Work

Recognizes and is alert to discrepancies – takes corrective action or brings to attention of supervisor:

Outstanding	90.5%	9.5%	0%	0%	0%	Unsatisfactory	n=21
	1	2	3	4	5		av.=1.1
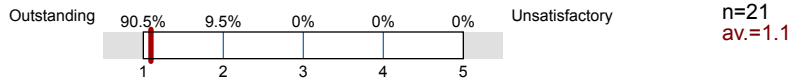
Completes assigned tasks:

Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21
	1	2	3	4	5		av.=1

Observes safety practices, complies with agency policies:

Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21
	1	2	3	4	5		av.=1

Follows directions, performs tasks promptly and accurately:	Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21 av.=1
		1	2	3	4	5		
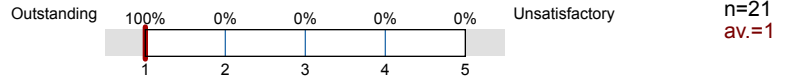
Has reviewed required background material prior to beginning a new task (Is the student prepared?):	Outstanding	95.2%	4.8%	0%	0%	0%	Unsatisfactory	n=21 av.=1.05
		1	2	3	4	5		
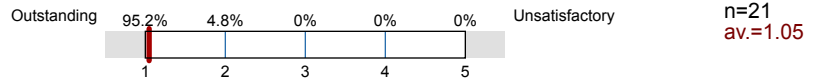
Appropriately prioritizes tasks:	Outstanding	95.2%	4.8%	0%	0%	0%	Unsatisfactory	n=21 av.=1.05
		1	2	3	4	5		
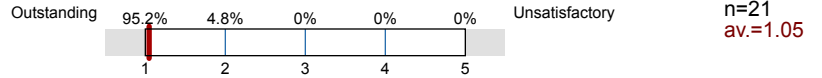
Aptitude/Attitude; Cooperation; Dependability

Exhibits an aptitude/attitude that makes him/her a satisfactory intern in this department or organization:	Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21 av.=1
		1	2	3	4	5		

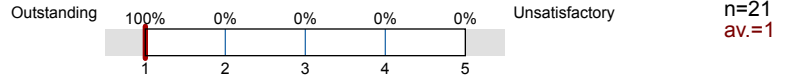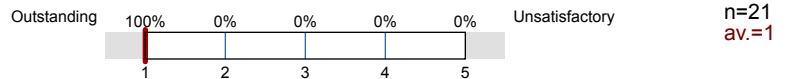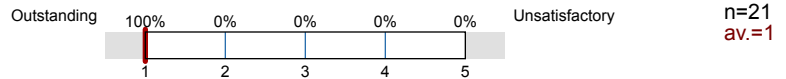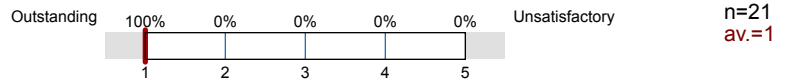| Works as part of the agency team:	Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21 av.=1
		1	2	3	4	5		

Is congenial with co-workers, management, and other agency personnel:	Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21 av.=1
		1	2	3	4	5		

Is punctual:	Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21 av.=1
		1	2	3	4	5		

Has regular attendance:	Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21 av.=1
		1	2	3	4	5		

Completes tasks without constant reminders:	Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21 av.=1
		1	2	3	4	5		
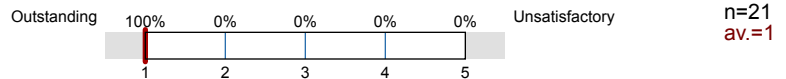
Informs fieldwork supervisor of assignment progress before departing for breaks, lunch, etc.:	Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21 av.=1
		1	2	3	4	5		

Notifies supervisor well in advance of any planned absences or schedule conflicts:	Outstanding	100%	0%	0%	0%	0%	Unsatisfactory	n=21 av.=1
		1	2	3	4	5		
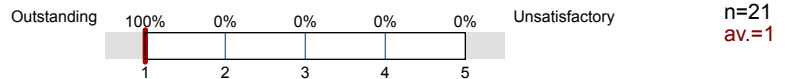
Communication Skills

