

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BS Health Science

OR

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☒ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The Bachelors of Science Health Science Program (BHS) has assessed program learning outcome 14 (PLO): Foundations and Skills for Lifelong Learning for the 2016-2017 year. Having lifelong learning skills is an important skill for health professionals. The field of health science requires the ability to remain current. Professionals must acquire new knowledge and skills that assist in recognizing and solving health related issues and problems.

The PLO is directly related to the Baccalaureate Learning Goals in that the PLO addresses "Personal and Social Responsibility" through the selection of a public health/safety issue of personal interest, researching information related to the issue, organizing the research material, and developing a recommended course of action for controlling or reducing the risks associated with the issue.

Health Science students develop lifelong learning skills throughout the Health Science program. This competency was measured in the HLSC 100 course (Foundations of Health and Safety). The PLO assessed whether students will be able to demonstrate:

14.1 Curiosity

14.2 Initiative

14.3 Independence

14.4 Transfer

14.5 Reflection

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", see <http://degreeprofile.org>) 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 **OR** type in **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):

Foundations and Skills for Lifelong Learning

If your PLO is **not listed**, please enter it here:

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 14: Foundations and Skills for Lifelong Learning. A Multiple step project assignment in HLSC 100 was used as a direct measure to assess the PLO.

Both the Lifelong Learning Values Rubric and the project grading rubric were used for assessment of PLO 14. The Values assessment defines lifelong learning as "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence".

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.

The two rubrics are attached.

At least 90% of students participating in the project will score a 2.0 or above on a 4-point scale as measured by the lifelong learning rubric.

At least 75% students participating will score a 3.0 or above on a 4-point scale in the course as measured by the project rubric.



HLSC 100 Safety Presentation rubric.docx
15.04 KB



Life_Long_learning_Rubrics 18.pdf
95.36 KB

Q2.4. PLO	Q2.5. Stdnd	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:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text" value="Graduating Senior 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?

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 based on evaluating a four-step HLSC 100 student project assignment. The assignment required students to identify a safety issue of personal interest, submit an APA 6th Ed annotated bibliography, develop a PowerPoint presentation (History of the issue, describe the at-risk groups, incident trends, the current level of controls, and the student's recommendations for future controls) and a tri-fold informational pamphlet.

(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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:

Q3.3.2.

Please **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

The project required students to identify a safety issue of personal interest, submit an APA 6th Ed annotated bibliography, develop a PowerPoint presentation (History of the issue, describe the at-risk groups, summarize the incident trends, discuss the current level of controls, and provide the student's recommendations for future controls) and create a tri-fold informational pamphlet.

The project was organized in steps which required the students to demonstrate curiosity for an issue, initiative pertaining to learning new information, ability to independently acquire and organize new knowledge, transfer the new information into a presentation with recommendations, and reflect on the information in developing future recommendations for controlling the adverse exposure.

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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?

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

1**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.)?

The course project was selected based on how the multi-step project exemplifies how lifelong learning is used in the problem identification & corrective action process by health professions.

Q3.6.1.

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

We evaluated the total student population (40) in the HLSC 100 course.

Q3.6.2.

How many students were in the class or program?

40**Q3.6.3.**

How many samples of student work did you evaluated?

40**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:

Each semester the program surveys graduating students. The survey measures 25 items and includes additional student written comments. A number of items surveyed are related to lifelong learning, including number 17.

Although the HLSC 195 Internship Evaluation is a direct measure of student ability because the evaluation is completed by the student's site supervisor, a summary of an HLSC 195 section is included as an indirect measure based on various evaluation statements indirectly apply to lifelong learning.



Senior_Survey_-_Spring_2017.pdf
83.72 KB



Spring_2017_final_evaluation_Assessment.pdf
79.84 KB

Q3.7.2.

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

All graduating students must complete the senior survey. Although site supervisors complete the final evaluation for all HLSC 195 students, a single section was attached as an example of the evaluation process.

Q3.7.3.

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

We survey all graduating senior at the end of their graduating semester. All HLSC 195 students are evaluated.

Q3.7.4.

If surveys were used, what was the response rate?

100%

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:



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(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 in Q2.1:

The scoring of the forty students using both the lifelong learning rubric and the assignment grading rubric are attached to this section. The class average for each of the five lifelong learning values ranged from 2.4 to 3.2.

The assessment of the students as measured by the two rubrics indicate that the group successfully exceeded the 90% lifelong learning rubric goal and the 75% project rubric goal.

Over 95% of the students scored a two or above based on the lifelong learning rubric.

82% of the students scored a three or above based on the project rubric.



Life_Long_learning_Rubrics scoring.pdf
151.19 KB



HLSC 100 Safety Presentation rubric ranking.pdf
92.4 KB

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?

Overall, the students are meeting or exceeding the program's lifelong learning standard.



No file attached



No file attached

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 lifelong learning assignments and will collectively provide guidance and knowledge on best practices that will improve student "knowledge, skills, and competence."

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.

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review					

	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

The HLSC Program has used prior assessment data to:

- Modified both individual HLSC courses (Form A) and the program's required courses (Form B).
- The program has hired two additional faculty for 2017-18.
- The program developed and submitted a strategic plan to the Dean of CHHS.
- Initiated a review of course syllabi learning outcomes.

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Other, please specify:



Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

Based on last year's assessment feedback, we have attempted to improve the report presentation, have begun a review process of all Health Science course syllabi learning objectives, and submitted the program's strategic plan to the Dean's Office for review.

(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 exceeding the standard in all areas.



Senior_Survey_-_Spring_2017.pdf
83.72 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, Competency, and Perspectives
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning and Perspectives

- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. 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**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

BS Health Science

Q10.

Report Author(s):

Michael E. Nave

Q10.1.

Department Chair/Program Director:

Katherine Jamieson

Q10.2.

Assessment Coordinator:

Susan Perez (HLSC)

Q11.

Department/Division/Program of Academic Unit

Kinesiology & Health Sci.

Q12.

College:

College of Health & Human Services

Q13.

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

364 - Health Science

Q14.

