2017 - 2018
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information 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 enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

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**
- ☐ 20A. Other, specify any assessed PLOs not included above:

a. [_____]

b. [_____]

c. [_____]

- ☐ 20B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

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 BS of Health Science has assessed PLO 6 - Inquiry and Analysis. Possessing inquiry and analysis skills are critical to those serving the any of the health professions. Health professionals must possess the ability to acquire important information, and analyze the same to make informed decisions in both clinical and non-clinical roles.

The selected PLO is linked explicity to the Sac State BLG - Intellectual and Practical Skills. These skills include inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

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

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Section 2: Report One Learning Outcome in Detail

Question 2: Standard of Performance for the Selected PLO

</div>

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):

> **Inquiry and Analysis**

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.

> BS of Health Science chose to assess PLO 6 - Inquriy and Analysis. A multiple step project assignment in HLSC116 was used as a direct measure to assess the PLO and a survey was conducted as an indirect measure.

Q2.2.
Has the program developed or adopted ***explicit program standards of performance/expectations*** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

   🔘 1. Yes

   ○ 2. No

   ○ 3. Don't know

   ○ 4. N/A

Q2.3.
Please **1) provide and/or attach the rubric(s) <u>AND</u> 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

The assignment including the rubric is attached for the direct measure. The standards are:

1. Direct measure - all students will successfully complete the assignment

2. Indirect measure - at least 75% of participating students will score a 4.0 or better on a 5 point scale on measures 7 and 25 in the senior survey.

📎 HLSC116_Group Project 1_Doing Public Health in Del Norte County.docx
303.31 KB

📎 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard (stdrd)** 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:

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?
`1`

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:

Student performance for an assignment given in HLSC116, and results of the annual senior survey.

(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 **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

Assessment data are based on evaluating student performance on an assignment in HLSC116. The assignment requires students to conduct research on a community in California (inquiry), and then to analyze data collected to draw conclusions. Based on these students are required to make recommendations. Students are assessed on the quality of their inquiry skills (accuracy, appropriateness of sources, etc.), and the quality of their analytical skills.

The assignment and rubric used to evaluate student performance was attached under Q2.3.

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

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.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

[7   ]

Q3.5.1.

Please enter the number (#) of faculty members who 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 exemplified how inquiry and analysis skills are used in problem identification and the design of interventions to improve population health by students entering the health professions.

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

> All students are evaluated.

Q3.6.2.
Please enter the number (#) of students that were in the class or program?

> 42

Q3.6.3.
Please enter the number (#) of samples of student work that you evaluated?

> 42

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:

Conducted a senior survey (attached). All graduting seniors are required to complete the survey. The survey contains 25 items or measures and includes additional comments from students. Several measures are related to the PLO - Inquiry and Analysis.

| 📎 **Senior_Survey_Spring_2018.pdf** **197.07 KB** | 📎 **No file attached** |

Q3.7.2.

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

All graduating seniors are required to complete the survey.

Q3.7.3.

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

All graduating seniors are required to complete the survey.

Q3.7.4.
If surveys were used, please enter the response rate:

93%

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:

| 🔗 No file attached | 🔗 No file attached |

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our Feedback Packet Example):

Direct measure: 100% of student scored a passing grade for the assignment given in HLSC116.

Indirect measure: 83.55% scored a 4 or better on item 7 in the senior survey; 89.87% scored a 4 or better on item 25 in the senior survey.

📎 No file attached   📎 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?

📎 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.

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

   ⊙ 1. Yes, describe your plan:

   ⊙ 2. No
   ⊙ 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the	1.	2.	3.	4.	5.

following areas?	Very Much	Quite a Bit	Some	Not at All	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:

Review of the assessment data resulted in some minor revisions to course curriculum and an update to the evaluation rubric for the course assignment. The student survey was also reviewed to ensure standards were being met. Last, the importance of the topic was emphasized to new faculty during the onboarding process.

Q5.3. To what extent did you apply **previous assessment 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	○	○	●	○	○
2. Standards of Performance	○	○	●	○	○
3. Measures	○	○	●	○	○
4. Rubrics	○	○	○	○	●
5. Alignment	○	○	○	○	●
6. Data Collection	○	○	●	○	○
7. Data Analysis and Presentation	○	○	●	○	○
8. Use of Assessment Data	○	○	●	○	○
9. Other, please specify:	○	○	○	○	○

Q5.3.1.

