

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Rueckhaus, Paul

Response Types: All Responses Types

I. Section I: Program Profile

I.A. Program Purpose

Describe the purpose of the program and how it contributes to the mission of Skyline College.

Response Detail

No Response Information to Display

Narrative

The mission of the health science department is to equip Skyline students with the knowledge, skills and modes of critical inquiry necessary to fulfill a lifetime of optimal health and well-being for themselves, their families, their communities and the world in which we all live.

The HSCI Department supports the Skyline College Mission of empowering and transforming a global community of learners by providing relevant, scientifically sound, student-centered health, sexuality and health career curricula to Skyline students in order to not only enrich their personal and social health but empower them to promote the health of their communities and our shared environment as well.

The goals of the health science department are to:

- Establish critical frameworks for interrogating and understanding factors influencing personal, community and environmental health;
- Cultivate actionable, relevant strategies to improve, maintain and re-imagine personal, community and environmental health both in coursework and outside of the classroom in collaboration with the community;
- Provide an interdisciplinary and foundational introduction to the health sciences that meets the specific needs of students pursuing careers and/or transfer degrees in nursing, medicine, allied health, public health, health education, health administration & policy, and human services;
- Provide an interdisciplinary and foundational introduction to the health sciences that will equip any student, irrespective of educational goal, with the basic knowledge and skills to efficaciously affect change in their personal health as well as the health of their communities and our shared environment.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

I.B. Program Student Learning Outcomes

List the current program student learning outcomes (PSLOs).

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

Identify factors influencing human health including factors related to public policy, socioeconomic status and the environment that contribute to health disparities and leading causes of mortality and morbidity?
Develop strategies for initiating and/or maintaining activities that promote health through individual behavior, civic/community engagement, and/or environmental stewardship
Perform the duties expected of specific roles in the healthcare workforce with proficiency commensurate with training
Critically evaluate popular and scientific literature and other media for its significance and impact on individual and public health

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

I.C. Profile: Program Review Team

Comprehensive program review is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the program review narrative. Include names and the title or role of each person.

Response Detail

No Response Information to Display

Narrative

Paul Rueckhaus
Amy Preut
Chadwick Campbell

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Search Standards By User

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Cycle: CPR (2017-18 Cycle)

User Name: Rueckhaus, Paul

Response Types: All Responses Types

Associated Objectives	Planning Unit
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No Associated Objectives to Display

Associated Outcomes	Planning Unit
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No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

II. Section II: Assessment, Analysis, and Findings

II.A. Program Effectiveness

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes. Program data may include:

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data.

Response Detail

No Response Information to Display

Narrative

The health science department has been relatively anemic over the past six years, in terms of both staff and enrollments. During the 2013 CPR, HSCI had 1.4FTE in full time faculty. That has reduced by more than 50% to 0.6 FTE. Our Full Time Equivalent Students has concomitantly decreased by 58% (from 98.76-41.32 FTES) over the same time period. Actually, the reductions in students and staff occurred during 2 significant moments. Between the academic year of 2012-2013 and 2013-14, the unduplicated student head count dropped by 19%. In the most recent academic year, 2016-17, the head count dropped 33%, leaving the number of students served in 2016/17 at 50% (405 students) of the number served six years prior (802 students). Despite reductions in student, load has changed less dramatically--as to be expected when FTES and FTEF fluctuate in tandem. For the 2016-17 academic year, load for the department was at 517, comparable to the overall college load of 513. Over the entire 6 years, the Department has consistently maintained a load above the Skyline College load.