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:

Q15. Number of **undergraduate degree programs** the academic unit has?1 **Q15.1.** List all the names:

Health Science

Q15.2. How many concentrations appear on the diploma for this undergraduate program?3 **Q16.** Number of **master's degree programs** the academic unit has?0 **Q16.1.** List all the names:**Q16.2.** How many concentrations appear on the diploma for this master's program?N/A **Q17.** Number of **credential programs** the academic unit has?N/A **Q17.1.** List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

N/A

Q18.1. List all the names:

When was your assessment plan...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:



HEALTH SCIENCE GOALS AND LEARNING OUTCOMES.pdf
97.04 KB

Q20.

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

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:



4 year plan template_HLSC Comm Health12072016.DOCX
131.01 KB

Q21.

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

- ☐ 1. Yes
☒ 2. No
☐ 3. Don't know

Q22.

Does your program have a capstone class?

- ☒ 1. Yes, indicate:
- ☐ 2. No
- ☐ 3. Don't know

Q22.1.

Does your program have **any** capstone project?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress**)

ver. 5.15/17

FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills (described in this rubric) while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, from www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Curiosity	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Independence	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
Reflection	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

HLSC 100 – Safety Research Topic Rubric

Bibliography	Outstanding (4)	Good (3)	Fair (2)	Poor (1)
References	References demonstrated thorough research; references covered all required areas of the assignment; Outstanding selection of scholarly journal sources. References properly formatted in APA 6 th ed. 4/40	References demonstrated effective research; References covered all required areas of the assignment; Good selection of scholarly journal sources. Minor errors in APA 6 th ed format. 18/40	References demonstrated an acceptable level of research; Quality of the references varied between the required areas; Less than half of the references were scholarly journal sources; Moderate or repeated errors in APA 6 th ed format. 16/40	Quality of references were substandard; References did not cover all required areas of the assignment; Minimal selection scholarly journal sources; Major errors in APA 6 th ed format. 2/40
Annotated bibliography	Reference annotations provided well supported justifications for selection; annotations were clearly written and easy to understand. 16/40	Reference annotations supported article's inclusion in list; annotations well written with some grammar or structural errors. 20/40	Reference annotations provide a minimal level of supported for article's inclusion in list; annotations provided a basic level of understanding. 4/40	Reference annotations did not support why the article was included in the Top 10 list; Narrative lacked focus and clarity.
PowerPoint				
Title slide	Well designed; easy to read; well balanced; complete information. 28/40	Minor design flaws, balance issue, or incomplete information. 12/40	Readability issues, minor design flaws, or incomplete information.	Poorly designed slide & lack of required content.
History	Demonstrated detailed understanding of the history of the safety topic; material presented in a manner which made it easy for audience to understand the topic's history. 16/40	Demonstrated understanding of the history of the safety topic; material presented in a manner which did not create difficulty for the audience to understand the topic's history. 12/40	Presented basic information on the history of the safety topic; material presented in a manner which created minor difficulty for the audience in understanding the topic's history. 8/40	Presented incomplete information on the history of the safety topic; material presented in a manner which created difficulty for the audience in understanding the topic's history. 4/40
At-risk group(s)	Demonstrated thorough understanding of the groups at-risk for adverse outcomes; material presented in a manner which made it easy for audience to understand why the groups were at-risk. 16/40	Demonstrated understanding of the groups at-risk for adverse outcomes; material with minimal errors. 16/40	Demonstrated a basic understanding of the groups at-risk for adverse outcomes; material presented with moderate errors. 8/40	Limited understanding of the groups at-risk for adverse outcomes; Poorly presented/organized information.
Incident trends	Demonstrated detailed understanding of the incident trends related to the safety topic; material presented in a manner which made it easy for audience to understand the morbidity & mortality trends. 20/40	Demonstrated understanding of the incident trends related to the safety topic; material presented with minimal errors. 16/40	Demonstrated basic understanding of the incident trends related to the safety topic; material presented with moderate errors. 4/40	Limited understanding of the incident trends related to the safety topic; poorly presented/organized material.
Current controls	Demonstrated detailed understanding of the safety topic's current methods for control; material presented in a manner which made it easy for audience to understand the control. 20/40	Demonstrated understanding of the safety topic's current methods for control; material presented with minimal errors. 16/40	Demonstrated basic understanding of the safety topic's current methods for control; material presented with moderate errors. 4/40	Limited understanding of the safety topic's current methods for control; poorly presented/organized material.
Recommendations	Presented recommendations which demonstrated a high level of understanding of the causal factors and potential controls. 12/40	Presented recommendations which demonstrated understanding of the causal factors and potential controls. 20/40	Presented recommendations which demonstrated a basic understanding of the causal factors and potential controls. 8/40	Failed to present recommendations which demonstrated a basic understanding of the causal factors and potential controls.
Pamphlet				
Content	Presented detailed information in a clear and concise manner. 20/40	Presented general information in a clear and concise manner. 12/40	Presented very general information in a reasonable manner. 8/40	Information was incomplete.
Organization	Material was well-organized; well-designed layout. 24/40	Material was organized; design layout had minimal errors. 8/40	Material was organized; design layout had moderate errors. 8/40	Material was poorly organized and presented.

FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC



Definition

Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills (described in this rubric) while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning Retrieved September 3, 2003, from www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 32		Benchmark 1
Curiosity	12/40	24/40	4/40	Average - 3.2
Initiative	4/40	16/40	18/40	2/40 Average - 2.55
Independence		20/40	18/40	2/40 Average - 2.45
Transfer	4/40	20/40	16/40	Average - 2.6
Reflection		18/40	20/40	2/40 Average - 2.4

Michael Nave : Spring 2017 final evaluation

- ()
No. of responses = 20 / (%)



Survey Results

Student intern and site information

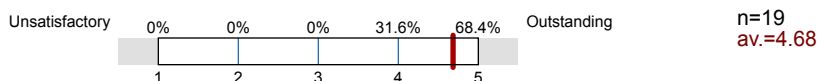
Type of Evaluation:

Midterm Evaluation 0% n=20
Final Evaluation 100%

Overall Student Intern Rating - Based on what your organization expects in a new employee, rate the student intern using the following scale:

