

I. LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Bryan B. Whaley, Department of Communication, whaleyb@usfca.edu

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major and Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program. Please also indicate which report format are you submitting –Standard Report or Reflections Document

Report submission for Health Studies Minor, Reflections Document

3. Have there been any revisions to the Curricular Map in 2019-2020 academic year? If there has been a change, please submit the new/revised Curricular Map document.

No changes.

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

Mission Statement (Major/Graduate/Certificate):

No changes made to program mission statement

Mission Statement (Minor):

To provide students exposure to the multifaceted and essential physiological and psychological factors of health and healthy behaviors.

3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

PLOs (Major/Graduate/Certificate):

PLOs (Minor):

No.

1. Articulate the psychological aspects of health and healthy behaviors
2. Identify the physiological effects of health and healthy behaviors
3. Recall the major bodily systems, their purpose and effect on health

III. REMOTE/DISTANCE LEARNING

1. What elements of the program were adaptable to a remote/distance learning environment?

Remote/distance learning didn't affect the running of the program

2. What elements of the program were not adaptable to a remote/distance learning environment?

Remote/distance learning didn't affect the running of the program

3. What was the average proportion of synchronous versus asynchronous learning for your program or parts thereof? A rough estimate would suffice.

I have no idea. Depends on the method(s) professors used to teach the courses in the program

4. For what aspects of learning is synchronous instruction effective and for which ones is asynchronous instruction more effective?

I have no idea. Depends on the method(s) professors used to teach the courses in the program

5. As remote/distance learning continues in the current environment, what changes has the program instituted based on experiences with remote instruction?

None.

6. **Additional Comments/Reflection**

The onset of remote instruction has led me to seriously contemplate the content and structure of the Health Studies Minor. That is, there were an increasing number of students registering to become Health Studies Minor during the shutdown of USF's on-campus instruction. In addition, I now have music majors (e.g., for the effects of music therapy on health), dance majors (e.g., for the effects of movement on physiology and body chemistry), business (administration, accounting) majors wanting to enter the fields of health care management. As such, a reconfiguration of the minor with the addition of relevant courses offered since the creation of the minor looks to be necessary.