Is able to express ideas clearly in an oral format:	Outstanding	90.5%	9.5%	0%	0%	0%	Unsatisfactory	n=21 av.=1.1
		1	2	3	4	5		

Is able to express ideas clearly in written format:	Outstanding	90.5%	9.5%	0%	0%	0%	Unsatisfactory	n=21 av.=1.1
		1	2	3	4	5		

Asks questions if unsure rather than just proceeding:	Outstanding	95.2%	4.8%	0%	0%	0%	Unsatisfactory	n=21 av.=1.05
		1	2	3	4	5		
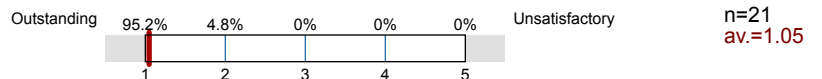
Reasoning Ability

Is capable of applying academic knowledge to fieldwork experience:

Outstanding | 95.2% | 4.8% | 0% | 0% | 0% | Unsatisfactory
1 | 2 | 3 | 4 | 5

n=21
av.=1.05
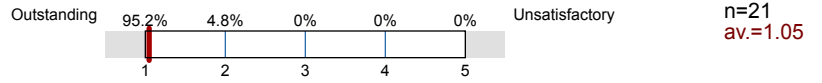
Is capable of performing two or more tasks simultaneously when necessary:

Outstanding | 100% | 0% | 0% | 0% | 0% | Unsatisfactory
1 | 2 | 3 | 4 | 5

n=21
av.=1
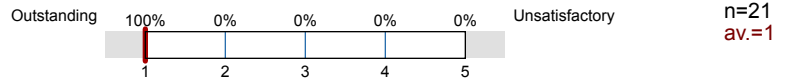
Emotional Maturity

Has desire for accuracy and efficiency; gives attention to detail:

Outstanding | 95.2% | 4.8% | 0% | 0% | 0% | Unsatisfactory
1 | 2 | 3 | 4 | 5

n=21
av.=1.05
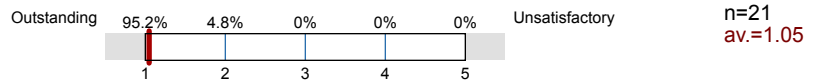
Accepts challenge or constructive criticism of work:

Outstanding | 95.2% | 4.8% | 0% | 0% | 0% | Unsatisfactory
1 | 2 | 3 | 4 | 5

n=21
av.=1.05

Seeks new knowledge:

Outstanding | 95.2% | 4.8% | 0% | 0% | 0% | Unsatisfactory
1 | 2 | 3 | 4 | 5

n=21
av.=1.05
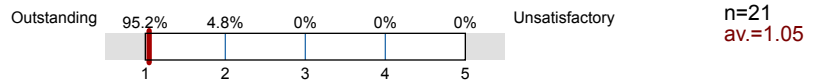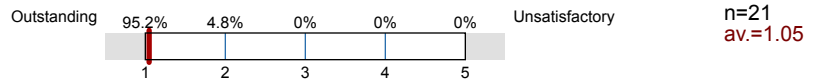
Demonstrates an inquisitive response to problems or innovations, adjusts readily to new or stressful situations:

Outstanding | 89.5% | 10.5% | 0% | 0% | 0% | Unsatisfactory
1 | 2 | 3 | 4 | 5

n=19
av.=1.11
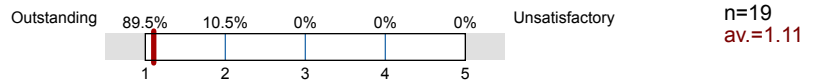
Personal Appearance and Conduct

Appropriately dresses, maintains appearance and grooming for the specific work setting:

Outstanding | 90% | 10% | 0% | 0% | 0% | Unsatisfactory
1 | 2 | 3 | 4 | 5

n=20
av.=1.1
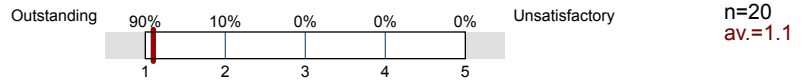
Exhibits appropriate behavior and expressed language for work setting:

Outstanding | 100% | 0% | 0% | 0% | 0% | Unsatisfactory
1 | 2 | 3 | 4 | 5

n=20
av.=1
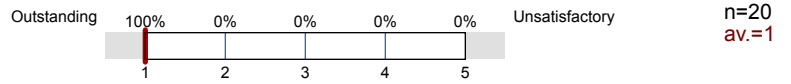
Demonstrates recognition and respect of authority:
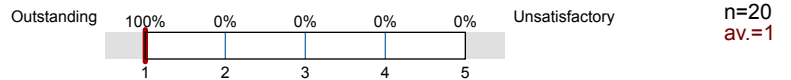
Outstanding | 100% | 0% | 0% | 0% | 0% | Unsatisfactory
1 | 2 | 3 | 4 | 5

n=20
av.=1

Overal Student Intern Rating
Scale: 1=Outstanding; 2=Very Satisfactory; 3=Satisfactory; 4=Improvement Needed; 5=Unsatisfactory

Comments regarding student intern's performance:

- Alex is respectful, eager to learn, completes tasks as instructed and has gained the trust of management and project lead.

- Beverly was able to accomplish a lot in a short amount of time during her internship. We achieved record numbers with Staff Respirator training and she was able to develop tools that we will continue to utilize in our Safety Department

- Bond went above and beyond consistently. He came in to our unit and carried the ball. Best intern we've ever had.

- Chia was a great intern. She came in each day with desire to learn and increase her knowledge of the EHS field.

  Chia was dependable, punctual, and had a positive attitude about getting the most value from the internship opportunity. Chia was a positive and enthusiastic intern and was able to apply may of the experiences to real-world activities.

  I wish Chia much success in her career in EHS.

- Chloe has done a really good job always willing to learn and teach. Her future is bright and it has been a pleasure working with her.

- Excellent work completed by Marcia. Marcia contributed to a 1) Portfolio of Improvement work designed to reduce hospital length of stay and process reliability and 2) patient engagement through the Patient Advisory Council.

- Intelligent, fast learner, and devoted to getting any task completed.

- Jericca was always interested and excited to go to work and learn every day. She was very helpful in the office as well as out in the field.

- Justin has a solid combination of enthusiasm, work ethic, common sense, and foundation of knowledge of the subject matter. I have a great deal of confidence that he will be successful in his future endeavors in this field.

- Kymberly did a great job as our intern this semester. She helped with big projects and worked with Quality on some of their projects. She was great to work with and will make a great employee.

- Lisa needs little to no supervision. I am very reliant on Lisa to act as the safety professional in the Sacramento area in my absence. She is very well received, is respectful, knowledgeable and very much appreciated by our team.

- Niseeta was not only a pleasure to work with, but also an incredible asset to us while she was here.

- Pleasure to work with, intelligent and a quick learner. Heidi is outgoing and works well with others.

- Ruby was an excellent intern. She contributed a great amount to our department over the past 4 months. She went above and beyond in the different assignments she was given and I am certain she will make a great addition to any company that that she goes on to work for.

- See was a pleasure to work with

- Spencer has been an excellent student intern and has provided us with the highest quality of work. He undoubtedly earned an outstanding rating from each member of our EH&S Staff. I would highly recommend Spencer for an future job offering.

- excellent involvement in clinical environmental team (2 Counts)

Professional Attitude

Comments:

- Alex takes ownership of the projects/products he's assigned and demonstrates an understanding of confidential labeling. He is polite when following up on my review of documents/products he's assigned and eager to address editing and corrections. As Alex gains confidence and a greater understanding of the program area assigned, I encourage him to discuss his ideas regarding suggested improvements.