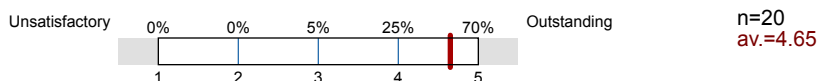
1 = Unsatisfactory; 2 = Improvement Needed; 3 = Satisfactory; 4 = Very Satisfactory; 5 = Outstanding

Overall student intern performance rating:

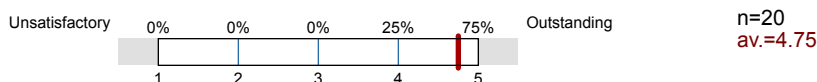


Professional Attitude

Respects confidentiality of data:



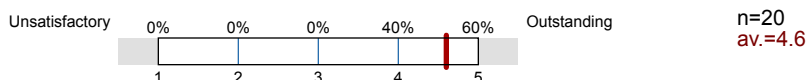
Accepts responsibility:



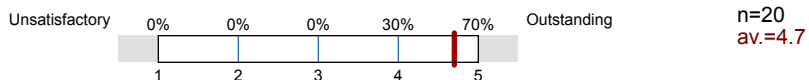
Demonstrates motivation and interest in work:



Emotional commitment to assignments:



Recognition or admission of errors, learns from mistakes, modifies behavior as needed:

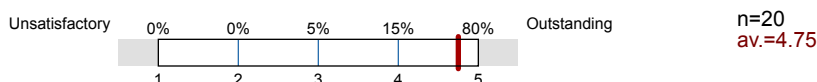


Perception of Responsibility in Attitude Toward Work

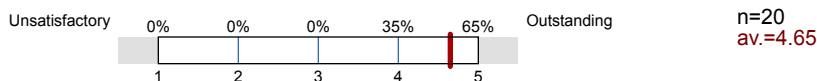
Recognizes and is alert to discrepancies – takes corrective action or brings to attention of supervisor:



Completes assigned tasks:



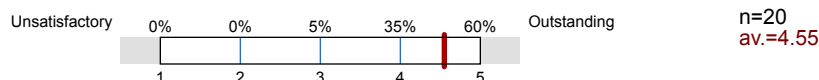
Observes safety practices, complies with agency policies:



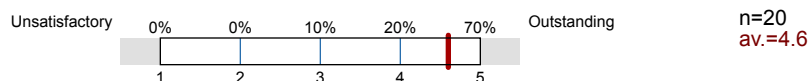
Follows directions, performs tasks promptly and accurately:



Has reviewed required background material prior to beginning a new task (Is the student prepared?):

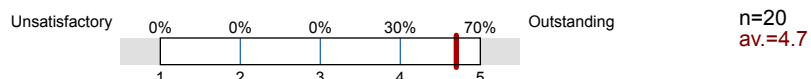


Appropriately prioritizes tasks:

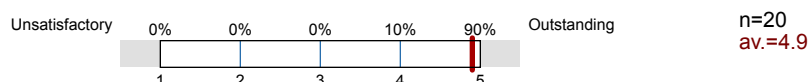


Aptitude/Attitude; Cooperation; Dependability

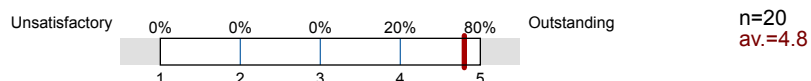
Exhibits an aptitude/attitude that makes him/her a satisfactory intern in this department or organization:



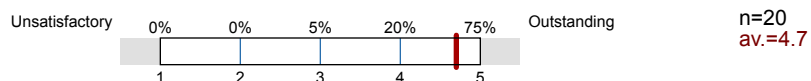
Works as part of the agency team:



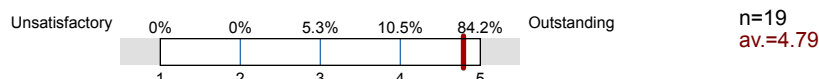
Is congenial with co-workers, management, and other agency personnel:



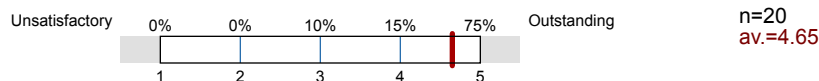
Is punctual:



Has regular attendance:



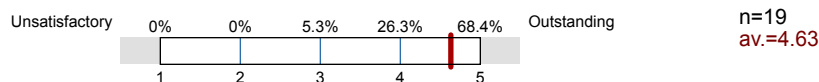
Completes tasks without constant reminders:



Informs fieldwork supervisor of assignment progress before departing for breaks, lunch, etc.:

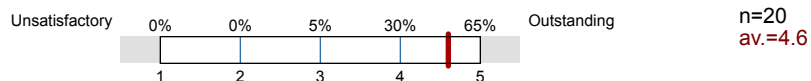


Notifies supervisor well in advance of any planned absences or schedule conflicts:

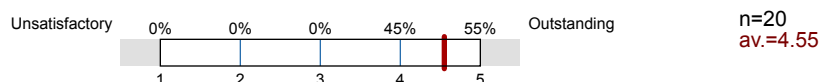


Communication Skills

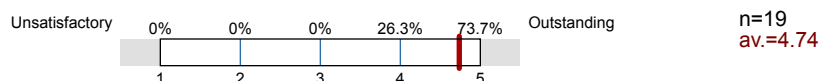
Is able to express ideas clearly in an oral format:



Is able to express ideas clearly in written format:

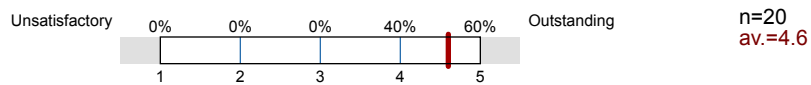


Asks questions if unsure rather than just proceeding:

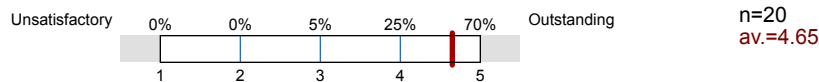


Reasoning Ability

Is capable of applying academic knowledge to fieldwork experience:

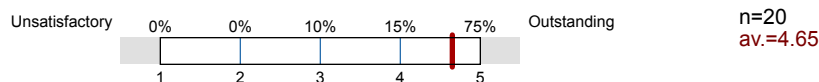


Is capable of performing two or more tasks simultaneously when necessary:

