

Student Learning Outcomes Assessment  
**ACADEMIC ASSESSMENT RESULTS**  
**REPORT**  
Semester: *Fall 2013*

<b>Degree Program:</b>		<b>Dept. Coordinator:</b>	
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Student Learning Outcome Name	Student Learning Outcome	Assessment Method	Data Collection Frequency	Sem	Results
1	Students will be able to <b>compose</b> multiple-page essays on topics related to health promotion that meet college-level academic standards for content, organization, style, grammar, mechanics, and format.	<p><b>Artifact/Instrument:</b> A <b>rubric</b> that measures various dimensions of <i>writing style and content</i> will be used to evaluate the final <b>research paper</b> in a representative sample of students from upper division courses.</p> <p><b>Criterion:</b> At least 75% of students will demonstrate a proficiency (3) or higher on a scale of 1 to 5 (1 = Excellent, 3 = Good, 1 = Poor) <i>on each rubric dimension.</i></p> <p><b>Related Documents:</b> writing_rubric.doc</p>	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring	Fall	<p><b>Sample Size:</b> 147 students out of 766 students in degree program (≈20% of students).</p> <p><b>Results::</b> On average, over 75% of students gave a clear problem statement, covered appropriate content, and gave a succinct, precise and insightful conclusion.</p> <p>However, fewer than 75% (specifically, 60%) achieved proficiency in stylistic elements including organization, and clarity.</p> <p><b>Finding:</b>  <input type="checkbox"/> Acceptable  <input checked="" type="checkbox"/> Needs Improvement                 </p>
		Spring		<p><b>Sample Size:</b></p> <p><b>Results::</b></p> <p><b>Finding:</b>  <input type="checkbox"/> Acceptable  <input type="checkbox"/> Needs Improvement                 </p>	
		<p><b>Artifact/Instrument:</b> A <b>rubric</b> that measures the <i>quality of a bibliography</i> including citation style and appropriateness of sources for the topic will be used to evaluate the final <b>research paper</b> in a representative sample of students from upper division courses.</p> <p><b>Criterion:</b> At least 75% of students will demonstrate a proficiency (3) or higher on a scale of 1 to 5 (5 = Excellent, 3 = Good, 1 = Poor) <i>on each rubric dimension.</i></p>	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring	Fall	<p><b>Sample Size:</b> 147 students out of 766 students in degree program (≈20% of students).</p> <p><b>Results::</b> On average, over 90% of students demonstrated a proficiency of 3 or higher on citation style and appropriateness of sources.</p> <p><b>Finding:</b>  <input checked="" type="checkbox"/> Acceptable  <input type="checkbox"/> Needs Improvement                 </p>
		<p><b>Related Documents:</b> writing_rubric.doc</p>			Spring

Student Learning Outcome Name	Student Learning Outcome	Assessment Method	Data Collection Frequency	Sem	Results
2	Students will be able to <i>define and differentiate</i> key concepts and theories in health promotion.	<p><b>Artifact/Instrument:</b> The <b>final exam</b> in upper division course will include <b>embedded test questions</b> on topics such as defining health promotion, the relationship between health and behavior, theory in health promotion, difference between qualitative and quantitative research methods, and application of theory in health promotion.</p> <p><b>Minimum Criteria for Success:</b> 75% or more of the students will correctly answer questions related to the outcome.</p> <p><b>Related Documents:</b> sample_questions.doc</p>	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring	Fall	<p><b>Sample Size:</b> 77 students out of 766 students in degree program (≈10% of students).</p> <p><b>Results::</b> 75% or more of students gave the correct answer for questions related to the relationship between behavior and health (80%), defining health promotion (92%), and application of theory in health promotion (75%). Less than 75% gave the correct answer for questions related to theory in health promotion (60%) and the difference between qualitative and quantitative research methods (35%).</p> <p>In particular, over 90% of students gave the correct answer for question about defining health promotion, but only 35% of students gave the correct answer for question about the difference between qualitative and quantitative research methods.</p> <p><b>Finding:</b>  <input type="checkbox"/> Acceptable  <input checked="" type="checkbox"/> Needs Improvement                 </p>
				Spring	<p><b>Sample Size:</b></p> <p><b>Results:</b></p> <p><b>Finding:</b>  <input type="checkbox"/> Acceptable  <input type="checkbox"/> Needs Improvement                 </p>
				Fall	<p><b>Sample Size:</b></p> <p><b>Results:</b></p> <p><b>Finding:</b>  <input type="checkbox"/> Acceptable  <input checked="" type="checkbox"/> Needs Improvement                 </p>
		2	<input type="checkbox"/> Fall <input type="checkbox"/> Spring	Fall	<p><b>Sample Size:</b></p> <p><b>Results:</b></p> <p><b>Finding:</b>  <input type="checkbox"/> Acceptable  <input checked="" type="checkbox"/> Needs Improvement                 </p>
				Spring	<p><b>Sample Size:</b></p> <p><b>Results:</b></p> <p><b>Finding:</b>  <input type="checkbox"/> Acceptable  <input type="checkbox"/> Needs Improvement                 </p>