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User Name: Rueckhaus, Paul

Response Types: All Responses Types

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

II.A.1 Progress on Prior Program Objectives (Goals)

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

Response Detail

No Response Information to Display

Narrative

In our last CPR from Spring, 2013, HSCI had three key improvements that we sought to work on:

Improve academic equity

Align course offerings to meet transfer objectives for students pursuing health science as a major

Improve interdisciplinary collaborations, course articulation and campus presence.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Rueckhaus, Paul

Response Types: All Responses Types

Internet Links

Link	URL
No Internet Links to Display	

Documents

File Name	File Type	File Size	File Date
No Documents to Display			

II.A.2. Progress on Program Student Learning Outcomes

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Response Detail

No Response Information to Display

Narrative

The Student Learning Outcomes in both the Program and the active courses (HSCI 100 and 130) continue to capture the kind of learning valued by the Department and its instructors. The means of assessment, however, need to be modified. Over the last couple years, new instructors have been hired and older instructors have redrafted and changed the assignments that they offer. This has meant that there is not as much consistency--particularly in HSCI 100--in assigning the same assignments across sections. While consensus on assignments is not necessary to offering quality curriculum or meeting the SLOs, for the purpose of TracDat, the means of assessment should more accurately capture all of the assignments being deployed by faculty.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
No Internet Links to Display	

Documents

File Name	File Type	File Size	File Date
Assessment_ Course Four Column .pdf	Portable Document Format	114.069 KB	3/16/2018 6:39:35 PM

II.A.3.a. Program Personnel

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Rueckhaus, Paul

Response Types: All Responses Types

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Response Detail

No Response Information to Display

Narrative

The Health Science Department is currently staffed by one temporary full-time faculty member (Fall 2014-Spring 2018) and two adjuncts. The full-time faculty member will lose grant funding at the end of Spring 2018, leaving the Department with only adjuncts.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link

URL

No Internet Links to Display

Documents

File Name

File Type

File Size

File Date

No Documents to Display

II.A.3.b. Personnel FTE

Provide the current FTE of each category of personnel.

- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Response Detail

No Response Information to Display

Narrative

Currently, the HSCI Department is staffed by 3 faculty members--2 adjunct, 1 full time.

The full-time faculty member teaches at 0.2 FTE.

Part time faculty members collectively teach at 0.4 FTE.

The Department is supported administratively by temporary full time faculty member, Paul Rueckhaus, Program Services Coordinator, Alana Utsumi and Dean of SMT, Ray Hernandez. However, their contributions are supportive in nature and not covered by the HSCI budget.

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Rueckhaus, Paul

Response Types: All Responses Types

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

II.A.4. Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Response Detail

No Response Information to Display

Narrative

Health science classes are offered in face-to-face, hybrid and fully on-line formats. Access to the courses has both constricted and expanded in different respects over the last 6 years. We have expanded access by offering hybrid and fully on-line classes, which we were not offering prior to 2013. In this respect, we have been able to serve more students through distance and limited contact offerings. However, we have seen both the amount of offerings and student demand for courses decline steadily between 2013 and 2015 and decline sharply in the last academic year.

We believe that at least part of this decline (discussed elsewhere in this report) can be explained in part by the lack of connection between HSCI courses and major and other GE coursework. To further improve visibility and expand access to health science offerings, we have approved an associates degree for transfer that will ideally serve more students.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Rueckhaus, Paul

Response Types: All Responses Types

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
No Documents to Display			

II.A.5. Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Response Detail
No Response Information to Display

Narrative
Very little has occurred over the last 6 years to change the program environment. However, the approval of the Public Health Science Associate for Transfer by Skyline's Curriculum Committee and C-ID is expected to enhance the program in terms of students served and transferrable skills and credits for participating students.

Suggested Follow Ups	
Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Associated Objectives	Planning Unit
No Associated Objectives to Display	

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
No Documents to Display			

II.A.6. Program Equity

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Rueckhaus, Paul

Response Types: All Responses Types

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Response Detail

No Response Information to Display

Narrative

In our last comprehensive program review the need to improve academic equity along racial lines was a key finding. Unfortunately, it remains true that while HSCI classes enjoy relatively high success and retention rates, students are not completing and succeeding equally. The average success rate for African American students is still 14 percentage points below the total student average. Though this is comparable to the college overall, it is still an unacceptable disparity. The department has become more diverse since the 2013 CPR (one of our improvement suggestions), yet success disparities persist. Since the 2013 CPR, we have expanded access to HSCI courses by offering hybrid and fully on-line courses. On line courses account for 29% of our overall course enrollment. Though these courses offer expanded opportunities for students, on line offerings have overall lower success rates. However, this trend is also reflective in the college-wide data, with HSCI's on-line success rate hovering at 10 percentage points over the college-wide success rate. Our response to this and other issues will be discussed in the reflection section.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Rueckhaus, Paul

