

ANNUAL PROGRAM REPORT

Eqmgi g
F gr ctvo gpv
Rtqi tco
Tgr qt vpi 'hqt'Cecf go le[gct
Ncu'7/[gct'Tgxky
P gz'7/[gct'Tgxky
F gr ctvo gpv'Ej ckt
Cwj qt'qh'Tgxky
F cv'Uwdo kwf

Uekpeg
Rwdrk"J gcnj
Rwdrk"J gcnj "hqtto gtn["J gcnj "Uekpegu+
4243/"4244
423; "/"4242
4246/"4247
Ctpcd'O wnj gtlgc
Ctpcd'O wnj gtlgc
321234243

I. Sh(f

Curriculum: Rtqdrgo /dcugf 'hgctplpi "RDN+ku'c"eqtpgtuvqpg"qh'vj g'F gr ctvo gpv qh'Rwdrie 'J gcnj 0"Cu'cp'kppqxcvkg'r gf ci qi kecn'o qf gn 'vj ku'cr r tqcej 'y gf u etklecn'vj kpnkpi 'y kj "ghgevxg"vgo y qtn'vq"i gpgtcvqpp"uqnvkq/qlkpvf i tcf wcvu'y j q"ctg"cdng'vq'cf f tguu'r gtukvvp'cpf "go gti kpi 'r wdrie 'j gcnj 'kuwgu. cnqpi 'y kj "vj gk"cpvgegfpv'uqeknc'cpf "utwewtcnf gyto kpcpvu"i kxgp'vj g f go cpf "hqt'uwej "gctn{/ectggt'r tqhgukqpcnu'kp'dqvj "vj g'r tkxcvg"cpf 'r wdrie 'j gcnj ugevqt. 'k'ku'r ctco qwpv'vj cv'uwthekpvt guqwtegu'dg'r tqxkf gf "vq'cf gs wcvgn' 'uclh RDN/qlkpvf "o wvkeqo r qppgpv'ewuugu'cpf "uwuclp'hcwv' 'tgnvcug'hqt o clpvpcpeg"qh'eqo o wpk' 'cpf "qti cpk' cvkpcnt'grvkvpuj kr u'pgeguuct { 'hqt cr r nkgf 'hgctplpi "cpf "f gxgnr o gpv'qh'cp'kpvgi tcvf "r kr grkpg"vq'r cvj y c { u'qh j ki j gt "gf wecvqpp"cpf "ectggt"gpv {0

Students: Uwf gpw'tgo clp'vj g'j ki j guv'r tkqtkv' 'hqt vj g'F gr ctvo gpv'k' 'cf f kkvq vq'o clpvclpki "gpvktqpo gpw'eqpf uk ghqt

cxck

ngctpkpi "qdlgevxg'y km'dg"eqo r ngvgf "d{ 'y g"gpf "qh'Qevqdg'42430

Instrument(s): C'twdtle'y cu'f g'xgrf gf "vq"cuuguu'RNQ6 *r ngcug'ugg'dgny +

Sampling Procedure: Tcpf qo "uco r ng"qh'cm'uwdo kwgf ctv'kcew0

Sample Characteristics: Cm'ctv'kcew'eqpukngf "qhy tkwgp'r tqf weu."o clpn' 'kp
vj g'hqto "qh'c'tgr qt'v'y kj "uqo g'cf f k'kqpcif grxgtcdngu"*g0 0'ej ctu.'tg/f guki pgf
dtqej wtu+0Rtqf weu'y gtg'eqo r ngvgf "d{ 'ugpkqtu'gptqmgf "kp"J UE'6; ; "o'Ecr uvqpg
kp"J gcnj 'Uekppegu'f wtkpi "y g'ur tkpi "4243"ugo guvgt0

Data Collection:

Hkm{/gki j v'r tqf weu

y gtg'uwdo kwgf "kp"Ur tkpi "Ugo guvgt"qh'42430Hknggp"*c47' +qh'ecr uvqpg'r tq'geu
y gtg'tcpf qo n' "ugrgevgf "d{ "eqo r wgt'i gpgtcv'kp0

Data Analysis: Rtqf weu'y gtg'cuuguugf ."wukpi "y g twdtle"dgny ."d{ 'h'xg
v'pwtg/v'ceni'kcew' "o go dgtu'kp"y g'F gr ctvo gpv'qh'Rwdrke"J gcnj 0

Analytic Scale Rubric for Evaluation of Capstone Projects

| | 1 – Poor | 2 - Fair | 3 - Good | 4 - Exceptional | Score |
|--|--|---|--|---|--------------|
| Identification and explanation of issue/ challenge/ | Issue/problem to be considered critically is stated without clarification of | Issue/problem to be considered critically is stated but description leaves some terms | Issue/problem to be considered critically is stated, described and clarified so that | Issue/problem to be considered critically is stated clearly and described comprehensively | |

| | | | | | |
|---|---|--|--|--|--|
| Analysis of the issue/ challenge/ | Analysis of the issue/problem is superficial and does not explore the underlying causes or implications | Analysis of the issue/problem is somewhat superficial and does not explore the underlying causes or implications | Analysis of the issue/problem is thorough and explores the underlying causes and implications | Analysis of the issue/problem is exceptionally thorough and explores the underlying causes and implications in depth | |
| Application of the issue/ challenge/ | Application of the issue/problem is limited and does not demonstrate a clear understanding of the issue | Application of the issue/problem is somewhat limited and does not demonstrate a clear understanding of the issue | Application of the issue/problem is thorough and demonstrates a clear understanding of the issue | Application of the issue/problem is exceptionally thorough and demonstrates a clear understanding of the issue | |
| Conclusion | Conclusion is weak and does not clearly state the findings or implications of the analysis | Conclusion is somewhat weak and does not clearly state the findings or implications of the analysis | Conclusion is thorough and clearly states the findings and implications of the analysis | Conclusion is exceptionally thorough and clearly states the findings and implications of the analysis | |

C. Summary of Assessment Results

Cu'lpf lecvf "gctrlgt."y ku'r tqi tco "rgctplpi "qdlgevxg"ku'lp"y g'r tqeguu"qh'dgkpi "cuuguugf.
y kj "eqo r ngvqp"qh'cpcn(uku'gzr gevfg "vq"qeewt'd{ "y g'gpf "qh'Qevqdgf"42430"Vj g'vcdng'hqt
y j lej "tguwmu'y km'dg'r qr wcvfg "ku'dgmy <

| 5 ggYggcf. | DfcXi Vh | 5 j ['GWtfYD@C(|
|------------|--|------------------|
| #1 | HSC499-1-Group1 HSC499-6-Group3 HSC499-11-Group2 | |
| #2 | HSC499-2-Group2 HSC499-7-Group4 HSC499-12-Group3 | |
| #3 | HSC499-3-Group3 HSC499-8-Group1 HSC499-13-Group4 | |
| #4 | HSC499-4-Group4 HSC499-9-Group2 HSC499-14-Group1 | |
| q%° | | |
| #5 91 | | |

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Uelgpeg'F gi tgg'kp'Rwdrke"J gcnj "eqo o gpekpi "kp'Cecf go ke'l gct"4244"6"4245"uj qwf
kpetgcug"gpqam gpv'tgvprkqp."cpf "i tcf wckqp"i kxgp"vj g'lo r qt vpeg"qh'vj ku'hgrf "kp
r tqhguikpcri'cpf "uqekri'u

hqt "l'gco u'vq'ngcxg"yj gkt'y qtnldgy ggp"eruuugu0