- Becky is highly motivated and eager to learn.

- Kymberly has a great attitude and is very easy to work with.

- Niseeta knew what her tasks were for each day she was here and would begin here projects immediately without additional instruction.

- Outstanding in all these categories. I trusted Justin thoroughly to conduct research and gather information and gave his a great deal of autonomy to do so. He is very open to making adjustments and responsive to constructive comments.

- Professional in all of her activities.

- Professional in verbal, written, and overall presentation of self.

- Spencer's professional attitude earned a 10 out of 10 score. He has been a wonderful person to have around.

- There have been no to very little issues with regards to mistakes.

- When assigned tasks she always accomplished and finished them on time.

Perception of Responsibility in Attitude Toward Work

Comments:

- Again- Spencer did not leave any reason for us to give him anything less than an outstanding rating.

- Alex is respectful of timelines, focused on assigned work and pays attention to detail.

- Always gives it her best and if questions arise she is quick to ask so that she can complete task on time and to the best of her ability.

- Becky does an excellent job prioritizing needs of the hospital.

- Bonds attention to detail is admirable

- Justin took time to ask questions and reach out to his network before launching in to a new task. I was impressed with his maturity and foresight in tackling assignments.

- Lisa has been very professional and has a very positive attitude toward her work

- Niseeta used her educational knowledge to assist here in projects that included working with instructors on OSHA PowerPoints.

- Our department is very complex and there is a massive volume of work. Kymberly was able to dig in and really help. It was hard for her to follow up on time sensitive work because she was only available 2 days per week. She was very conscientious with projects and tasks assigned to her.

- Prioritizing tasks and scheduling is critical in our profession, I believe she does a great job doing so and is learning day by day.

- Ruby had a great attitude towards work. She was very diligent and completed all assignments timely.

Perception of Responsibility in Attitude Toward Work

Aptitude/Attitude; Cooperation; Dependability

Comments:

- Alex is friendly with staff and other interns assigned to his Unit. Alex demonstrates his adaptability-on short notice he was asked to relocate and share his workstation with another intern and at times had to adjust to technology software challenges. Alex provides sufficient notification when he needs to adjust his work schedule. Alex demonstrates the ability to manage his time (school, work, personal) and focus on the projects we assign while working in the office.

- All good

- Becky has always been on time and completed all of her scheduled hours. She is a strong team player and is respected by her peers.

- Great team player. Someone our entire team can count on to get tasks done ahead of schedule.

- His dimeanor and professionalism is excellent.

- Justin is very communicative and professional. Outstanding in all categories listed.

- Kymberly was very dependable and always came in with a smile and a great attitude! She communicated well any changes in schedule and was punctual except once when there was a major unavoidable traffic issue. She worked very well with all in Volunteer Services and the other departments that she did projects for.

- Never had an issue with attendance or communication.

- Niseeta followed here schedule and always showed up on time with a positive, ready to go attitude.

Communication Skills

Comments:

- Alex is kind and exercises abundant patience with others.

- I've asked Lisa to proof my work. I am very appreciative of her help. She is always clear in all types of communication.

- In his communications with college staff and myself, Justin was articulate, well spoken and professional.

- Kymberly is a good communicator both written and orally. If she didn't understand a task she always asked for clarification.

- Niseeta was quick to ask questions when necessary, but also to share her own knowledge when it was relevant.

- On the jobsite and in the office, Jericca always asked question to learn the different work or process. One thing that she needs to work on and will come with time and experience is being comfortable out in the field conducting meetings, talking to employees, addressing issues, etc.

- Wonderful communication skills.

- Wonderful communicator. Very thorough and pleasant.

Reasoning Ability

Comments:

- Alex has brought with him writing, editing and general software use and manages the work assigned. However, I believe he has gained an awareness of emergency management, continuity of business, continuity of government and a realization that these concepts will be useful to him in his future employment.

