

**SJSU Annual Program Assessment Form
Academic Year 2014-2015**

Department: Health Science and Recreation

Program: MPH; BS in Health Science; BS in Recreation

College: College of Applied Sciences and Arts

Website: <http://www.sjsu.edu/hsr/>

Program Learning Outcomes: <http://www.sjsu.edu/hsr/about/ProgramLearningOutcomes/index.html>

_ Check here if your website addresses the University Learning Goals.

NOTE: Not currently on the HSR website. They are listed in the PLO documentation noted later in this report. A plan is in place to utilize department administrative staff and faculty reports to update the HSR website this summer (2015) Maps are already developed for all three programs. The information will be placed on assessment page of the site.

Program Accreditation (if any): Our MPH program has been continuously accredited by the Council on Education for Public Health (CEPH) since 1974. The BS in Recreation is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT).

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Date of Report: June 1, 2015

Part A

1. List of Program Learning Outcomes (PLOs)

Masters of Public Health (MPH) Degree

No changes occurred in relation to the PLO content and assessment threshold. See prior report for information.

BS in Health Science Degree

No changes occurred in relation to PLO content and assessment threshold. See prior report for information.

BS in Recreation Degree

No changes occurred in relation to the PLO content and assessment threshold. See prior report for information.

2. Map of PLOs to University Learning Goals (ULGs)

MPH Degree

No changes occurred in relation to the mapping of PLOs to ULGs. See prior report for map.

BS in Health Science Degree - Update

No changes occurred in relation to the mapping of PLOs to ULGs. See prior report for map.

BS in Recreation Degree

No changes occurred in relation to the mapping of PLOs to ULGs. See prior report for map.

3. Alignment – Matrix of PLOs to Courses

Masters of Public Health (MPH) Degree

No changes occurred in relation to the mapping of PLOs to ULGs. See prior report for matrix.

BS in Health Science Degree

In our strategic planning retreat this semester (Spring 2015), faculty approved making changes to the Health Science curriculum to ensure it is CEPH accreditation worthy within the next two years. PLOs will remain the same (see prior report), as these were already established with the understanding that this was likely to be the direction the department would take the program in. In AY 2015-2016, Dr. Worthen will receive .20 AT each semester to conduct an extensive curriculum review, examining current SLOs and identifying changes (additions, deletions, revisions). Recommendations will be presented to department faculty, who will discuss and approve as appropriate.

BS in Recreation Degree

No changes occurred in relation to the mapping of PLOs to ULGs. See prior report for matrix.

4. Planning – Assessment Schedule

This section contains an updated assessment calendar extending until the spring 2019 term for each degree in HSR. Please note that faculty will continually determine the appropriateness of frequency of assessment, discussion and integration of changes in courses. These modifications will be noted in department meeting minutes as appropriate and in our annual report.

Master in Public Health (MPH) Degree

Masters of Public Health – Five Year Assessment Calendar										
Course	F14	S15	F15	S16	F16	S17	F 17	S18	F18	S19
HS 200 (Fall)	C	D/I	C	D/I	C	D/I	C	D/I	C	D/I
HS 201 (Fall)	C	D/I	-	-	C	D/I	-	-	C	D/I
HS 261 (Fall)	C	D/I	C	D/I	C	D/I	C	D/I	C	D/I
HS 262 (Spring)	-	C	D/I	C	D/I	C	-	C	D/I	C
HS 263 (Fall)	C	D/I	C	D/I	C	D/I	C	D/I	C	D/I
HS 265 (Spring)	-	C	D/I	-	C	D/I	-	C	D/I	-
HS 267 (Spring)	-	C	D/I	C	D/I	C	-	C	D/I	C
HS 269 (Spring)	-	C	D/I	C	D/I	C	-	C	D/I	-
HS 271 (Fall)	C	D/I	-	-	C	D/I	C	D/I	-	-
HS 272 (Spring)	-	C	D/I	C	D/I	C	-	-	-	C
HS 276 (Fall)	C	D/I	C	D/I	C	D/I	-	-	C	D/I
HS 277 (Spring)	-	C	D/I	-	-	C	-	C	D/I	-
HS 291A (Spring)	-	C	D/I	-	-	C	D/I	C	D/I	-
HS 291B (Fall)	C	D/I	-	-	C	D/I	C	D/I	-	-
HS 291D (Fall)	C	D/I	C	D/I	C	D/I	C	D/I	C	D/I
HS 293 (Spring)	-	C	D/I	C	D/I	C	-	C	D/I	-
HS 295 (Fall)	C	D/I	C	D/I	C	D/I	C	D/I	C	D/I

BS in Health Science – current calendar

NOTE: modifications to schedule and calendar most likely will occur as a part of the comprehensive curricular review that will be undertaken in AY 15-16.

