**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2014**

Department: Health Studies

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, BS, Community Health & minor  | Objectives are clear, specific, and describe student behaviors. All five of the undergraduate learning goals have been adopted by this program. |
| **How, Where, and When Assessed** | Level 2-3, BS, Community Health & minor | You do a good job of selecting courses at different levels from which to collect data assuring that you are assessing across the curriculum and not just at the end. You are using several rubrics to apply to coursework, so that’s good. Do you have one for the Global Community Health Project completed in HS 2270? How do you assess the interview process in HS 4770? Are you using rubrics for all the assignments given? It appears that your exit survey that is listed with objective 8 may actually assess objectives 1-7 as well. Is that correct? The intern evaluations may provide information on more than just objective 8.  |
| **Expectations** | Level 3, BS, Community Health & minor | Expectations are clear as described by the rubrics and coincide with the measures chosen. Are you using a 5-point Lickert scale? |
| **Results** | Level 2-3, BS, Community Health & minor | Results are collected and used to make improvements to the curriculum. It would be useful to connect the changes you are making to specific data you have collected whether it is from the exit survey, coursework, or intern supervisor evaluations. You mention the conversations the instructors of HST 3700 and HST 4250 have had and the changes that resulted, but were assessment data part of that discussion? Did something in your data suggest that you needed more application of behavior theories in 3700? I suspect that it did, but the connection is not readily apparent in the report. |
| **How Results Will be Used** | Level 3, BS, Community Health & minor | A feedback loop appears to be in place with results shared with all faculty at the summer Deck meeting.  |

You can include the minor and major together on the same report.

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at www.eiu.edu/~assess. [↑](#footnote-ref-1)