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

Based on a review of last year's assessment feedback, we've continued to review and update all HLSC cirriculum to ensure learning outcomes are articulated in a measureable fashion; we've updated the syllabi format for all courses for the Fall 2018 semester.

(Remember: Save your progress)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

As with the previous assessment, 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.

🔗 No file attached	🔗 No file attached

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

The senior survey noted above measures student achievement in multiple domains that are associated with the PLOs contained in this annual program assessment.

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 explain how this year's assessment activities help you address recommendations from your department's last program review?

Feedback from the program review was integrated into planning and implementation of this year's assessment.

Q9. Please attach any additional files here:

🔗 No file attached	🔗 No file attached
🔗 No file attached	🔗 No file attached

Q9.1.

If you have attached **any** files to this form, please list **every** attached file here:

1. HLSC116 course assignment and accompanying evaluation rubric

2. Spring 2018 Graduating Senior Survey

3. Health Science Learning Goals and Outcomes

4. Health Science curriculum map

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.
Program/Concentration Name: [skip if program name is already selected or appears above]

BS Health Science

Q11.
Report Author(s):

Dale Ainsworth

Q11.1.
Department Chair/Program Director:

Katherine Jamieson

Q11.2.
Assessment Coordinator:

Michael Nave

Q12.
Department/Division/Program of Academic Unit (select):

Kinesiology & Health Sci.

Q13.
College:

College of Health & Human Services

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

See department fact book.

Q15.

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:

Q16. Number of **undergraduate degree programs** the academic unit has?

1

Q16.1. List all the names:

Health Science

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

3

Q17. Number of **master's degree programs** the academic unit has?

0

Q17.1. List all the names:

Q17.2. How many concentrations appear on the diploma for this master's program?

N/A

Q18. Number of **credential programs** the academic unit has?

0

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

When was your **Assessment Plan**...	1.	2.	3.	4.	5.	6.	7.	8.
	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. Developed?	●	○	○	○	○	○	○	○
Q20.1. Last updated?	○	●	○	○	○	○	○	○

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

> 📎 **HLSC Learning Goals and Outcomes.pdf**
> **122.19 KB**

Q21.
Has your program developed a **curriculum map?**
- ● 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

> 📎 Health Science Cur Map.pdf
> 131.41 KB

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?
- ○ 1. Yes
- ● 2. No
- ○ 3. Don't know

Q23.
Does your program have a capstone class?
- ● 1. Yes, specify:

HLSC195

- ○ 2. No
- ○ 3. Don't know

Q23.1.
Does your program have a capstone project(s)?
- ● 1. Yes
- ○ 2. No
- ○ 3. Don't know

(**Remember**: **Save your progress**)
Save When Completed!

ver. 10.**31**.17

"Doing Public Health" in Del Norte County, CA
Group Project 1 – HLSC116

County of Del Norte
California

Board of Supervisors | Departments and Agencies | Emergency Services | Recreation

Departments and Agencies > Health & Human Services >
Public Health

Purpose

The purpose of this paper is to 1) use the concepts of population and public health to describe the overall health status of residents living in Del Norte County, CA, 2) to identify the health factors that are contributing to the health outcomes of Del Norte residents, and 3) to design public health interventions that will impact the health status of Del Norte residents.

Use the following resources (minimum) to complete this assignment

- American Community Survey, or American FactFinder (US Census) (https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml)
- Robert Wood Johnson Foundation County Health Rankings (http://www.countyhealthrankings.org/)
- Other resources may be used as necessary and appropriate

Assignment

First, using the definition of **population health** and **public health** from the course text, describe the general population characteristics of the residents of Del Norte County, CA, and their health status. Specifically:

- Use data from the American FactFinder website to describe the demographic and socio-economic characteristics of the residents of Del Norte County. Compare these to the State of California and draw conclusions based on these comparisons.
- Use data from the County Health Rankings (Overall Rankings in Health Outcomes) to describe the health status of residents of Del Norte County.

Second, using the definition of **health factors** from the County Health Rankings website (Overall Rankings in Health Factors):

- Identify and described those health factors that may be contributing to the health status you describe above.