Response Types: All Responses Types

III. Section III: Program Curriculum (Programs With Course Offerings Only)

III.A. Curriculum Review

There are four steps to program review of curriculum:

- (1) Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. <http://www.skylinecollege.edu/comprehensiveprogramreview/directionsforms.php>
- (2) Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. <http://www.skylinecollege.edu/comprehensiveprogramreview/directionsforms.php>
- (3) Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).
- (4) Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Response Detail

No Response Information to Display

Narrative

All courses are currently under review. Modifications should be completed by the May 2 meeting of Curriculum Committee. HSCI 100, HSCI 130 and HSCI 135, have all been approved by the Statewide Course Identification System (C-ID) to meet the standards of the AS-T in Public Health Science. These courses are being updated to assure pertinence to the discipline and up-to-date recommended texts and course materials.

Banked courses include: HSCI 180, HSCI 880SB and HSCI 160.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Rueckhaus, Paul

Response Types: All Responses Types

IV. Section IV: Reflection

IV.A.1. Considering Key Findings

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Response Detail

No Response Information to Display

Narrative

Overall, the HSCI Department has seen decreases in enrollments, offerings, and little progress in reducing disparities of academic achievement. Despite a more diverse faculty, expanded offerings in distance education and inclusion in learning communities and special programs (e.g., allied health CAA), we have become more anemic than we were 6 years ago. Also noted in our last CPR, were efforts to better integrate HSCI courses with majors and build visibility among the campus community. Important in-roads have been made in these respects. For one, the approval of the AD-T in Public Health Science will hopefully connect students interested in public health to core course offerings. Health science faculty have also built relationships with other faculty and assumed leadership roles on campus decision-making and design bodies that can improve the visibility of Department offerings. Though there is little hard evidence to substantiate claim or measure this as an outcome, such engagement has the potential to reinvigorate interest and enrollment in the health sciences. For instance, faculty members in the Department have been in collaboration with faculty from other disciplines teaching courses related to sex (sociology, anthropology, communications, etc.) and gender in an effort to raise awareness about the Human Sexuality course, whose enrollment has drastically plummeted over the last 4 years. Through efforts to better integrate general education offerings (which is where the two signature courses--HSCI 100 and HSCI 130 primarily reside), these courses can be not only more widely visible but offered in a way that is more connected and more relevant to an interdisciplinary course of study.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

IV.A.2. Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Rueckhaus, Paul

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

The ideal future of the HSCI program is one in which its enrollments and section offerings are restored to pre-2016 levels (at least relative to the college overall), its courses are more tightly connected to both disciplinary and interdisciplinary pathways, and faculty have all the resources necessary to assure more equitable, optimal achievement of all students.

Over the long-term, we would like to see the AS-T degree flourish as students transfer into public health and health education programs at CSU. We cannot, at this time, propose a quantitative metric to capture degree awards, but would like to establish baseline data as early as Spring 2019.

We would also like to see greater integration of both HSCI 100 and HSCI 130 in with other similar general education courses that have to do with health, medicine, gender and/or sexuality. Because these courses reside in a very crowded area of General Education (Lifelong learning and human development), they can be easily overlooked. Particularly for students who have personal, professional or academic interests in these topics to more readily identify HSCI courses as optimal GE options. Between the deployment of the AS-T and greater integration in the General Education Curriculum, we would hope to see demand for HSCI offerings (at least) return to those pre-2016 levels.

As the health science department adds its first non-GE, disciplinary offering (HSCI 135-Intro to Public Health), and captures transfer degree seeking students through its AS-T degree, it will not only increase access (and hopefully enrollments) but inspire interest in the discipline; interest which is essential for sustained success.

