



## SKYLINE COLLEGE ANNUAL PROGRAM PLANNING SELF-STUDY

*Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT** on an e-mail message.*

**Program Title**  **Date Submitted**

**Key Findings:**

**1. Planning Group Participants** (include PT& FT faculty, staff, students, stakeholders)

List of names and positions:

**2. Contact Person** (include e-mail and telephone):

**3. Program Information**

**A. Program Personnel**

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

**FT Faculty:**  **PT/OL Faculty (FTE):**

**FT Classified:**  **PT Classified (FTE):**

**Volunteers:**  **Student Workers:**

**B. Program mission and goals**

**State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Address how the program meets the current year's strategic priorities. (200 word limit is recommended.)**

**4. Program/Service Area Student Learning Outcomes and Program Data**

**A. Summarize recent course (for instruction, including student service courses) or program (for student services and every three years, CTE programs) SLO assessment, identify trends and discuss areas in need of improvement. Please attach summary Tracdat reports with assessment and analysis for SLOs evaluated during the last two years (prior to submission deadline of April 1<sup>st</sup>). (200 word limit is recommended.) Tool: <https://sanmateo.tracdat.com/tracdat/>**

**B. Analyze evidence of Program performance. Review and analyze productivity, student characteristics and outcomes. (200 word limit is recommended.)**

Tool: <http://www.skylinecollege.edu/prie/programdata.php>

**C. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements etc.) (200 word limit is recommended.)**

## 5. Curricular Offerings

**A. Program Curriculum and Courses. If your program does not offer curriculum, please state “N/A”.** Tools: CurricUNET <http://www.curricunet.com/smcccd>; <https://sanmateo.tracdat.com/tracdat/>

Respond to the following:

- What new courses (excluding individual Selected Topics [665] topics and Experimental [680/880] courses) have you added to your program curriculum in the past academic year? List by Department, Course Number and Course Title.
- Note that you’ve added new courses to the department’s three-year calendar of assessment and requested that they be added to TracDat.
- Note that you’ve done the following for new courses on TracDat:
  - Uploaded SLOs?
  - Mapped course-level SLOs to PSLOs (including relevant interdisciplinary degrees) and ISLOs?
  - Uploaded assessment method(s) (need not be specific)?

## **B. Identify Patterns of Curriculum Offerings**

Respond to the following:

- Identify the planning group's two-year curriculum cycle of course offerings by certificates and degrees.
- Describe the ideal curriculum cycle.
- Discuss any issues.

## 6. Response to Previous Annual Program Plan & Review

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

## 7. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.  
**Note: resource requests should be connected to action plans**

Respond to the following:

- Describe data and assessment results for SLO assessment on the course level (for instruction, including student service courses) or program level (for student services or every three years, career technical education programs). Analyze and reflect on SLO assessment results and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum and pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.



## **8. Resource Identification**

### **A. Professional Development needs**

### **B. Office of Planning, Research & Institutional Effectiveness requests**

Actions:

- List data requests for the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.

### **C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests** **Complete the following table:**

**Annual Program Planning Resource Needs**  
**Program \_\_\_\_\_ Date \_\_\_\_\_**

	<b>Needs</b>	<b>How does this request align with your assessment of student outcomes</b>	<b>How does this request align with your action plan</b>	<b>Estimated cost for facilities and equipment</b>
<b>Personnel</b>	1. 2. 3.			
<b>Equipment</b>	1. 2. 3. 4.			
<b>Facilities</b>	1. 2. 3. 4.			

# Course Assessment Report-- Four Column

## San Mateo CCCD

### SKY Dept - Health Science

Department Assessment Paul Rueckhaus  
Coordinator:

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>SKY Dept - Health Science - SKY HSCI 100 - General Health Science - Integrating factors affecting health - Identify and become familiar with behavioral, environmental and structural factors that contribute to and detract from healthy living and well-being. (Created By SKY Dept - Health Science)</p> <p><b>Assessment Cycles:</b> 2014-2015</p> <p><b>Start Date:</b> 08/18/2014</p> <p><b>End Date:</b> 12/18/2014</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Self assessment of healthy activities and behaviors, and the social and environmental factors that aid or interfere with health promoting behaviors.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 75% of students will score 80% or above on a response paper analyzing health behaviors and resources</p> <p><b>Related Documents:</b> <a href="#">Behavior Change Journal.docx</a></p>	<p>03/11/2015 - 78 % of scored 80 or above on their response papers</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2014 - 2015</p> <p><b>Resources Needed to Implement Action Plan:</b> Meeting time</p> <hr/> <p>06/06/2013 - Criterion Met-- 84.75% of students met criterion</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Resources Needed to Implement Action Plan:</b> Need to discuss results beginning of Fall 2013. Results vary drastically from Fall assessment. Questions to consider: Why were these results better? Do we need to make the assessment more challenging?</p> <hr/> <p>01/11/2013 - Not all data is in. Currently 42% (far less than the success threshold) scored 80% or above on the short essay question.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>03/11/2015 - Continue to discuss &amp; refine assignment</p> <hr/>
<p>SKY Dept - Health Science - SKY HSCI 100 - General Health Science - Health Information &amp; Critical Thinking - Obtain and analyze Information about the social, cultural and environmental factors that impact personal health, growth and development.</p>	<p><b>Assessment Method:</b> Presentation or essay on community health issue</p> <p><b>Assessment Method Category:</b> Capstone Assignment/Project</p> <p><b>Success Criterion:</b></p>	<p>03/11/2015 - 76% achieved the assessment standard. Because there was a high number of 0s on this assignment, if all students who completed the assignment were assessed, the success rate would have been 85%</p>	<p>03/11/2015 - Increase the grade percent value of the assignment. We believe that participation in this assessment method was low because the proxy assignment was only worth 1% of the</p>