Bachelors of Science in Health Science – Five Year Assessment Calendar													
University Learning Goals	PLOs		Course	F14	S15	F15	S16	F16	S17	F17	S18	F18	S19
	UG	HS											
Specialized Knowledge Intellectual Skills Applied Knowledge	1		HS 161	C	D/I	C	D/I	-	C	D/I	-	C	D/I
Broad Integrative Knowledge Social and Global Responsibilities	2		HS 135	-	-	C	D/I	-	-	C	D/I	-	-
Applied Knowledge	3		HS 165	D/I	-	-	C	D/I	-	-	C	D/I	-
Specialized Knowledge Intellectual Skills Applied Knowledge Social and Global Responsibilities	4		HS 159	-	C	D/I	-	C	D/I	-	-	C	D/I
Applied Knowledge Social and Global Responsibilities	5		HS 158	C	D/I	-	-	C	D/I	-	C	D/I	-
Broad Integrative Knowledge	6		HS 104	-	-	C	D/I	-	-	C	D/I	-	C
Specialized Knowledge Intellectual Skills Applied Knowledge	7		HS 161	C	D/I	-	-	C	D/I	-	C	D/I	-
Intellectual Skills Applied Knowledge	8		HS 162	D/I	-	-	C	D/I	-	C	D/I	-	C
Specialized Knowledge Intellectual Skills Applied Knowledge	9		HS 159	-	C	D/I	-	C	D/I	-	-	C	D/I

BS in Recreation Degree

Bachelors of Science in Recreation – Five Year Assessment Calendar													
University Learning Goals	PLOs		Class Assessment Occurs	F 14	Sp 15	F 15	Sp 16	F 16	Sp 17	F 17	Sp 18	F 18	Sp 19
	Recreation Degree												
Broad Integrative Knowledge	1		RECL 170A	D	D	C	C	D	I	D	-	C	D
Specialized Knowledge Intellectual Skills Applied Knowledge	2		RECL 132	D	I	C	D/I	-	C	D	I	C	D
Specialized Knowledge Applied Knowledge	3		RECL 136	-	C	I	D	C	D	-	C	I	
Broad Integrative Knowledge Applied Knowledge Social and Global	4		RECL 170B/C	C	C	D	-	C	D/I	-	C	D	I
Applied Knowledge Intellectual Skills	5		RECL 160	-	-	C	D/I	-	C	D/I	-	C	D/I

5. Student Experience

The department is in the process of refining of its web communication. In summer 2015, HS&R administrative staff will complete the posting of ULG links to degree PLOs. Beginning in fall 2015, syllabi will include matrices linking ULGs, PLOs and SLOs, as appropriate for each course. Student feedback is not considered in the creation of PLOs, as PLOs are based on the professional competencies required in the fields of Recreation and Public Health.

Part B

1. Graduation Rates for Total, Non URM and URM students (per program and degree)

Master in Public Health	3 year graduation analysis – graduate students	
Fall 2011	Number Entering = 25	Overall Rate = 80%
	URM = 11	Overall Rate = 63.6%
	Non-URM - 11	Overall Rate = 90.9%
BS in Health Science	6 year graduation analysis - freshman	
Fall 2008	Number Entering = 27	Overall Rate = 55.6%
	URM = 10	Overall Rate = 40.0%
	Non-URM = 14	Overall Rate = 64.3%
BS in Recreation	6 year graduation analysis - freshman	
Fall 2008	Number Entering =3	Overall Rate = 100%
Fall 2007	URM = 1	Overall Rate = 0%
Fall 2008	Non-URM = 3	Overall Rate = 100%

2. Headcounts of program majors and new students (per program and degree)

Headcounts of Program Majors									
TERM	Public Health	BS Health Science	BS HS Con in GERO	BS HS Con in Health Professions	BS HS Con in Health Services		BS In RECL	BS RECL Con in Rec Mgt	BS RECL Con in Therapeutic Recreation
F 14	38.25	225.10	5.87	36.33	123.37		30.17	31.73	77.83
SP 15	34.92	239.33	2.93	27.47	114.37		26.27	35.73	80.58

New Students – Fall 2014	
MPH	First Time Graduates – 13.08
HS	First Time Freshman – 15.07 New Undergrad Transfers – 33.33
RECL	First Time Freshman – 1.90 New Undergrad Transfers – 8.73

3. SFR and average section size (per program)

Student Faculty Ratio (SFR) – all of HSR (not broken down by major)			
TERM	Lower Division	Upper Division	Graduate Division
Fall 14	36.0	30.2	16.4