As a discipline, public health is necessarily concerned with equity. Typically equity in the distribution of health and disease through the population. In an academic institution, the members of the HSCI department are concerned with equity and efficacy in academic achievement. Over the past eight years, this department has gone from a single, long-term full time faculty member, to a more dynamic hodgepodge of adjunct and grant funded faculty members. As this new wave of public health faculty members began to populate the program, assignments, standards and expectations changed drastically from what they were under the past Department Chair. As these courses have been updated and offered with greater disciplinary rigor than they had been previously, we may have witnessed a concomitant decline in popularity and thus enrollment. Without compromising disciplinary rigor, we aspire to be a thriving--even if small--program that inspires wellness in students and invites them to critically analyze the state of health in their communities, environment and selves. We believe that the way to do this is not to revert back to the old teaching methods that made these classes "the easy A" that they were known to be. Instead, we need to do a better job making the argument to students and the overall Skyline community that health science and human sexuality are essential ingredients in their general education and that they provide actionable, transferrable knowledge applicable to a variety of degrees and professions in the public health discipline.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Rueckhaus, Paul

Response Types: All Responses Types

Documents

File Name	File Type	File Size	File Date
No Documents to Display			

V. Section V: Strategy for Program Enhancement

V.A. Program Strategy

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue. [NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Response Detail

No Response Information to Display

Narrative

As mentioned in previous sections, one key strategy for improving enrollment is to deploy and advertise the AS-T in Public Health Science. This degree offering should have a unique appeal to students already pursuing similar degrees and certificates in allied health (as many requirements overlap) while broadening to students considering advance studies in health, public health and healthcare.

A second strategy is to continue to work on increasing visibility of HSCI offerings in general education, by collaborating with instructional faculty, counselors and student groups (e.g., Sexuality and Gender Alliance club, Allied Health Club, ASSC, etc.) to raise awareness about courses.

A third strategy will be to reassess the viability of the online offerings. We have not conducted any investigation into the success discrepancies that exist between the DE and overall offerings. This will happen through faculty discussion.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Associated Objectives

Planning Unit

Increase visibility in General Education

Health Sciences

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
No Internet Links to Display	

Documents

File Name	File Type	File Size	File Date
No Documents to Display			

V.B. Action Plan and Resource Requests

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Rueckhaus, Paul

Response Types: All Responses Types

Develop one of more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Response Detail

No Response Information to Display

Narrative

Refer to planning module for budget requests.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

Create a transfer pathway for health science students	Health Sciences
Evaluate courses offered fully on line	Health Sciences

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link

URL

No Internet Links to Display

Documents

File Name

File Type

File Size

File Date

No Documents to Display

Objectives by Planning Unit and Status

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2414HSCI00	Health Sciences	Rueckhaus, Paul

Objective Status: Completed

- 326 Create a transfer pathway for health science students
- The Associate of Science for Transfer in Public Health Science at Skyline was approved by the State Community College Chancellor's office in May 2018. Beginning in Spring 2019, the HSCI Dept. will begin tracking degree awards for the AS-T in Public Health Science. This will serve as baseline data collection to project desired trajectory of degree awards into the future. To advertise the degree, track the awards and support students through the transfer process, the department will either need a full time faculty member who can facilitate that or overload hours for adjunct faculty to take ownership of the degree offering.
-

Objective Status: New/In Progress

- 377 Increase visibility in General Education
- As mentioned in the narrative, a key strategy to increasing visibility of HSCI offerings is promotion in general education. We will do this by continuing collaboration and with instructional faculty, counselors and student groups (e.g., Sexuality and Gender Alliance club, Allied Health Club, ASSC, etc.), and campus design and decision-making bodies (e.g., communities of practice, design team, committees, etc.) to raise awareness about courses.
-
- 380 Evaluate courses offered fully on line

As noted in the program narrative, we have not conducted any investigation into the success discrepancies that exist between the DE and overall offerings. To assess the efficacy and delivery of on-line courses an additional evaluation should take place. In addition to standard faculty evaluation, an alternate method, such as Small Group Instructional Diagnosis or other similar methods should be implemented to diagnose and understand differentials in on line vs. face to face achievement. The resources required for this will either be a consulting fee or faculty hours to learn and perform the diagnosis.