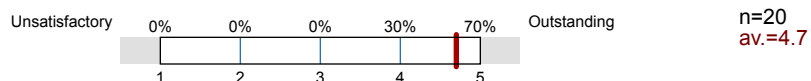


Emotional Maturity

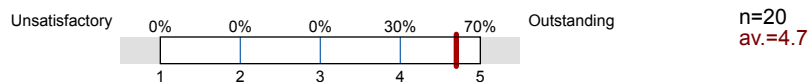
Has desire for accuracy and efficiency; gives attention to detail:



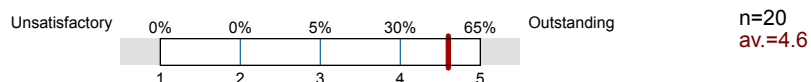
Accepts challenge or constructive criticism of work:



Seeks new knowledge:



Demonstrates an inquisitive response to problems or innovations, adjusts readily to new or stressful situations:

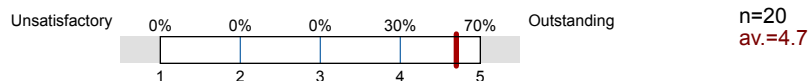


Personal Appearance and Conduct

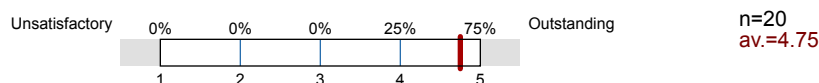
Appropriately dresses, maintains appearance and grooming for the specific work setting:



Exhibits appropriate behavior and expressed language for work setting:



Demonstrates recognition and respect of authority:



Overall Student Intern Rating - Based on what your organization expects in a new employee, rate the student intern using the following scale:

1 = Unsatisfactory; 2 = Improvement Needed; 3 = Satisfactory; 4 = Very Satisfactory; 5 = Outstanding

Comments regarding student intern's performance:

- Andrei is an outstanding intern. He is very punctual, reliable, dependable and performed his assigned tasks on time. He has a very good work ethics that is pleasing to this agency. I wish him success in his future endeavor.
- Anmol has been offered and accepted a full time job with us as a Safety Manager. That says what we think of her. She has done everything we have asked her to do. She asks questions, takes on challenges and attended all the extra training classes offered. She is the only one in our Sacramento office who knows how to run and input data into our new safety training database.
- At the beginning of the semester, Susanna was a bit timid; however, as the months progressed she became more interested in the department operations. She asked lots of good questions and observed cases performed by our tech and physicians.
- Cami was a fit for our department and worked diligently to complete her assigned tasks. It was a pleasure having her work with us.
- Chun was one of the best interns we have ever had in our program. She displayed professionalism and maturity at all times, and took on the role of the cohort leader this semester without being asked to do so.
- Dale has completed this internship meeting all expectations while demonstrating growth.
- Daniel has been a delight to work with and his willingness to learn shows through the task that has been assigned to him. I am very satisfied with Daniel's performance and his work ethic.
- Gabe was a pleasure to work with. In his few months with us he was a large part of the successes we were able to achieve.
- Jason did a fantastic job; was patient with assignments and carried out his work completely.
- Larisa was one of the better interns we have had over the past 2 years. We enjoyed having her working with us all semester, and truly appreciate the work she did.
- Messay was very helpful at a time where we had two actual safety incidents within a month of each other. He assisted in doing some research a specific toxin in one instance and wrote a safety standard operating procedure (SOP) regarding a very reactive compound in another, without Messay's assistance the process would still be on-going, he save me quite a bit of paperwork time.
- Mohommad is a very committed and responsible intern that I will miss very much. He has a great "can do" attitude and will have a great career in safety.
- Overall, Antonio performed his internship at a Level 4, Very Satisfactory, with an open mind and positive attitude towards his duties and staff members . I would recommend in his future career and work, he improve his attention to detail when completing projects.
- Overall, Nasib performed his internship at a Level 4, Very Satisfactory. From the beginning, he had a positive attitude and open mind willing to learn tasks and duties. He constantly sought knowledge to improve his skill set. He was committed to all duties and projects assigned to him. I would recommend for his future career, he improve his listening skills which would assist improving his analytical skills.
- Quick learner and very interested in healthcare.
- Stephen is taking charge of the responsibilities and accomplishing them efficiently
- Yalda's work performance has very good from the beginning to the end. She takes pride is what she presents and has shown great creativity as well.

Professional Attitude

Comments:

- Accepted responsibility and was very committed to seeing his tasks through to completion never afraid to ask questions.
- All good.
- Dale maintained a professional attitude during his program.
- Even though Safety is not Cami's ultimate career goal she put in a maximum effort while with our department
- Excellent quality of work and he can verbally back-up what he's put on paper.
- It was clear that Chun was excited about being an intern with us and she enjoyed the work she was doing.
- Jason was always professional and very motivated to participate in his assignments.
- Larisa always came to work with a "let's do something" attitude. She was a very hard worker, and often found things to do which contributed to the success of the department even if I did not directly give her a task.
- Total professional attitude

Perception of Responsibility in Attitude Toward Work

Comments:

- All good as applicable.
- Anmol has been conducting site safety audits for awhile and she has gained great knowledge of site hazards and how they need to be corrected.
- Chun actually kept me on track when it came to assigning and monitoring work for the student interns. She regularly balanced multiple assignments, and oversaw assignments of others.
- Dale demonstrated responsibility to his assigned work. An opportunity would be to focus on timely follow-up, especially when tracking down deliverables due by others, and attention to details in final results.
- Eagerly accepted whatever task that was given to him, sometimes with short notice. Research the material with very little supervision.
- Gabe is very good at prioritizing tasks even when given multiple competing timelines.
- Jason always had a great attitude and was very tolerant in changes to workflow.
- Larisa followed directions extremely well and received all work I assigned her with open and willing arms. When given multiple tasks, she prioritized them and always completed them on time.