- Jericca is constantly relating academic knowledge to fieldwork.

- Justin sought information and delved deep on assignments given to him.

- Kymberly's interest in Quality helped me out this semester as we are getting ready for a Joint Commission Survey team to come and inspect our hospital. She went to the meetings on my behalf and had the opportunity to do some inspections on the patient care floors. Kymberly is very good at multi-tasking and switching gears quickly to doing simultaneous tasks with many interruptions.

- Multi tasking without taking on too much is an attribute she has.

- Niseeta used her knowledge to work on programs with instructors making her an asset.

- Strong abiltiy to multi-task.

Emotional Maturity

Comments:

- Kymberly rounded on all of the volunteers in the hospital, stepped in and worked information desks when and where needed with a great attitude and work ethic. She did well with any task given to her.

- A quick learner and never was opposed to learning new things.

- Alex asks questions if directions need clarification. He has had to learn new functions of software to be able to support our needs, and done so willingly and gained appreciation of our need for product quality. I encourage Alex to reveal more of his thoughts as he becomes comfortable with the program area he is assigned.

- As I've stated earlier she is very professional and will be a excellent safety professional.

- Jericca is always professional and respectful.

- Justin was the most mature intern I have worked with to date. This was reflected in his work ethic and interactions with others.

- Niseeta was a pleasure to work with. She is very intelligent and well spoken.

- Very studious. I would give Heidi a task and she would research until the correct answer was found.

Personal Appearance and Conduct

Comments:

- Alex understands and respects team, management hierarchy and expected professional conduct. Alex is appropriate in his appearance (business casual), observes protocols - wearing his badge, appropriately parks his vehicle, and respectful of agency equipment and staff. I appreciate his morning greetings and again at his departure.

- Appropriate for the setting in all areas mentioned.

- Dresses for success.

- Jericca is respectful, kind, and caring.

- Kymberly always dressed professionally, was respectful and eager to do whatever task she was presented with.

- Niseeta always came to work dressed appropriately and in good taste.

Additional Comments

Additional comments:

- Angelique handled her internship like a true professional. She honored her work plan and attendance schedule. She excels with interpersonal relationships and exhibited an enthusiastic approach to her project. Angelique is a true servant leader.

- Bond is someone that will always have a reference from me and hopefully will be someone I work with one day.

- I thoroughly enjoyed working with Justin and feel he will be an asset to any work environment that requires this skillset or expertise.

- I would be happy to write Ruby a letter of recommendation for any position she is looking to apply to in the future, and would consider hiring her for future openings we have at The VA.

- It has been an absolute pleasure to precept Becky. She is motivated to advance herself professionaly and applies what she learns to her current work environment. She would be an asset to any administrative role.

- Jericca has been a pleasure to work with. Her attitude towards the safety and health program is wonderful and really shows her passion for the work she does. She has been very helpful with everything from office work, record keeping, field tasks, and anything we assign her to. Her willingness to learn will continue to help build her into a great safety professional.

- Lisa has been outstanding in every regard. I am hoping that she will continue to work for The Boldt Company after her internship.

- Marcia was an excellent addition to the Performance Improvement Department. She brought a great attitude and willingness to try new things to the department. She effectively contributed and executed work with the Patient Advisory Council independently. Her contributions to the Discharge Portfolio was critical to the start of the project and understanding the opportunities in the current process. Overall a great performance by Marcia.

- See was a pleasure to work with

- Spencer earned a 100% Outstanding score from us. He has been a true pleasure to have amongst our group of Safety Professionals. I would hire him in a heartbeat!

- We all enjoyed working with Niseeta. She was always ready and willing to take on new tasks. She had a positive outlook and a professional and friendly demeanor that made here a joy to work with.

- We look forward to having Alex with us over the summer months and encourage him to take the opportunity to broaden his program knowledge.

- We will miss Kymberly in our department! If I had a chance to hire her I would as she was a pleasure to work with. She will be an asset to whoever hires her.