



Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: BS in Health Communication

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Submission Date: September 29, 2025

Review Cycle:

- Even Year
- Odd Year

Review Round:

- Round A** (Associate Dean review)
- Round B** (Associate Dean + VPAA review)

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: BS in Health Communication

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG) : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
1. Students will cultivate ethical responsibility and cultural sensitivity in communicating with diverse populations.	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.	HCM 4950 has not been taught since 2023 due to low enrollment. As a result, we do not have data for SLO 1.	Responsible citizenship
2. Students will demonstrate critical thinking in their ability to analyze the impact of context on health-related interactions.	A. HCM 3910 application writing assignment- Students discuss a case related to health communication. They analyze the case using course concepts/theories,	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) Minimally competent = 1.51-2.49 Competent = 2.50-3.49 Highly competent = 3.50-4.00	Critical thinking

	<p>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>Because HCM 4950 has not been taught, only data from HCM 3910 is used here. The target for this instrument was met. The average overall student score on the critical thinking rubric used for both courses was 3.48 (Competent).</p>	
<p>3. Students will apply the appropriate theories and perform the research and audience analysis necessary for health intervention.</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</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</p>	<p>Critical thinking, writing, quantitative reasoning</p>

<p>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 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</p>	<p>expect 80% of students will earn a score of 80% or higher.</p> <p>The target for this instrument was met. 86% of students earned an 80% or better on the assignment, with an average score of 91 percent.</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 80 out of 100 (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 100 (82%).</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</p>	
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	<p>evaluate the messages upon completion of the project. Assignment grades are used for assessment.</p>	<p>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>4. Students will create and implement appropriate message strategies in written and spoken formats emphasizing campaign/program development and professional health-related settings.</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</p>	<p>The target for this instrument was met. One hundred percent of students earned an 80 percent or better on the project evaluation paper, with the average score on the paper being a 91 percent.</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 3.33/ 4.00 on the Speaking Rubric and 3.87/4.00 on the Writing Rubric.</p> <p>B. When assessing Health Professional Shadow</p>	<p>Writing, Speaking</p>

	<p>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 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.</p>	<p>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>The target was met for this instrument. The average score was 3.43/ 4.00 on the writing rubric.</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 strategies. We expect 80% of students will earn a score of 80% or higher on the project.</p> <p>The target for this instrument was met. Eighty-six percent of students scored an 80% or better on the social media messages assignment with an average score of 94 percent.</p>	
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PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) 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?

No curricular actions have been finalized at this point. Over the past two years we have discussed increasing our focus on ethics, professional responsibility, and multicultural sensitivity and we considered requiring CMN 2650, Introduction to Organizational Communication, a course which addresses all these topic areas. However, enrollment challenges have paused these discussions as we have engaged in broader curricular revision at the SCJ level. We plan to implement these broader changes, which will ultimately affect the HCM major, within the coming academic year.

B. 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).

No significant changes have been observed in comparison to the data collected for our report in 2023.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)

Fall 2022	Health Communication coordinator and faculty, SCJ chair	First set of baseline data discussed
Fall 2023	Health Communication coordinator and faculty, SCJ chair	The data in this report will be the focus of our conversations as we look to make curricular changes over the next two years. As mentioned above, we have discussed curricular and pedagogical revisions related to multicultural sensitivity, ethics, and social responsibility with a goal of further increasing student competencies in those areas. We have also discussed finding additional instruments to measure these areas for future data collection.
Fall 2025	Health Communication coordinator and faculty, SCJ chair	The data in this report has informed the ongoing SCJ curricular revision discussions.

Dean Review and Feedback

With established strong SLOs and well-crafted measures coming into this evaluation year, it is great to see targets being met across the board with this set of data, with one percentage (for measure 3-C) even rising to a perfect 100. It should be noted that the previous cycle's report indicated a hampering of measure completion due to the effects of the pandemic, and that negative influence has disappeared this cycle. In its place, however, is a course, HCM 4950, which is undergoing enrollment challenges; this affects the progress of the first two SLOs. The narrative indicates that broad-based discussions of curriculum are underway, which will affect the HCM program; we look forward to seeing how these changes play out.



Dean or designee



Date