Assessment Date: _______ Fall 2013 _______

Faculty Name(s): _______ Robin Kurotori / Lottie Bain _______

1. Course Name and Number:

HLTH150 / WS150: Women’s Health Issues

2. All Course SLOs from the Course Outline of Record:

   1. Analyze the historical and political dimensions of Women's Health and the Women's Health Movement since the early nineteenth century.
   2. Assess and discuss global economic differences and the affect on mental, physical and social health.
   3. Evaluate the ways in which cultural values, stereotypes and socialization define or influence behaviors that affect health.
   4. Identify aspects of disease prevention through proper nutrition, exercise and fitness, weight maintenance, stress reduction and lifestyle factors.
   5. Develop strategies for coping with life's daily stresses and improving mental health in general.

3. Specific Course SLO(s) assessed as part of this project:

   SLO #2: Assess and discuss global economic differences and the affect on mental, physical and social health.

4. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.):

   The following question was assigned as a Final Essay assignment.

   HOW DOES MONEY OR THE LACK OF MONEY AFFECT A PERSON’S HEALTH BEHAVIORS AND ACCESS TO HEALTH CARE? IN TURN, HOW DO HEALTH BEHAVIORS AND ACCESS TO HEALTH CARE AFFECT MENTAL AND PHYSICAL HEALTH? EXPLAIN HOW THESE FACTORS MAY DIFFER BASED ON WHERE YOU LIVE IN THE WORLD. IS IT THE SAME FOR WOMEN AND MEN WORLDWIDE?

   Your discussion should include SPECIFIC examples of how poverty and/or affluence may affect a woman’s health behaviors and access to health care. An excellent submission would also include a discussion of gender as it pertains to economic disparities and how that may affect the overall health of a woman. Total Point Value: 15 points (Rubric can be found at the end of the form.)
NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. **Specific aspects of the assessment tool which link up to specific Course SLOs being assessed** (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above):

   The essay question specifically addresses the SLO.

6. **Results and analysis of the data. (Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data at the end of this document.):**

   The results of the final essay for Health 150 were extremely disappointing. In the online class, only 2 of the 22 students addressed all components of the question correctly demonstrating an understanding of the concepts of the interconnectedness of economics, health behaviors and access to health care. In the face to face classes, 35 out of 44 (80%) students scored a 90 percent or better indicating an excellent understanding of the concepts. Only 7 of 44 scored 60% or below (16%).

   One significant difference in the outcomes appears to be the way in which the essay question was posed to the students. When the question was initially presented, students did not understand what the terms "economic" and "global" meant. After defining "economics" as having or not having money, and "global" as the discrepancies and inequities that exist worldwide, the majority of the students understood the question. In the two face to face classes, the instructor had the chance to break the essay question down into the important components and concepts, allowed the students to brainstorm with one another and then had an open class discussion on the topic. This appears to have been instrumental in their understanding the complexities of the issue.

   The question point value (15 points) may not have been high enough to elicit ample incentive for serious completion and critical thought. In both the online and the face to face class, several students chose not to complete the assignment.

   It was unclear if their poor performance was due to a lack of understanding of the concept, the fact that they didn't understand the question, or if the point value was too low.

   It was decided that the wording for this question required revision and as such the question has been simplified. The point value will be doubled. It will be given to students again in Spring 2014 to see if that makes a difference.
7. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

Lottie Bain and I (Robin Kurotori) discussed the disappointing results of this question several times and ultimately came to a decision about how to reword the question so as to reduce confusion. The SLO does not need to be changed.

8. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

Financial disparities exist worldwide. How do those disparities affect the mental, physical and social health for women? Your discussion should include specific examples for each of the above dimensions (mental health, physical health, and social health) as they pertain to a woman's health behaviors and access to health care. (*Before you begin, review the grading rubric to make sure you are addressing the above question in its totality.)

<table>
<thead>
<tr>
<th>Revised Grading Rubric</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
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<tr>
<td><strong>Mental Health</strong></td>
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<tr>
<td><strong>Physical Health</strong></td>
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<tr>
<td><strong>Social Health</strong></td>
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9. Results of implemented changes, if available at this time:

ADDITIONAL:
Rubric used to assess the question Fall 2013

<table>
<thead>
<tr>
<th>Content</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Mental Health</strong></td>
<td>Provide at least one example for health behaviors and one example for health care (2 examples); Examples are specific and accurately address mental health; addresses the role of gender differences.</td>
<td>Provide at least one example for health behaviors or health care (1 examples); Examples are somewhat specific and marginally address mental health;</td>
<td>Did not provide at least one example for health behaviors or health care; Examples are not specific and do not accurately address mental health;</td>
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<tr>
<td><strong>Physical Health</strong></td>
<td>Provide at least one example for health behaviors and health care (2 examples required); Examples are specific and accurately address physical health;</td>
<td>Provide at least one example for health behaviors or health care (1 examples); Examples are somewhat specific and marginally address physical health;</td>
<td>Did not provide at least one example for health behaviors or health care; Examples are not specific and do not accurately address physical health;</td>
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<tr>
<td><strong>Global connection</strong></td>
<td>Examples are specific and accurately address global economic differences; examples address the differences in gender status worldwide and the effect on health</td>
<td>Examples are specific and accurately address global economic differences;</td>
<td>Examples are not specific and do not accurately address global economic differences;</td>
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<tr>
<td><strong>Critical Thinking</strong></td>
<td>Excellent demonstration of critical thinking; points are clearly supported;</td>
<td>Satisfactory demonstration of critical thinking; points are somewhat clear</td>
<td>Lacks critical thought; points are not clear; difficult to read and/or understand</td>
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Please save your finished document in the following format:
yyyysemester-sloa-courseid.doc
example: 2012fall-sloa-engl101c.doc