Aptitude/Attitude; Cooperation; Dependability

Comments:

- All good as applicable.
- Anmol is a great communicator and has always kept me up to date on her schedule.
- Cami adjusted to a professional hospital environment very quickly and displayed a positive attitude at all times.
- Chun was an excellent "team player" and not once was late or missing during her days on internship.
- Complete team player always asking if anyone needs help.
- Dale works well with team members, clients and customers. He is service oriented and cooperates well with dependability. He had no attendance issue during his program.
- He could definitely work for me.
- I cannot say enough about Larisa's attitude and approach to work. She was a good team player, and worked well with other interns as well staff from all levels of our organization. She was always on time, and donated nearly 100 hours more than her internship required.
- Jason was very dependable and cooperated with all staff he interacted with.
- Yalda developed a great working relationship with other agency employees

Communication Skills

Comments:

- All good as applicable.
- Dale is an efficient communicator both written and verbally. He asked appropriate questions for clarity and understanding.
- Excellent in this category.
- Jason was always very clear in his communications and would ask questions if he needed clarification
- Spoke well and communicated effectively to everyone he came in contact with.
- Yalda organized materials and presented subject with confidence in a training session

Reasoning Ability

Comments:

- All good as applicable.
- Applied his studies to his assignments.
- Chun lead discussions with VA staff and other interns about the Quality Management/performance improvement work we do, and how what they learned in class was being applied in what she was doing here.
- Dale had several tasks and deliverables in several projects. He was able to successfully move between projects with ease.
- See above comments.
- Very knowledgeable in subject and applied coursework knowledge whenever possible.

Emotional Maturity

Comments:

- All good as applicable.
- Cami actually had to approach me on a few occasions to remind me that she needed feedback and additional info before she could proceed. This shows a high level of maturity.
- Gabe was always seeking new skills.
- It was clear that Larisa wanted to learn during her internship, not just fulfill an obligation. She readily accepted challenging tasks, and was engaged when receiving feedback from myself and my colleagues.
- Jason was very excited to work on project and learn new skills
- Needs focus on attention to details.

Personal Appearance and Conduct

Comments:

- All good.
- Chun was able to interact with staff and clinicians at all levels of the organization.
- Dressed very professionally at all times.
- Exceeded expectations for a student.
- Jason was always professionally dressed and ready to participate.

Additional Comments

Additional comments:

- Stephen's competency as an intern resulted in full-time employment with SCI. We look forward to working with other interns in the future.
- Dale has done very well during his internship contributing significantly to the organization through successful completing of his project. Dale has been offered a contract/temp position with the Safety team. We intend for this to further contribute to his learning and career growth.
Thank you, Dale, for your contribution.
Erick Berry
- Daniel has been a fantastic intern and someone who I believe will be very successful in his future endeavors.
- I am so happy to have been apart of Mohommad's career growth.
- I feel Messay's communication skills will carry him far in this particular career path, they are outstanding. His written and investigative skills are also an asset. The ability to respond to a crisis with short notice says something about the talent he possesses. Given some time on the actual job, I feel Messay will develop the skill set to become an outstanding contributor to Health and Safety profession.
- I wish Chun all the best of luck in her future endeavors, and wish the VA had open positions right now so that we could offer her a job.
- I wish Larisa the best of luck in her life after graduation. It was a pleasure having us work for us this semester.
- Jan was always on time, and ready to work when she arrived. She was eager to take on additional tasks/responsibilities. When she was given various projects to complete, she completed them in a timely manner, and asked appropriate questions when she did not understand the deliverables. I feel confident that Jan will be an excellent hire for any company as she gets ready to graduate.
- Jason was a pleasure to work with and I wish him all the best in his future endeavours.
- N/C (2 Counts)
- None.
- Susanna gained skills such as taking minutes, observing and participated in interviews, understanding the radiology department policies and procedures. She participated in our safety fair and conducted safety pauses and understood the importance of having a safe working environment for the staff and patients. It was a pleasure to have Susanna in our department and appreciate her help with projects.
- We are looking forward to Anmol having a long and successful career at Swinerton Builders.
- Yalda has done a great job here at the agency and I believe she will excel in the field of Occupational Health and Safety.

Michael Nave : Senior Survey - Spring 2017

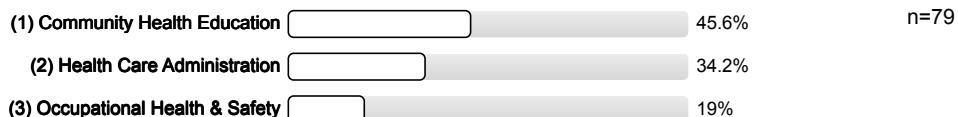
- ()
No. of responses = 79 / (%)



Survey Results

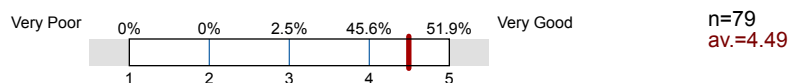
1. What is your Health Science concentration?

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

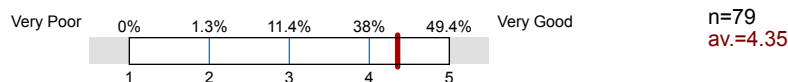


2. Senior survey statements - Based on your Health Science education and courses required for your degree, rate your ability to do the following on a scale of 1 to 5 (with 1 being very poor, 2 - poor, 3 - fair, 4 - good, and 5 - very good):

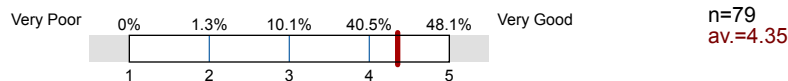
2.1) Write clearly and effectively.



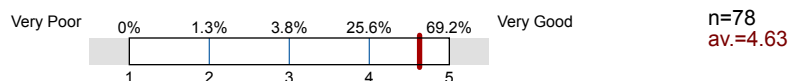
2.2) Speak in front of a group in a clear and persuasive manner.



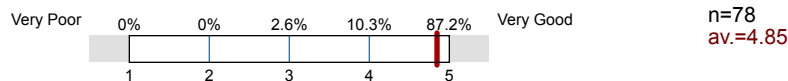
2.3) Extemporaneously answer oral and written questions.



