

**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
OUTCOMES ASSESSMENT STATUS REPORT FOR 98/99 AY  
DEPARTMENT OF HEALTH SCIENCE**

Response to Associate Vice President Kamusikiri (AD-127)  
needed by November 1, 1999

Program Name: Department of Health Science and Human Ecology  
Persons Preparing Report: Kim Clark and Dorothy Chen

- 1. Has your program assessment plan been approved by the University Assessment Committee? No. If not, why not?** An extensive and thorough plan for the evaluation of the School Health and Community Health Education concentrations was prepared according to the written guidelines during the 1997-1998 year, but was returned by the school committee for revisions, stating that it was too lengthy.

In our College's one brief assessment meeting last year, it was suggested that I include a cover memo explaining the (national) source of the outcome competencies listed for school and community health; and that I delete repetitious language which appears repeatedly at the end of each objective per the original format guidelines.

A similar draft document was prepared by the Coordinator of the undergraduate Health Services Administration concentration, but has not yet been submitted to our College committee pending some needed revisions, e.g., the need to state outcomes in terms of student competencies (rather than program activities or student coursework completed).

No draft evaluation document was prepared for the Environmental Health concentration, since we were awaiting approval of the School/Community evaluation document to assure consistency and standardization of components/requirements by the committee. Until this year, we also had no faculty licensed as an Environmental Health Specialist who was familiar with the specific competencies and examination questions for Registered Environmental Health Specialists (REHS) in this state.

NOTE: There were no regularly scheduled meetings of the college assessment committee last year, thus no ongoing discussion/prompts/feedback regarding our evaluation plans.

- 2. What are the next steps? What is your timeline for getting the assessment plan approved and implemented?**

*School and Community Health:* Add an explanatory memo per item #1 above, and also incorporate new recommended state standards for health teacher competency (for School Health majors only); resubmit by December 1999.

## 2. Next Steps (cont.)

*Health Services Administration:* Dr. Tom Timmreck has already prepared an outline of required portfolio contents for health services administration students. Remaining is the need to modify the draft outcome statements to refer to student performance rather than program activity; and to modify outcomes related to the completion of coursework to identify and measure the pre-professional competencies achieved during the required coursework; submit draft to College committee winter 2000.

*Environmental Health:* Meet with new REHS faculty to identify outcome competencies per state standards, and provide guidance for the preparation of the evaluation document; submit draft to College committee spring 2000.

- 3. Who is coordinating the assessment efforts of your program?** Dr. Kim Clark is primarily responsible for the assessment of both the school health and community health programs; he and Dr. Dorothy Chen (Foods and Nutrition Program) will assist Dr. Thomas Timmreck (Health Services Administration) and Dr. Lal Mian (Environmental Health) with the preparation of their programs' evaluation proposals.

- 4. Describe briefly your program's major activities during the last academic year in developing/revising/carrying out your assessment plan.**

*School and Community Health:* In anticipation of the approval of our evaluation plan, several new evaluation strategies have been introduced, including (a) a pre-post professional health education competency examination to assess the student's readiness for professional practice as well as to assess our curricular areas of strength and weakness; and (b) requiring a cumulative portfolio of pre-professional papers and activities which demonstrate the attainment of specified pre-professional competencies per state and national guidelines. In addition, course sequencing and prerequisites are being tightened to ensure a more exacting system of professional preparation for our students (P and C forms to be submitted this fall).

These activities serve as a model for the Health Services and Environmental Health concentrations, which are considering similar mock examinations and portfolio assessments.

- 5. Results: Summarize briefly your program's experiments/ activities in program assessment?**

*School and Community Health:* We have already identified curricular areas of weakness (e.g., oral presentation, community assessment) which are being remedied through in-course assignments.

5. (cont.)

**What were the conclusions from assessments carried out last year? What have you learned about your students' level of achievement?**

*School and Community Health:* Hard data will need to be collected on pre-post mock examination scores, as well as joint faculty review of the portfolios. Internship preceptor evaluations will also be considered. Although these data have not yet been formalized, the enthusiasm and interest in student performance among program faculty is already evident by their cooperation.

- 6. How have you used/plan to use these findings for program revision or improvement?** See item 5 above.
- 7. What problems have you encountered?** Three primary problems have been encountered to date: (1) the dynamic nature of the initial evaluation document requirements as the College assessment committee members moved through their learning curve re: evaluation standards; (2) the lack of regularly scheduled College assessment committee meetings for feedback, review and imposed deadlines, and (3) lack of expert staff (now resolved) to identify professional outcomes in Environmental Health.

In addition, we have discovered that at least one core majors' course is linked to no particular competencies (!) which deserves our attention; and that new standards of professional performance have been recently published which will require us to modify the stated outcomes in School health...

- 8. What assistance do you need from the School or University Assessment Committee?** (1) To proceed with regularly scheduled college assessment committee meetings, and (2) to allow us to proceed with a very good plan!