Third, using any **variety of appropriate sources**, based on the findings from the above, in your group's opinion what public health efforts are called for by the Del Norte County's Public Health Department to address the unwanted health outcomes you've identified?

Deliverable

Each group should submit a 5-7 page paper that addresses the assignment prompts described above. The paper should include:

- Title page listing the name of each group member (alpha by last name)
- The percent contribution each team member contributed (Group members should initial the title page next to their name)
- More paper details are noted below.

Important Points

- **Cite:** If you state a fact or make an assertion anywhere in the paper, cite the source and include a full description of the source on the works cited or reference page.
- **Describe**: Be mindful to accurately describe all health indicators used.
- **Tables and figures** (graphics such as pie charts, bar charts, etc.): *must be* used to describe information in a succinct manner. *Use these whenever you can.*
- **Benchmarking:** Compare information, numbers, and rates with benchmarks (e.g. county rate compared to the state rate) to describe the severity of any indicator. Be sure to make comparisons that make sense. For example, if you compare the population total of Del Norte County to the state of CA, it is a meaningless comparison.

However, if you compare the percentage of Caucasians that live in Del Norte count to the percentage that live in CA, it is a meaningful comparison.

- **Quality of Analysis:** the quality of your critical thinking/analysis will emerge from the quality of your research. If you do not apply appropriate research skills into the project, this will be reflected in your recommendations. Remember the "garbage in-garbage" out rule here: poor research/inquiry will lead to poor, inappropriate, mis-guided recommendations for public health interventions.

Specific Requirements of the Submission
- Papers should be APA format
- Include the follow sections:
  a. Introduction
  b. Socio-demographic profile of Del Norte County
      i. Content of this section must be that type of content typically found in articles and papers that describe a geographic area (conduct your own inquiries/research to determine these)
  c. Health status of Del Norte residents
  d. Health factors contributing to health status
  e. Recommendations for public health interventions to improve health. (NOTE: your recommendations should include multiple levels of analysis into the factors that account for the health outcomes you identify in item c, "Health status of Del Norte residents." Consider the different levels of analysis below, moving from more proximal to distal root causes of the health outcomes you identify:
      - First level: "Del Norte residents should get healthier" (consider more in-depth analysis by asking the question "why aren't they healthier?")
      - Second level: "Del Norte residents should eat healthier diets and they'll be healthier" (consider more in-depth analysis by asking the question "why don't Del Norte residents eat healthier diets?")
      - Third level: "There should be more access to fresh foods in Del Norte County" (consider more in-depth analysis by asking the question "why aren't there more access to fresh foods in Del Norte County?")
      - Fourth level: explain why food deserts exist in Del Norte County and provide recommendations to ameliorate these.
- Group performance – the paper must be completed as a group (you cannot assign different sections to individual group members to do in isolation from the rest of the group: the group should fully discuss and make group decisions on the content of all sections of the paper. However, individual tasks are appropriate for:
  o Writing the narrative (not constructing it)
  o Editing and/or formatting the paper
  o Researching certain topics – an individual may research a topic, but that individual must provide the group with the results of his or her research and the group must decide how best to use the information in the paper
  o Other administrative tasks such as printing

Grading/Evaluation
Paper will be evaluated using the following criteria:
- Quality of writing
- Organization of the paper and formatting
- Quality of research and accuracy of content
- Depth of critical thinking, quality or recommendations of public health interventions
- Group performance grade

Evaluation Rubric

	Outstanding 15-20 points	Average to Good 10-14 points	Below average 5-9 points	Well below average 0-4 points
Quality of writing	Little to no issues with written paper (grammar, formatting, etc.)	Some issues	Some notable issues and oversights	Poorly written; full of errors, poor formatting
Organization of the Paper and formatting	Paper is well-organized; adheres to APA formatting	Paper is mostly well organized; generally follows APA formatting	Paper has some obvious organization issues; some obvious oversights in APA formatting	Poorly organized, does not follow APA
Accuracy of content and supporting citations (sources are credible, current, and relevant)	Content included is accurate and all assertions are fully supported with appropriate citations	Content is almost fully accurate; almost all assertions are supported with appropriate citations	Obvious oversights and errors in accuracy of content; missing several citations and/or uses inappropriate citations	Inaccurate content, no support with appropriate citations
Depth of critical thinking; quality of analysis	Thoughtful, logical, defendable, reasonable positions and critiques	Some moderate depth of critical thinking	Limited critical thinking applied to topic	Superficial, non-supportive assertions and conclusions; no depth at all
Group Performance	Group performed exceptionally, it was obvious that everyone equally contributed to the assignment	Some typical group issues, but for the most part the group performed well and everyone mostly equally contributed to the assignment	Group submitted a fragmented paper; it was obvious that the group did to perform well to deliver an integrated product	No group work, each group member worked in isolation to produce only a portion of the final assignment; evidence that one or two members of the group did all of the work