Average Section Size Per Program Fall 2014	Lower Division	Upper Division	Graduate Division		Average Section Size Per Program Spring 2015	Lower Division	Upper Division	Graduate Division
MPH			16.4		MPH			18.3
HS	31.7	40.9			HS	35.4	32.2	
RECL	38.0	23.0			RECL	30.2	24.0	

4. Percentage of tenured/tenure-track instructional faculty (per department)

FTEF in HSR (Health Science & Recreation)	2014 HSR Avg	2014 College Avg	2014 University Avg
Tenured (T)	0.4	49.5	327.4
Probationary (P)	1.5	12.2	73.5
Total of T & P (together)	1.9	61.7	400.9
Temporary (Temp)	17.3	113.6	535.2
Total Average (of all categories T, P and Temp)	19.3	175.4	936.1

Part C – Closing the Loop

Masters of Public Health

MPH faculty uses a model of continuous program improvement through ongoing data collection, monthly two-hour Core meetings, online and campus format meetings, and intensive spring planning. Although students are mastering SLOs in courses, for the first time we had a fairly high rate of campus graduates fail part, or all, of the culminating comprehensive exam. The reasons for this remain unclear, as online graduates took the same exam last August with much better outcomes. MPH faculty will review the exams carefully, in order to identify where the weaknesses are. The appropriate curriculum will be assessed and areas where knowledge and skills can be reinforced will be identified.

BS in Health Science

The two dedicated HS Program faculty members were out on Maternity and/or Medical Leaves during AY 2014-2015. Thus curriculum and assessment were discussed at the HS Undergraduate Retreat, on May 13 and 20, when the HS Program Director returned from leave. During this AY, the Department approved moving forward with making the HS curriculum accreditation worthy. Dr. Miranda Worthen will receive .20 AT to undertake an extensive curriculum review. At the retreat, faculty discussed the possibility of two core courses, HS 158 Health Communications and Technology and HS 165 The Health

Professional, being removed from the major and an existing core course, HS 159 Health Program Planning, becoming the capstone course for the HS major. Final decisions will be made after the full curriculum review is complete and department faculty discuss the changes in spring 2016.

BS in Recreation

RECL Faculty Outcomes Assessment Meetings were held on December 9, 2014 and April 22, 2015. The focus of the discussion was on the order of the core courses and what current competencies should be introduced, reinforced and mastered. The Recreation Accreditation standards have been updated and an environmental scan seemed appropriate during this academic year. This conversation led to a decision to advise students, beginning in fall 2015, to take RECL 132 in their final semester as a capstone course. Recreation Program Planning, which is taught in RECL 132, is the essential core competency in recreation curriculum. Recreation core courses – RECL 110, RECL 112, RECL 135, RECL 136 and RECL 160 introduce and/or reinforce elements of program planning that will

1. Assessment Data

Masters of Public Health

Assessment data (based on identified activities, assignments, and/or exams that are linked to SLOs) are collected by instructors in each course that has been selected for evaluation in a given semester. Based on outcomes, instructors recommend changes for improvement. These are submitted to the MPH Coordinator at the end of the semester. Results are discussed by MPH faculty the following semester. See the table below for results from AY 2014/2015.

BS in Health Science

Assessment Data - see table below that contains data as well as ULG, PLOS as well as faculty reflections from the HS undergraduate faculty retreat.

BS in Recreation

Assessment Data – see table below that contains data as well as ULG, PLOS as well as faculty reflections from two assessment meetings.

2. Analysis

Masters of Public Health

Analysis – see Table 1

BS in Health Science

Analysis – see Table 2

BS in Recreation

Analysis – see Table 3

3. Proposed changes and goals (if any)

Masters of Public Health

Proposed changes – see Table 1 for data, ULGs, PLOs and faculty recommendations, which are a result of ongoing meetings with MPH faculty.

Table 1

MPH Degree – Outcomes Data – AY 14-15 – Proposed Changes				
ULG	PLO # and Program Outcome Description	Course Number and Description of	Data Results	Reflection and Recommendations from