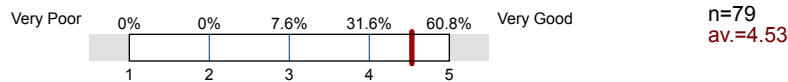
2.4) Prepare visuals and deliver information to audiences of professionals as well as the general public.



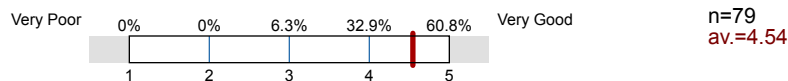
2.5) Work effectively in a team or group situation in defining and solving problems.



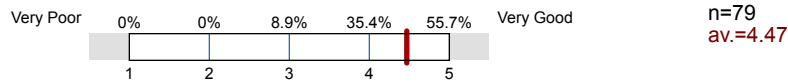
2.6) Articulate core issues facing those in your area of study.



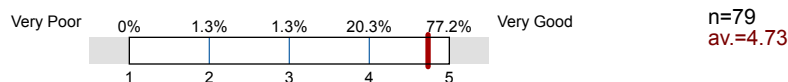
2.7) Obtain, summarize, analyze, and critically interpret research data.



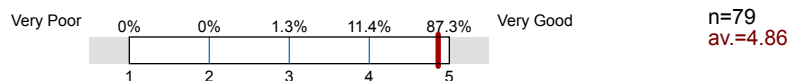
2.8) Use the scientific decision making process.



2.9) Establish priorities and complete tasks in a timely fashion.



2.10) Appreciate and respect the role of cultural diversity in our society.



2.11)	Accept and respect the opinions and beliefs of others.	Very Poor	0%	0%	1.3%	10.1%	88.6%	Very Good	n=79 av.=4.87
2.12)	Demonstrate understanding of contemporary issues.	Very Poor	0%	0%	1.3%	17.7%	81%	Very Good	n=79 av.=4.8
2.13)	Demonstrate effective interpersonal skills.	Very Poor	0%	0%	1.3%	22.8%	75.9%	Very Good	n=79 av.=4.75
2.14)	Articulate values, ethics, and standards of your profession.	Very Poor	0%	0%	2.5%	19%	78.5%	Very Good	n=79 av.=4.76
2.15)	Demonstrate use of basic word processing, spreadsheet, database, and presentation software.	Very Poor	0%	0%	8.9%	24.1%	67.1%	Very Good	n=79 av.=4.58
2.16)	Demonstrate the basics of implementing and coordinating a program.	Very Poor	0%	1.3%	13.9%	29.1%	55.7%	Very Good	n=79 av.=4.39
2.17)	Successfully pursue ongoing education or advanced study.	Very Poor	0%	0%	10.1%	29.1%	60.8%	Very Good	n=79 av.=4.51
2.18)	Succeed in your preferred career or profession.	Very Poor	0%	0%	9%	32.1%	59%	Very Good	n=78 av.=4.5
2.19)	Understand technology issues and related impacts.	Very Poor	0%	0%	10.3%	29.5%	60.3%	Very Good	n=78 av.=4.5
2.20)	Construct an assessment or improvement plan.	Very Poor	0%	1.3%	8.9%	36.7%	53.2%	Very Good	n=79 av.=4.42
2.21)	Demonstrate leadership in your discipline.	Very Poor	0%	0%	10.1%	34.2%	55.7%	Very Good	n=79 av.=4.46
2.22)	Apply critical thinking skills.	Very Poor	0%	0%	3.8%	35.4%	60.8%	Very Good	n=79 av.=4.57
2.23)	Utilize tools from other disciplines to solve discipline-specific problems.	Very Poor	0%	0%	6.3%	39.2%	54.4%	Very Good	n=79 av.=4.48
2.24)	Utilize and integrate contemporary theories and models from your area of study.	Very Poor	0%	0%	13.9%	31.6%	54.4%	Very Good	n=79 av.=4.41
2.25)	Utilize scientific principles in the inquiry process and to solve discipline-specific problems.	Very Poor	0%	0%	12.7%	31.6%	55.7%	Very Good	n=79 av.=4.43

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.

- 147 is a class that all concentrations within the program should be required to take. It is pretty much our first introduction to excel, access and SPSS. Some classes seem a little redundant and are very repetitive. Creating more distinction between classes would be nice. The professors are amazing. Keep up the hard work!
- Add more classes that focus on applying Public Health to cultural communities and more policy/gov classes
- Although my internship course was very successful, I believe that the internship should be taken in the middle of the program. It would have been very helpful because it would have helped me apply my knowledge to various courses. Instead, I had the internship at the end, and I would have been more successful in certain classes if I got some experience in the healthcare field first. It would have helped me understand courses such as HLSC 116 better.
- Dr. Perez was a not only a great professor, nut also a great mentor to her students she goes above and beyond to help elevate and motivate her students to prepare them for any new challenge regardless of weather it is in health science or any other field. Dr. Nave was extremely knowledgeable in the classes he teaches and provides materials for students to take learning into there own hands.
I believe the department should try and offer more internships options in a central viewing area for students rather than have students look for there own, i understand its hard t provide that many internships but an example would be to post in the health science office a list of all available internships as they come and just have it updated based on availability and students who choose to find there own could just ignore that list. The random post although helpful don't say weather other student have taken those internships already or not. if this is to much busy work for staff maybe you can refer this to a club on campus like the public health club or a new Health Science Club. Just some suggestions
- lastly 144 is not fairly distributed in the way work and knowledge is tested those who just ask questions dont have to know anything and dont deserve the same grade than those presenting and trying to carry the team. there should be a reevaluation of the way work is distributed and tested in that class, because it effects the students putting in more work in all there classes not just 144 it hurts there grade in other classes because they are dong most of the work in one group.
- Group assignments prepared me for group work in a real job setting.
- Health Science is a compacted program at Sacramento State, therefore it was a pleasure to be able to get accepted in the program and finally be able to complete my degree. The health science department was able to assure that I graduated on time with the help of our advsiors. (2 Counts)
- Health science is a compacted program however they have done the best they can to accommodate every student who gets accepted into the program. Therefore, I am blessed that I am finally achieving my degree is something that I will be enjoying.
- I Believe that this major should have some sort of introduction class that explains the varying degrees or degree/career paths that students can do after completing the program. if it is not mandatory , than an optional class or make it a part of another class such as 119.
also once you get into this major, classes are really hard to fight for and sometimes gradation is pushed back. I would say find a way to offer both a night and a day class every semester, for every class.
- I am grateful to have been accepted into the program, and that my time in it, has made me reach my potential. This program has given me the tools to be a functioning member of society and to be an excellent health educator. The program also opened my horizons to look into many career opportunities not only in health but also in policy.
- I believe that it is important to integrate more courses that practices more models and theories that correlate to the major. I feel that the Health Science 144 course shouldn't be the only course that discusses that.
- I believe the internship at Sacramento City College has given me all the knowledge I needed to be a safety engineer. It taught me how to deal with safety hazard situations that might arise on day to day situations.
- I believe this program prepared me to a real world environment and prepared me to be a important contributor to our overall health society.
- I came from an expressed interest in nursing to HLSC and I am so glad I did. I absolutely loved my learning experience within this program. I enjoyed the professors and my peers. The material that is given in this course goes into a more holistic approach to healthcare and our community, which is something nursing didn't do. Because I enjoyed the education in this program, it has inspired me to go on and apply for graduate school. The only thing I would consider to be a weakness in the program is that they make us pick a concentration. It would be nice to have a general HLSC degree in which we can learn a little bit of all of the concentrations and open more opportunities to jobs in the future.
- I do not have any comments.
- I enjoyed the HLSC 195 internship course because it allowed me to allocate time during school to find a career within the field. The Occupational Health and Safety program is wonderful and I have learned a lot from the program that I am able to apply to my professional