Spring 2018 Graduating Senior Survey
May 16, 2018 8:40 PM MDT

Q1 - What is your Health Science concentration? (Select one)

#	Field		Choice Count
1	Community Health Education	37.63%	35
2	Health Care Administration	46.24%	43
3	Occupational Health & Safety	16.13%	15
			93

Showing Rows: 1 - 4 Of 4

Q3 - 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 - very poor, 2 - poor, 3 - fair, 4 - good, and 5 - very good):

#	Field	1 - Very Poor		2 - Poor		3 - Fair		4 - Good		5 - Very Good		Total
1	Write clearly and effectively.	0.00%	0	2.53%	2	5.06%	4	40.51%	32	51.90%	41	79
2	Speak in front of a group in a clear and persuasive manner.	0.00%	0	1.27%	1	10.13%	8	50.63%	40	37.97%	30	79
3	Extemporaneously answer oral and written questions.	0.00%	0	1.27%	1	15.19%	12	54.43%	43	29.11%	23	79
4	Prepare visuals and deliver information to audiences of professionals as well as the general public.	1.27%	1	1.27%	1	6.33%	5	43.04%	34	48.10%	38	79
5	Work effectively in a team or group situation in defining and solving problems.	0.00%	0	1.27%	1	5.06%	4	29.11%	23	64.56%	51	79
6	Articulate core issues facing those in your area of study.	0.00%	0	1.27%	1	8.86%	7	51.90%	41	37.97%	30	79
7	Obtain, summarize, analyze, and critically interpret research data.	0.00%	0	2.53%	2	13.92%	11	43.04%	34	40.51%	32	79
8	Use the scientific decision making process.	0.00%	0	3.80%	3	15.19%	12	44.30%	35	36.71%	29	79
9	Establish priorities and complete tasks in a timely fashion.	0.00%	0	0.00%	0	8.86%	7	29.11%	23	62.03%	49	79
10	Appreciate and respect the role of cultural diversity in our society.	0.00%	0	0.00%	0	1.27%	1	18.99%	15	79.75%	63	79
11	Accept and respect the opinions and beliefs of others.	0.00%	0	0.00%	0	2.53%	2	17.72%	14	79.75%	63	79
12	Demonstrate understanding of contemporary issues.	0.00%	0	0.00%	0	5.06%	4	41.77%	33	53.16%	42	79
13	Demonstrate effective interpersonal skills.	0.00%	0	0.00%	0	6.33%	5	34.18%	27	59.49%	47	79
14	Articulate values, ethics, and standards of your profession.	0.00%	0	0.00%	0	6.33%	5	31.65%	25	62.03%	49	79
15	Demonstrate use of basic word processing, spreadsheet, database, and presentation software.	1.27%	1	0.00%	0	18.99%	15	35.44%	28	44.30%	35	79
16	Demonstrate the basics of implementing and coordinating a program.	0.00%	0	3.80%	3	16.46%	13	43.04%	34	36.71%	29	79