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>(Created By SKY Dept - Health Science)</p> <p><b>Assessment Cycles:</b> 2014-2015</p> <p><b>Start Date:</b> 08/18/2014</p> <p><b>End Date:</b> 12/18/2014</p> <p><b>Course Outcome Status:</b> Active</p>	<p>80% of students can describe three community health resources that respond to a salient community health issue.</p> <p><b>Related Documents:</b>  <a href="#">Model Assignment for Community Health Resource</a>  <a href="#">Agency Profile Assignment</a></p>	<p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2014 - 2015</p> <p><b>Resources Needed to Implement Action Plan:</b> Meeting time.</p> <hr/> <p>06/25/2013 - Yes. 85% of students scored 80% or better on the community health resource portion of their major class project.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>total class grade. When we assign integrative, comprehensive assignments that closely approximate student learning outcomes for the course, the credit-bearing value of those assignments should match the educative value.</p> <p><b>Action Plan Category:</b> Revise course syllabus or outline</p> <hr/>
<p>SKY Dept - Health Science - SKY HSCI 130 - Human Sexuality</p> <p>- Critical Self Reflection - Reflect critically on personal and cultural attitudes, perceptions and beliefs regarding sexual behavior, gender identity, sexual orientation, child and adult sexual development, sexual violence, and/or sex work.</p> <p>(Created By SKY Dept - Health Science)</p> <p><b>Assessment Cycles:</b> 2014-2015</p> <p><b>Start Date:</b> 08/18/2014</p> <p><b>End Date:</b> 12/18/2014</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Reflective essay assigned to all students.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 75% of HSCI 130 Students earn a "C" or better on a reflective essay that unpacks and relates cultural attitudes, perceptions &amp; beliefs, gender identity, sexual orientation, and/or sexual development to their personal experience.</p>	<p>03/11/2015 - 84% of student met the standard</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2014 - 2015</p> <p><b>Resources Needed to Implement Action Plan:</b> None</p> <hr/> <p>07/23/2013 - 77% of students who earned a C or better on this reflective essay. While we met the criterion, the completion was borderline.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p> <p><b>Related Documents:</b> <a href="#">Final Reflection</a></p>	
<p>SKY Dept - Health Science - SKY HSCI 130 - Human Sexuality</p> <p>- Transfer classroom learning to real-world - Identify strategies to prevent sexually transmitted infections and unwanted pregnancies; communicate sexual boundaries and desires; and</p>	<p><b>Assessment Method:</b> Comprehensive description of a community service organization, coalition or project that provides sexuality resources</p> <p><b>Assessment Method Category:</b> Essay</p>	<p>03/11/2015 - 79% of students met the standard for success. As there were many 0s on this assignment, if all students who completed the assignment were assessed, 90% would have met the standard successfully.</p> <p><b>Result Type:</b></p>	<p>03/11/2015 - This assignment had a low return rate (dropping 0s, the success rate would have been 90%. This suggests that those students who do the assignment are reaching the SLO. The</p>

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
advocate for an equitable, informed and empowered stance toward sexuality (Created By SKY Dept - Health Science) <b>Assessment Cycles:</b> 2014-2015 <b>Start Date:</b> 08/18/2014 <b>End Date:</b> 12/18/2014 <b>Course Outcome Status:</b> Active	<b>Success Criterion:</b> 80% of students earn a B or better on essay profiling an agency that addresses sexual health concerns and provides information on safety and protection	Inconclusive <b>Reporting Cycle:</b> 2014 - 2015 <b>Resources Needed to Implement Action Plan:</b> Meeting Time	reasons many students choose not to do this assignment aren't clear. Faculty will evaluate the syllabus to see if the assignment sequence, grade value, scaffolding or integration into course discussion could improve participation in the assignment.  <b>Action Plan Category:</b> Revise course syllabus or outline
		<hr/> 07/23/2013 - Criterion Met-- 77.5% earned a score of 80% (16 out of 20 points) or better on the short essay question. A score of 80% means that students were able to describe the function of two birth control methods, weigh the pros and cons of each and introduce at least one other safer sex method that could prevent pregnancy and/or STDs <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2013 - 2014 <b>Related Documents:</b> <a href="#">Midterm Question-Assessment</a>	