field. For future considerations, it may be a good idea to look at getting students OSHA 10 or 30 trained within the college courses as an added bonus to appeal to employers.

- I feel that every professor took their time addressing every student and student need throughout my time there. One thing I could see strengthening the program would be the use of student assistants or TAs to make hours to get help more accessible to students. Our program is designed with many night classes to accommodate working students, but office hours are often early in the day making it challenging or impossible to get to at times.
- I feel that the leadership of teachers such as: Dr. Diaz and Professor Ainsworth have led me to success. The guidance and personal support I received from Dr. Perez is the only reason I'm graduating. I owe these Professors a debt of gratitude.
- I feel that there is a well-rounded presentation of the healthcare industry presented in the current curriculum, but I feel that there needs to be more emphasis on management techniques for HCA majors. Other than MNGMT102, MRKTG160, and HLSC152 I personally felt as if I was being taught more topics aligned with the community health major. I completely understand the link between the two, but I feel that students exiting the program without previous management experience might not get a complete grasp on what being a manager entails.

I am hopeful that the MPH program develops more, and that a MHPAM program follows closely.

- I think its important to ask how many of the people in this degree have jobs lined up or know which career path they are choosing after they graduate.
- I thoroughly enjoyed my experience in the Health Science program. I was forced to work in groups and give presentations, and even though I dreaded the idea when I first started, I am happy I was put in that position. I am so much more comfortable now explaining ideas and facts that I have researched and am passionate about. I have also become better at working in groups. I tend to take the leader role right off the bat, but splitting work in groups forced me to try out multiple roles.
- I thought that this program was very interesting. Getting this degree is going to open so many doors for me after I graduate. (4 Counts)
- If we could make the material in the program less repetitive, although I do appreciate redundancy, that would be great. I enjoyed learning all of the programs, skills, and lessons through the program that I believe will greatly benefit me in the future. Group work has been great because I was paired up with individuals who did the work and wanted to succeed.

Faculty and staff in the program are personal and do their best to work with students and I appreciate that so much. Overall, I am very pleased and impressed with the Health Science program, I found a major I enjoyed and I'm glad I made the right choice to stick with it.

- In the public medical health file, most health science workers often treat patients with various medical conditions. I think that working in the health care is extremely rewarding in being able to help patients and their loved ones, and I learn technical skills necessary for working in the healthcare industry within my background experience. (4 Counts)
- Interest and motivated to bring positive change in community and lives of the people.
- It will be very beneficial if the Health Care Administration program provides a course where students can learn more computer programs.
- Majoring in Health Science is the best choice I've made. I am so happy that everyone in the field and in my concentration Community Health Education are so close. I love the feeling that my professors and my peers can communicate on a level that we all understand each other but still can keep it at a professional level. Overall, I am so grateful for everyone I've met in this major. My professors did the most amazing job to getting me prepared and ready for the real world!
- Maybe something about networking with other health-related professionals/groups?
Cheers!
- My experience in the Health Science major has been an inspiring journey. During this time, I truly believe I have found my calling in the Public Health field, and I believe if it were not for the help I received from my adviser, health science professors, and my own determination I would be still searching for that calling. This program has taught me a lot about the field of health science, but it also taught me how to work effectively with others in groups, how to prioritize my time, how to stay focus, and staying aware and being updated. I appreciate everything I have learned, and I will continue to use all the tools I learned at Sacramento State in my future endeavors.
- N/A (2 Counts)
- No comments
- No comments
- No comments.
- Reminding students to pursue/learn subject matter outside of their comfort zone and major concentration. Heath Care Administration is more than just understanding the business side of medicine. A successful student needs to also understand the importance of stepping back and analyzing issues and compromising. Looking through the lens of others. As the healthcare arena continues to engage in battles to appeal, revise, or just keep our current healthcare system as is - the chaos reminds me of the importance thinking beyond myself. I am better able to take a step back and look at both sides. Ask myself "What is the best road to travel for all concerned". I thoroughly enjoyed experiencing classes through different instructors, I have my favorites and not favorites. Dr. Nave's epi class thought me to question data, take the time to learn the material and understand it (and find it rewarding). Dr. Ainsworth's classes, drives home the importance of hard work, being responsible for your study habits, or the lack of, trying your best. Dr. Diaz' classes are amazing - reminding me of the impact that human diseases and illnesses have on our society - and asking what can I do to make a difference. Dr. Woodward - another amazing teacher - human compassion, be considerate of others, be a good human being. Dr. Susan Taylor. All of these instructors reminded me that in this fish bowl of healthcare - you need a heart, you need to be able to look through the lens of others, and be considerate of others.