17	Successfully pursue ongoing education or advanced study.	0.00%	0	1.27%	1	11.39%	9	46.84%	37	40.51%	32	79
18	Succeed in your preferred career or profession.	1.27%	1	0.00%	0	15.19%	12	43.04%	34	40.51%	32	79
19	Understand technology issues and related impacts.	0.00%	0	1.28%	1	20.51%	16	46.15%	36	32.05%	25	78
20	Construct an assessment or improvement plan in your discipline.	0.00%	0	0.00%	0	13.92%	11	48.10%	38	37.97%	30	79
21	Demonstrate leadership in your discipline.	0.00%	0	0.00%	0	5.06%	4	53.16%	42	41.77%	33	79
22	Apply critical thinking skills.	0.00%	0	0.00%	0	6.33%	5	44.30%	35	49.37%	39	79
23	Utilize tools from other disciplines to solve discipline-specific problems.	0.00%	0	1.27%	1	5.06%	4	45.57%	36	48.10%	38	79
24	Utilize and integrate contemporary theories and models from your area of study.	0.00%	0	0.00%	0	13.92%	11	50.63%	40	35.44%	28	79
25	Utilize scientific principles in the inquiry process and to solve discipline-specific problems.	0.00%	0	0.00%	0	10.13%	8	51.90%	41	37.97%	30	79

Showing Rows: 1 - 25 Of 25

Q5 - 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.

Comments: Please provide any comments regarding your degree program that yo...

I loved the health science program. All of the faculty have been super helpful. I havnt had a single professor that I disliked in this department. Because I am also pre-med, I have takin classes in the biology, physics, and chem department. I can honestly say that the faculty in those departments do not care nearly as much as the faculty in the health science department. The only thing I disliked during my time here at sac state was my internship, but I there's not much you guys can do about that. Thank you- Yusuf Zahriya

The best Program at Sacramento State!

n/a

I appreciate how the HCA component is finally creating new courses more related to HCA instead of the public health perspective. I do wish we focused more on process improvement, as that is necessary within the field. I appreciate the current classes we take though, because through the public health lense we better understand the impact administrators can make on population health. Advisors should encourage students to intern earlier, instead of waiting until taking 195. It helps to have a HCA club now, so students can network better with professionals. I think the HCA concentration is growing and hope the new classes will allow students to better understand HCA.

There are a lot of redundancies in the CHE concentration. We cover the same material in multiple classes. Almost all of the CHE courses can be given online, with the exception of 119, 144, 147. I feel 119, 134, 148 and 147, were the best classes to prepare me for my future in public health.

Overall, I think this program has a strong basis to provide students before entering the healthcare workforce. However, there are some weaknesses that I think could use some improving. Based on the nature of the HCA concentration, it is essentially in my opinion, a business administration degree with a concentration in the healthcare industry. With that being said, I think there should be more business style classes that should be offered/required. I have two clear cut examples. As far as technology goes or how to use it, I don't think the HCA degree plan taught me how to do any of it. On the contrary, it is mandatory for Business Admin students to take courses that enhance their knowledge about all the major Microsoft portals such as: excel, powerpoint, and word. Another example, I still don't feel particularly comfortable presenting in front of large meetings. I think a mandatory public speaking course (upper division) should be required for HCA. Lastly, I think the Health Science department should try and get more networking events planned so that students can practice on their interpersonal skills more. I feel comfortable with these skills because I worked in retail for 5 years; however, there are some students I have met through the university that are scared to death to speak with higher power managers.

n/a

OHS program is strong in teaching students to identify risks and hazards not only in the occupational world but also in every day life. The courses are very helpful in helping students understand laws and regulations. One thing I would recommend OHS program do is prepare the students to obtain a certificate as an ASP.

Great program. Thank you!

I believe certain classes were very repetitive, I felt like I was learning the same concepts over and over.

I believe the Community Health Education program works best to provide students with the necessary skills and experience to work in a group setting. However, I believe that the program can work to push students further in a direction where they can become more involved with the community around them.

I truly enjoyed learning how to use programs such as Excel, Access and SPSS in the Health Science Program. These programs truly enhanced my internship experience and I would have been completely lost had I not been introduced to these programs within the major.

I love my program! Nave, Woodward, and Diaz were my favorite professors because they showed an interest and passion for the subjects they taught. They also made me feel comfortable and the fact that they showed to be knowledgable, not only in their subjects but in their independent lives as well, gave me the confidence that what they were teaching me was worthy and accurate. I do think I struggled in the courses taught by Mansyur and Gryffin. Mansyur does not show passion in the subject she teaches and does not come off as a knowledgable professor in her topics. Gryffin was a passionate teacher in Epidemiology, but many times struggled to explain concepts and ideas; it was personally hard to really learn complex ideas in his classroom because several times, things felt unclear.