		Assignment		Faculty
Broad Integrative Knowledge - Understanding implications of findings from a particular work in social context	PLO #5: Apply quantitative and qualitative data analysis principles and skills to community health education and promotion	HS 267 Apply descriptive techniques to summarize public health data. Explore and describe data using summary statistics, frequency tables, and exploratory plots	Partially met	Since HS 167 is no longer a required prerequisite, there is a differential in student understanding and mastery of these concepts, depending on whether or not students elected to take the course. The instructor will incorporate more assessments at the beginning of the course to allow for adequate review of concepts
Broad Integrative Knowledge – Mastery of each step of an investigative, creative, and practical project	PLO #1: Analyze and research emerging trends, priorities, and assets to predict future individual and community health needs and opportunities based on historical foundations, societal changes, and current evidence, and to communicate their implications for public health and health promotion policy and practice	HS 261 Application of epidemiological principles to screening for disease	Partially met	Although this topic was covered in lectures, less emphasis was placed on assignments and exam questions on this topic. The instructor will develop an assignment on screening
Intellectual Skills – Fluency in the use of specific theories, tools, technology, and graphical representations	PLO #7: Advance public health practice and the health education profession by drawing upon historical and contemporary contributions of the field and applying principles of social justice	HS 200 Mini Research Paper - Describe U.S. health status, including disparities and structured inequities, and the use of objectives and leading indicators to address population health through program and policy design and interventions	Met	Although this objective was met, the instructor will add additional requirements for the Mini Research Paper, directing students to identify Healthy People 2020 objectives that are consistent with the problem they have identified, and to create impact and outcome objectives for measuring progress in their proposed solutions
Broad Integrative Knowledge – Understanding implications of findings from a particular work in social context	PLO #8: Adhere to standards for ethical practice and research based on personal values and mission statements, institutional mandates, and the Code of Ethics for the Health Education Profession, in order to apply them to fields of public health and community health education	HS 200 Discuss the history, rationale, current status, and future directions of professional quality assurance in health education and public health	Partially met	Classroom presentations and readings are presented and discussed on quality assurance from the standpoint of individual professional development, as well as current quality assurance mechanisms for health departments via accreditation. While the Skills Assessment and Professional Practice Action Plan ask participants to assess their own competency and make plans for the future, there is

				no mechanism to assess comprehension of quality assurance outside of the individual practitioner level. Questions will be included in future exams to measure this understanding.
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BS in Health Science

Proposed changes – see Table 2 for data, ULGs, PLOs and faculty recommendations, which are a result of the HS undergraduate faculty retreat.

Table 2

BS in Health Science Degree – Outcomes Data – AY 14-15 – Proposed Changes				
ULG	PLO # and Program Outcome Description	Course Number and Description of Assignment	Data Results	Reflection and Recommendations from Faculty
Specialized Knowledge Intellectual Skills Applied Knowledge	PLO #1 – HS Focus: Research, Population health Program Outcome Description <i>Graduates will</i> locate, evaluate, summarize, synthesize, and attribute information relevant to assessing and improving population health.	HS 161	Not assessed	The permanent faculty member and coordinator for this course was out on maternity and medical leave from October 2014 – August 2015. This course will be assessed in AY 2015/2016.
Applied Knowledge	PLO #4 – HS Focus: Social factors, Health disparities, Community health Program Outcome Description <i>Graduates will</i> recognize how socio-economic, cultural, behavioral, structural, biological, environmental and other factors impact the health of individuals and communities, contribute to health disparities, and provide opportunities for promoting health throughout the life course.	HS 159 Community Assessment	A = 20% B = 21% C = 30% D = 20% F = 9% (N = 70)	There was an unusually high failure rate this semester (spring 2015). The HS 159 team of instructors will debrief over the summer and develop recommendations to improve outcomes.

Applied Knowledge Social and Global Responsibilities	<p>PLO #5 – HS Focus: Health information, Technology</p> <p>Program Outcome Description <i>Graduates will</i> communicate health information in oral and written forms and through a variety of media and technology to diverse audiences.</p>	HS 158	Not offered AY 2014/2015	An extensive curriculum review will be undertaken in AY 2015/2016, and department faculty will determine if the course should remain in the major, or not.
Specialized Knowledge Intellectual Skills Applied Knowledge	<p>PLO #7 – HS Focus: Qualitative and Quantitative Research, Evaluation</p> <p>Program Outcome Description <i>Graduates will</i> support the design and implementation of research to collect, analyze, and report qualitative and quantitative data to describe population health, evaluate health programs and policies, and improve population wellbeing.</p>	HS 161	Not assessed	The permanent faculty member and coordinator for this course was out on maternity and medical leave from October 2014 – August 2015. This course will be assessed in AY 2015/2016.
Specialized Knowledge Intellectual Skills Applied Knowledge	<p>PLO #9 – HS Focus: Theory, Assessment, Evaluation</p> <p>Program Outcome Description <i>Graduates will</i> identify and apply theories of health, disease, and wellbeing in the planning, implementation, assessment and evaluation of health interventions.</p>	HS 159 Program Plan	A = 19% B = 36% C = 26% D = 11% F = 8% (N = 70)	There was an unusually high failure rate this semester (spring 2015). The HS 159 team of instructors will debrief over the summer and develop recommendations to improve outcomes.