I have enjoyed my time at SacState. Thank you to the instructors and President Nelsen for creating an environment that fosters academic success.

- The program is organized well.
- While I understand that HLSC 106,107,108, and 109 covers topics that cannot be explained in dynamic ways; I would suggest making it more interactive. It was extremely hard to sit in a night class, for three hours, and simply listen to all of the laws, policies, and regulations. I feel I would have gotten more out of the material had it been delivered in a different way. The professors are very well qualified, and do have a lot to offer.

- no comment.

- strengths: program was very informative and helpful. learned a alot.

weaknesses: i feel like there should be more internship opportunities and job opportunities to gain the most experience as possible before going into the work field.

HEALTH SCIENCE GOALS AND LEARNING 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 non-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 non-occupational safety and health.
2. Collect, analysis, interpret and present health and safety 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 and safety risks in work 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.

HEALTH SCIENCE (Community Health)

FOUR ♦ YEAR PLAN

Minimum total units required for BS Degree: 120 ▪ (67 - 71 units required for the major)

▪ Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4
This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

YEAR 1	Sem. 1	**BIO 25 (prereq)	D1A	A2	C3	Elective	16 UNITS
	Sem. 2	**BIO 26 (prereq)	E	C2	A1	A3	16 UNITS

Y E A R 2	Sem. 3	**CHEM 6A (prereq)/GE B1 & B3	B2	College Comp. 2	Elective	14 UNITS
	Sem. 4	**STAT 1 (prereq/GE B4)	D1A or D1B	D3a: US Hist/+ (Hist 17A or 17B)	Elective	Elective

YEAR 3	Sem. 5	**HLSC 114 (UD D2)	**HLSC 124	**HLSC 112	**HLSC 117, 134 or 150	D3B: (US Cont/CA	15 UNITS
	Sem. 6	**HLSC 118	**HLSC 119	**HLSC 122	**HLSC 148	UD C1	15 UNITS

YEAR 4	Sem. 7	**HLSC 116	**HLSC 147	**HLSC 130	C4/Writing	Elective	15 UNITS
	Sem. 8	**HLSC 144	**HLSC 100	**HLSC 195	Elective	Elective	15 UNITS

KEY:

- Major requirements Major requirements
- GE/graduation requirements GE/graduation requirements
- Electives Electives

UD

- +** Upper Division
- +** Race & Ethnicity
- *** Writing Intensive (Complete WPJ or substitute ENGL 109W/M)
- FL** If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives

NOTES:

****All courses applied to the major must be completed with a minimum "C" grade.**

TOTAL = 121 UNITS



Bibliography	Outstanding (4)	Good (3)	Fair (2)	Poor (1)
References	References demonstrated thorough research; references covered all required areas of the assignment; Outstanding selection of scholarly journal sources. References properly formatted in APA 6 th ed.	References demonstrated effective research; References covered all required areas of the assignment; Good selection of scholarly journal sources. Minor errors in APA 6 th ed format.	References demonstrated an acceptable level of research; Quality of the references varied between the required areas; Less than half of the references were scholarly journal sources; Moderate or repeated errors in APA 6 th ed format.	Quality of references were substandard; References did not cover all required areas of the assignment; Minimal selection scholarly journal sources; Major errors in APA 6 th ed format.
Annotated bibliography	Reference annotations provided well supported justifications for selection; annotations were clearly written and easy to understand.	Reference annotations supported article's inclusion in list; annotations well written with some grammar or structural errors.	Reference annotations provide a minimal level of supported for article's inclusion in list; annotations provided a basic level of understanding.	Reference annotations did not support why the article was included in the Top 10 list; Narrative lacked focus and clarity.
PowerPoint				
Title slide	Well designed; easy to read; well balanced; complete information.	Minor design flaws, balance issue, or incomplete information.	Readability issues, minor design flaws, or incomplete information.	Poorly designed slide & lack of required content.
History	Demonstrated detailed understanding of the history of the safety topic; material presented in a manner which made it easy for audience to understand the topic's history.	Demonstrated understanding of the history of the safety topic; material presented in a manner which did not create difficulty for the audience to understand the topic's history.	Presented basic information on the history of the safety topic; material presented in a manner which created minor difficulty for the audience in understanding the topic's history.	Presented incomplete information on the history of the safety topic; material presented in a manner which created difficulty for the audience in understanding the topic's history.
At-risk group(s)	Demonstrated thorough understanding of the groups at-risk for adverse outcomes; material presented in a manner which made it easy for audience to understand why the groups were at-risk.	Demonstrated understanding of the groups at-risk for adverse outcomes; material with minimal errors.	Demonstrated a basic understanding of the groups at-risk for adverse outcomes; material presented with moderate errors.	Limited understanding of the groups at-risk for adverse outcomes; Poorly presented/organized information.
Incident trends	Demonstrated detailed understanding of the incident trends related to the safety topic; material presented in a manner which made it easy for audience to understand the morbidity & mortality trends.	Demonstrated understanding of the incident trends related to the safety topic; material presented with minimal errors.	Demonstrated basic understanding of the incident trends related to the safety topic; material presented with moderate errors.	Limited understanding of the incident trends related to the safety topic; poorly presented/organized material.
Current controls	Demonstrated detailed understanding of the safety topic's current methods for control; material presented in a manner which made it easy for audience to understand the control.	Demonstrated understanding of the safety topic's current methods for control; material presented with minimal errors.	Demonstrated basic understanding of the safety topic's current methods for control; material presented with moderate errors.	Limited understanding of the safety topic's current methods for control; poorly presented/organized material.
Recommendations	Presented recommendations which demonstrated a high level of understanding of the causal factors and potential controls.	Presented recommendations which demonstrated understanding of the causal factors and potential controls.	Presented recommendations which demonstrated a basic understanding of the causal factors and potential controls.	Failed to present recommendations which demonstrated a basic understanding of the causal factors and potential controls.
Pamphlet				
Content	Presented detailed information in a clear and concise manner.	Presented general information in a clear and concise manner.	Presented very general information in a reasonable manner.	Information was incomplete.
Organization	Material was well-organized; well-designed layout.	Material was organized; design layout had minimal errors.	Material was organized; design layout had moderate errors.	Material was poorly organized and presented.