

BS in Health Communication

Year 2

Non-Accredited Programs Only

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Students will cultivate ethical responsibility and cultural sensitivity in communicating with diverse populations.
2. Students will demonstrate critical thinking in their ability to analyze the impact of context on health-related interactions.
3. Students will apply the appropriate theories and perform the research and audience analysis necessary for health intervention.
4. Students will create and implement appropriate message strategies in written and spoken formats emphasizing campaign/program development and professional health-related settings.

Overview of Measures/Instruments

SLO(s) <i>Note: Measures might be used for more than 1 SLO</i>	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
Students will cultivate ethical responsibility and cultural sensitivity in communicating with diverse populations.	R	A survey is administered to students in the HCM capstone course, HCM 4950. The survey includes demographic items, a social responsibility and professional ethics measure and multicultural sensitivity scale.	<p>Expectations are that students will be able to understand the role of the individual in society, evaluate and develop constructive communication approaches to addressing ethical and diversity issues, demonstrate a sophisticated sense of responsibility and cultural sensitivity and be engaged in community activities. The goal is for the average student to reach the level of competent. The competency levels are (on a 5-point scale):</p> <p>Minimally competent = 2.50-3.49</p> <p>Competent = 3.50-4.49</p> <p>Highly competent = 4.50-5.00</p> <p>The HCM 4950 course is being taught for the first time during the FA 2021 semester (a critical mass of students was needed before the class could be offered since only seniors in HCM take the class). Therefore, the survey has not yet been administered.</p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG*</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>Students will demonstrate critical thinking in their ability to analyze the impact of context on health-related interactions.</p>	<p>C</p>	<p>A. HCM 3910 Contemporary Issues Project - Students choose a current case or issue related to health communication. They analyze the case using course concepts/theories, focusing on the effects of the healthcare context on communication and relationships as well as how to improve communication surrounding the issue. The Critical Thinking Rubric is used for assessment.</p> <p>B. HCM 4950 Final Paper - Students research a topic related to the overall theme of the class that semester. Their paper should demonstrate critical thought and analysis of how communication regarding a contemporary health issue is affected by current events and understood through foundational research and theory. The Critical Thinking Rubric is used for assessment.</p>	<p>The goal is for the average student to reach the level of competent on the critical thinking rubric for both projects. The competency levels are (on a 4-point scale):</p> <p>Minimally competent = 1.51-2.49</p> <p>Competent = 2.50-3.49</p> <p>Highly competent = 3.50-4.00</p> <p>The target for this instrument was met. The average student score on the critical thinking rubric was 3.3 (Competent).</p>
<p>Students will apply the appropriate theories and perform the research and audience analysis necessary for health intervention.</p>	<p>C, W, Q</p>	<p>A. HCM 3910 Communication in Health Professions Provider Communication Workshop and Reflection - Students work through a real case of patient-provider interaction, critiquing the problems in the interaction and assessing ways the provider could have improved his/her communication with the patient. Reflections written after the workshop assess barriers to a successful interaction and means for overcoming those barriers. Assignment grades are used for assessment.</p> <p>B. CMN 3000/ PUBH2800 Research Paper – Students write a research paper in their methods class. Papers must develop a central claim, rationale, and literature review as</p>	<p>A. This assignment was constructed specifically to measure students' application of theory and audience analysis for professional health provider intervention. Written reflection grades are utilized for assessment. We expect 80% of students will earn a score of 80% or higher.</p> <p>The target for this instrument was met. 92% of students earned an 80% or better on the assignment.</p> <p>B. When assessing the student's final research paper, we expect students to be at least competent in their ability to complete research and construct a research paper. We expect students to reach an average score of 72 out of 90 (80%) on the research paper writing rubric.</p> <p>The target for this instrument was met. The average score on the research paper writing rubric was 82 out of 90.</p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG*</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
		<p>well as present research methodology, data analysis, and conclusions. The research paper writing rubric is used for assessment.</p> <p>C. HCM 4910 Project Evaluation Papers - Students chose a topic, define the topic/ problem through research, analyze the audience, create messages, and evaluate the messages upon completion of the project. Assignment grades are used for assessment.</p>	<p>C. Because a student’s quantitative reasoning and critical thinking skills related to audience analysis and intervention planning and evaluation are directly assessed through the HCM 4910 project evaluation paper, we use assignment grades to determine competence in this area. We expect 80% of students will earn an 80% or better on the HCM 4910 project evaluation papers assignment.</p> <p>The target for this instrument was met. Eighty-six percent of students earned an 80 percent or better on the project evaluation paper.</p>
<p>Students will create and implement appropriate message strategies in written and spoken formats emphasizing campaign/program development and professional health-related settings.</p>	<p>W, S</p>	<p>A. HCM 2910 Health Advocacy Project - Students create public awareness pieces based upon course content and outside research of a chosen health topic. Projects are presented in written or spoken formats based upon student choice. The Writing Rubric or Speaking Rubric is used for assessment, depending on the student’s choice of project.</p> <p>B. PUBH 3910 Health Professional Shadow Experience and Paper – Students shadow and/or interview healthcare professions in their chosen fields, writing a paper about what they learned from their experiences with those individuals regarding communication in professional health-related settings. The Writing Rubric is used for assessment.</p> <p>C. HCM 4910 Social Media Messages - Students develop a series of social media messages related to a health topic of their choice that is appropriate for a chosen audience and follows the rubric and</p>	<p>A. Given that messages strategies are critical skills, we expect our students to be at least competent in these skills when assessing their written and spoken advocacy pieces. We expect an average score of at least 3 out of 4 - competent - on the Writing and Speaking Rubrics.</p> <p>Targets were met for this instrument. The average score was 3.43/ 4.00 on the Speaking Rubric and 3.46/4.00 on the Writing Rubric.</p> <p>B. When assessing Health Professional Shadow Experience papers, we expect students to be at least competent in their writing about communication in professional settings (a score of at least 3 out of 4 on the Writing Rubric)</p> <p>This assessment tool has not been utilized yet due to the COVID pandemic. The health professional shadow experience has been temporarily suspended due to the safety protocols in place surrounding most healthcare facilities and the inability of most students to gain access to health professionals for a shadow experience. This assignment and assessment tool will be used again once Covid safety protocols have been removed.</p> <p>C. Because the HCM 4910 Social Media Messages assignment directly and specifically assesses message creation and implementation, we use the assignment grades to assess competency in message</p>