BS in Recreation

Proposed Changes – see Table 3 (far right column) that contains recommendations as well as ULGs and PLOs. Information in the table was developed during two assessment meetings held with Recreation faculty.

Table 3

BS in Recreation Degree – Outcomes Data – AY 14-15 – Proposed Changes					
ULG	PLO #, Program Outcome Description	Course Number Description of Assignment and SLO	Data Threshold Indicating a “MET” Rating	Data Results	Reflection and Recommendations from Faculty. Proposed Changes
Applied Knowledge	PLO#1 Students will demonstrate summative knowledge and skills across the core curriculum integrating the standards of the Recreation profession within the context of a rapidly changing world.	RECL 170A Professional Competencies Culminating Exam SLO 1 Students will demonstrate entry-level knowledge regarding operations and strategic management and administration	Learners will pass at an 80% level or higher a summative core curriculum exam administered during their required Pre-Internship Workshop.	Results: HRTM 90 (9 items) – 66% average HRTM 110 (6 items) – 67% average = 71.3% HRTM 112 (4 items) – 81% average HRTM 132 (7 items) – 75% average HRTM 135 (3 items) – 48% average HRTM 136 (5 items) – 40% average = 53.25% HRTM 137 (6 items) – 51% average HRTM 157 (1 item) – 15% average HRTM 160 (4 items) – 74% average	Faculty meeting notes and recommendations The outcomes listed in the “Data Results” column does not meet the minimum % assigned as “met.” Faculty have discussed in their two meetings on 12-9-14 and 4-22-15 the most appropriate content for the culminating exam. We plan in F 15 to engage in a review of the curricular competencies identified in the Certified Park and Recreation Professional Examination. We will review for congruency with our accreditation standards and goodness of fit with our core classes.
Specialized Knowledge Intellectual Skills Applied Knowledge	PLO#2 Students will plan, implement, and evaluate a recreation program that is inclusive, culturally grounded and	RECL 132 SLO 1, 2, 3 Design (SLO1) implement (SLO2), and evaluate (SLO3) recreation services on targeted human experiences.	Seventy percent (70%) of learners will pass at an 80% level or higher when developing and evaluating a recreation program	In this assessment period – no data were collected. Per the assessment calendar, the faculty discussed on 12-9-14 and 4-22-15 in detail the position of RECL 132 in the	It has been determined by the teaching faculty that RECL 132 is the best course to set as our “capstone” course. RECL 132 ties together content and competence from

	sensitive to diverse populations.			sequence of core courses.	all other core courses. Thus potentially setting up the students culminating internship as another forum for demonstrating learned discipline competence.
Specialized Knowledge Applied Knowledge	PLO#3 Students will demonstrate budgeting and financial skills in the framework of sustainability and ethical stewardship of a program level budget	RECL 136 SLO 1, 2 Understand principles/procedures of budgeting and be able to distinguish various pricing strategies (SLO1) Utilize computer software (excel) for demonstration of skills related to developing a program level budget (assessment of expenditures and revenues) (SLO2)	Seventy percent (70%) of learners will pass at an 80% level or higher when developing a program budget using excel software	98% achieved a score of 80% or higher on the group excel budget assignment.	Upon prior assessment, it was determined that more in-class group work with the professor would be beneficial for student learning and demonstration of financial competence as determined by entry level professional standards.
Broad Integrative Knowledge Applied Knowledge Social and Global Responsibilities	PLO #4 Students will demonstrate professional behavior and competencies in the framework of ethics, personal and social responsibility	RECL 170B/C SLO 1, 2 Identify and relate how your internship has directly related to the Recreation Student Learning Outcomes of Creative and Critical Thinking. (SLO 1) Identify at least two (2) ways your internship experience has increased your career preparedness in the area of Professional Development. (SLO2)	Learners will pass at an 80% level or higher on their final evaluation completed in concert with their agency supervisor at the end of their culminating internship	95% achieved a score of 80% or higher on their evaluation which includes an assessment of learning outcomes achievements and future competence development once in the field full time. Within this time frame one student needed to have their hours extended in order to achieve a passing grade on the internship.	The faculty during the 2013/2014 years changed the REC and REC Mgt RECL 170B internship evaluation tool to include more substantive categories of evaluation and a review of competences committed to at the start of the affiliation. This updated tool has netted more specific information on student outcomes. The RECL 170C evaluation tool continues to be

					an effective tool.
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