Assessment: Course Four Column

SKY Dept - Health Science

Department Assessment Coordinator: Paul Rueckhaus

SKY HSCI 100 :General Health Science

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>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.</p> <p>Course Outcome Status: Active</p> <p>Assessment Cycles: 2016-2017</p> <p>Start Date: 08/18/2016</p> <p>End Date: 12/18/2016</p>	<p>Essay - Self assessment of healthy activities and behaviors, and the social and environmental factors that aid or interfere with health promoting behaviors.</p> <p>Success Criterion: 75% of students will score 80% or above on a response paper analyzing health behaviors and resources</p> <p>Schedule: Assessment complete Fall 2012 Re-assessed Spring 2013 Assessment complete Fall 2014</p> <p>Related Documents: Behavior Change Journal.docx</p>	<p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Criterion not met</p> <p>67% of students earned 80% or above on the health behavior self assessment assignment. (03/08/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Amy Preut & Paul Rueckhaus discussed alternative ways to teach the health belief model and prepare students for the paper assignment.</p>	
<p>Health Information & Critical Thinking - Obtain and analyze Information about the social, cultural and environmental factors that impact personal health, growth and development.</p> <p>Course Outcome Status: Active</p> <p>Assessment Cycles: 2014-2015</p> <p>Start Date: 08/18/2014</p> <p>End Date: 12/18/2014</p>	<p>Capstone Assignment/Project - Presentation or essay on community health issue</p> <p>Success Criterion: 80% of students can describe three community health resources that respond to a salient community health issue.</p> <p>Schedule: Assessment to be completed by Fall 2012</p> <p>Related Documents: Model Assignment for Community</p>	<p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Criterion not met</p> <p>70% of students were able to adequately describe three community health resources that responded to a salient community health issue. (03/08/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Amy Preut & Paul Rueckhaus discussed the results. Amy had a high percentage of students achieving the result. Paul had a lower percentage. In Paul's case 15% of his students failed to turn in the assignment all together, which brought down</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
	Health Resource Agency Profile Assignment	<p>the assessment score. In Amy's case, she collected an outline for credit of the paper that the community resource description is attached to. This semester, Paul will also assign & collect an outline to try to improve the achievement of this outcome</p>	

SKY HSCI 130 :Human Sexuality

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<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. Course Outcome Status: Active Assessment Cycles: 2014-2015 Start Date: 08/18/2014 End Date: 12/18/2014</p>	<p>Essay - Reflective essay assigned to all students. Success Criterion: 75% of HSCI 130 Students earn a "C" or better on a reflective essay that unpacks and relates cultural attitudes, perceptions & beliefs, gender identity, sexual orientation, and/or sexual development to their personal experience. Schedule: End of Spring 2013</p>	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 82% of students achieved a C or better on the reflective essay assignment. (04/27/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: This assignment was a success for this term. Students explored the influence of sexuality in many aspects of their lives.</p>	<p>Action: Faculty already met to discuss the effectiveness of the assignment. No change or action is necessary as the assignment appears to be popular among students and successful in terms of meeting the SLO. (04/27/2017) Action Plan Category: Other</p>
<p>Transfer classroom learning to real-world - Identify strategies to prevent sexually transmitted infections and unwanted pregnancies; communicate sexual boundaries and desires; and advocate for an equitable, informed and empowered stance toward sexuality Course Outcome Status: Active Assessment Cycles: 2014-2015 Start Date: 08/18/2014 End Date: 12/18/2014</p>	<p>Essay - Comprehensive description of a community service organization, coalition or project that provides sexuality resources Success Criterion: 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 Schedule: Assessment to be completed by Fall 2014</p>	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 82% of students received a B or better on the agency exploration/profile assignment. (04/27/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Campbell & Rueckhaus discussed the value of the assignment both in the context of the class and in terms of meeting the SLO expectation.</p>	<p>Action: As the assignment appears to be popular with students and successful in terms of meeting the SLO, there is no change recommended at this time. (04/27/2017) Action Plan Category: Other</p>