\*REMINDER all course level slow are measured within the three year cycle. Next Program Review / APR Report due Nov, 2020

\*REMINDER whatever is measured should be discussed the next semester

Outcome Assessment Timeline Academic Programs Department of Health

|  |  |  |  |
| --- | --- | --- | --- |
| **APR /SLO 3-Year Cycle** | **2019-2021** | | |
| **Course ID** | **Course-Level Student Learning Outcome (CSLO)** | **Measure/Collect Data** | **Discuss & Plan** |
| HLTH 101  Principles of Healthful Living | Student will identify and categorize the controllable and uncontrollable risk factors related to cardiovascular disease. (ISLO 5) | \*~~Spring 2019~~ DONE | \*Fall 2019 |
| Student will differenciate between the stages of the behavioral change model. (ISLO 6) |
| HLTH106  Fundamentals of Healing Touch \*shows as active in Curricunet, but I don’t see it on Webadviser, is showing in Elumen still | Student will be able to describe the appropriate use of Healing Touch techniques for specific health issues. (ISLO 2) | n/a | n/a |
| Students will be able to assess a client's energy field, analyze the data and describe a plan of care based on the client assessment. (ISLO 5) |
| Student will be able to identify cultural variations related to the client and formulate an energy-based treatment based on the specific client's cultural needs. (ISLO 10) |
| HLTH 110  First Responder  \*only offered in the Spring | Effectively practice all phases of infant/child/ adult CPR/AED/Rescue Breathing and demonstrate their ability to engage in life saving activities. (ISLO 2) | \*~~Spring 2019~~  DONE | \*Fall 2019 |
| Efficiently assess a critical situation and quickly respond to the needs of the emergency. (ISLO 5) |
| HLTH 116  Women's Health and Well- Being | Student will identify 10 hormones critical to women's health. (ISLO 5) | \*~~Spring 2019~~ DONE | \*Fall 2019 |
| Student will identify and categorize the controllable and uncontrollable risk factors for cardiovascular disease. (ISLO 5) |  |
| HLTH 121  Cultural Aspects of Food and Nutrition  \*shows as active in Curricunet, but I don’t see it on Webadviser or elumen | Assess the stigmatization, prejudice, and/or discrimination experienced by individuals or groups who choose to adhere to a non- Western or non-dominant food practice, and recommend strategies to facilitate their acceptance. (ISLO 2) | n/a | n/a |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Research the food customs of a specific culture and discuss advantages and disadvantages as related to physical, social, and environmental health. (ISLO 14) |  |  |
| HLTH 202  Nutrition for Athletes | A student will be able to recall and apply the appropriate amount of fluid intake before, during and after exercise in order to maintain a hydrated state. (ISLO 5) | \*Spring 2019 | \*Fall 2019 |
| A student will be able to identify and summarize the three macronutrients and their primary affect on human performance. (ISLO 5) |
| HLTH 204  Fundamentals of Nutrition | All students will identify and analyze the foods they consume in one day. (ISLO 4) | \*~~Spring 2019~~ DONE | \*Fall 2019 |
| Student will identify and categorize the controllable and uncontrollable risk factors related to cardiovascular disease. (ISLO 5) |
| HLTH 212  Introduction to Public Health  (only offered in Fall) not showing in Elumen | Differentiate between the basic epidemiological methods used to determine sources and causation of disease. Achieve an 80% accuracy in identifying correct methods for determining sources and causation of diseases. (ISLO 5) | **\*Fall 2018** | \*Fall 2019 |
| Discuss strategies for prevention, detection, and control of infectious, and chronic diseases. Maintain an 80% accuracy in the discussion of stated strategies. (ISLO 5) |
|  | |  |  |
| HLTH 214  Health Professions and Organizations  \*shows as active in Curricunet, but I don’t see it on Webadviser | Student will identify and define current national health insurance issues. (ISLO 5) | n/a | n/a |
| Student will identify and define a current public health profession. (ISLO 5) |
| **Program** | **Program-Level Student Learning Outcome (PSLO)** | **Measure/Collect Data** | **Discuss & Plan** |
| N/A | N/A | N/A | N/A |

**Directions & Helpful Hints**

In the spaces provided on the timeline, please list course-level and program-level student learning outcomes and when each will be assessed.

**APR/SLO 3-Year Cycle**: The APR/SLO cycle begins with a compressive program review and ends just before the next comprehensive is due.

**Course ID:** Insert course designator (e.g., ENGL 114, MATH 60, COMM 103)

**Course-Level Student Learning Outcome (CSLO):** Write in each CSLO listed on the course outline of record. This can be accessed in CurricUNET.

**Measure:** Insert the semester(s) each CSLO will be measured, and entered into eLumen.

**Discuss & Plan:** State the semester the faculty will meet to discuss assessment results and create action plans as needed.

**Program:** State the program being assessed.

listed.

**Program-Level Student Learning Outcome (PSLO):** State the PSLO(s) for each program

Considerations for Completing the SLO Assessment Timeline:

As per the SCEA contract, “The timeline shall ensure that all SLOs in all sections for each course are to be assessed at least once during the 3-year cycle, with a maximum number of course SLOs per section collected by a Unit member at any one time being three (3)”.

According to the ACCJC Standard II.A.3, “The institution identifies and regularly assesses learning outcomes for courses, programs, certificates. And degrees using established institutional procedures.”