I enjoyed every aspect that my degree program has offered me. I feel very confident to begin working in my field; this program has definitely prepared me to succeed.

Problem I found with the program was the over working of the few teachers actually hired into the program. And not valuing the adjunct professors or vetting them to ensure that they were qualified to teach a course. I have had both amazing adjunct professors that were not being recognized enough by the department and horrible professors that should not be teaching/remodeling for students.

My struggles that I overcame was figuring out excel and access but I believe I became better at it the more I was on it and familiarized myself with it. My strengths are applying critical thinking skills to solving problems in my profession. I believe my degree program is important because it provides students with a solid foundation in issues that impact population health and healthcare systems, related to environmental health, disease prevention, and behavioral and culturally issues.

Almost if not all of the classes required were basically a review, because of the age that I returned to school. Experience I think should be taken into consideration and allow to be tested out of classes, based off an initial test to see if student understands concepts. Also there should be offered a "Fast Track" Degree for these students.

Specific weakness to the HLSC 144 course taught by Professor Carol Mansyur this semester (Spring 2018): I suggest having a more adequate and prepared professor teach this course in the future. She did a poor job in teaching the course and was not prepared for it. We have been forced to attempt to complete a semester long project in just 2 weeks all because she did not prioritize her job. When asked why she had only given our class 2 weeks for the project she stated "This class was not a priority, I had other things that I had to prioritize and besides you all procrastinate anyways". This course was supposed to teach us how to create a grant proposal, not how to cram. I'm paying for my education, not funding lazy professors. Please provide professors who are prepared to do their job. Besides that specific weakness, I have enjoyed going through this degree program and would recommend it to others. All other professors have been amazing. It is great that we can apply what we learn in one course and apply it in all of the others. Although group projects can stressful, they have been useful in learning how cooperate and problem solve. HLSC 147 should be a required course for all health science students. It teaches very useful skills. I also liked that the program is run in a sort of cohort style because we get to know our peers better.

I strongly believe HLSC 119 should be opened to other concentrations as well. The class definitely help me become more creative with the programs that we have accessible and focus on our specified community group. I also believe HLSC 147 should also be opened to other concentrations. The course provided understanding on analyzing statistics using different programs.

I have the opportunity to get my internship done at Kaiser hospital. That was a good experience to meet people from different disciplines and to get idea about how the management process of a hospital is totally different from what we learned in school. I think there should be a connection, or direct contact between the supervisors and the program adviser, so the internship experience can be better controlled or guided which will enhance the learning process and be more beneficial for both student and site's supervisor. Another important thing about the internship process : I hope if the adviser meet with all students at once for one class session to discuss with them the whole process of interning and the expected outcome before they start the internship.

I believe that the Health Science program has been well articulated and organized. After completing the program, I feel capable of implementing anything related to my field. Of course there is room for improvement, but the program has thought me many very valuable lessons and skills that are needed for my success in my work environment. Thank You!

HCA is not a field where students can immediately go to work as a health care administrator straight after graduating, which is probably what most students think when choosing this concentration. I think it would be beneficial for students to either discuss more at-length ongoing education programs or different careers to look into. The material I learned through this program was beneficial, but I feel that it may be difficult to find a job with my degree.

n/a

There needs to be more classes offered, rather than once a week classes. Some of us get up early for work and do not appreciate having to go to an evening class for 3 hours

Overall, I think the degree program does a great job of preparing students to take on roles in different field of public, population or environmental health.

N/A

Strength in the program were the numerous group work assignments. Although at times difficult, it was valuable to manage time and meet if necessary much like a real world situation. Weakness in the program may have been some professors seemed not to be prepared taking on a class which made my learning experience for that class less than what it could have been.

I felt that theories and models are so important in health education but they were only briefly covered within the courses. I would have liked to spend more time on theories. And although I did not enjoy policies as much, I felt they are important to know and would have liked another course on those as well.

Great faculty and so happy I had the opportunity to complete my degree in this program with these people!

Absolutely loved my time at Sacramento State learning and growing in the healthcare field.

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End of Report

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)   F O U R ♦ Y E A R   P L A N

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 |

YEAR 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 | 15 UNITS |

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
- GE/graduation requirements
- 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

SACRAMENTO STATE