SLO(s) <i>Note: Measures might be used for more than 1 SLO</i>	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
		instructions for creating messages with originality and creativity as well as participation in discussions for peer evaluation within the assignment timeframe. Assignment grades are used for assessment.	strategies. We expect 80% of students will earn a score of 80% or higher on the project. The target for this instrument was met. One hundred percent of students scored an 80% or better on the social media messages assignment.

**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

The assessment plan for the Health Communication major was revised in 2020-2021 in response to the university's new undergraduate assessment process. As a part of this revision, SLOs were revised to better address the goals of the major and the professional needs of our students. Revisions to the SLOs have been approved by the Health Communication faculty.

2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

Because this is a new assessment plan with revised SLOs, we are in the process of collecting baseline data in order to track future improvements or declines. Baseline data has been reported above, where available.

CLAS Deans' comments on BA in Television & Video Production (non-accredited) report

Reviewer: Christopher Mitchell

1. SLOs are generally clear and measurable. The verbiage skews a bit toward the lower end of Bloom's taxonomy (low, mid), so in further refinement of SLOs that might be something to consider.
2. I'm a bit concerned that seemingly no ULGs could be synched up with the various SLOs. Do none of them apply? I would think, for example, that the CT goal would be very relevant to the 2 "application" goals.
3. The collection methods are straightforward and seem like they will produce results that lend themselves to easy systematic analysis. The evaluation rubrics referenced are clearly defined.

Overall, the plan seems comprehensive and ready for data collection. We look forward to seeing data analysis in fall of 2023.