**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2017**

Department: Health Studies

|  |  |  |
| --- | --- | --- |
| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S. Health Studies, Emergency Management & Disaster Preparedness | Objectives are clear, measurable, 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, B.S. Health Studies, Emergency Management & Disaster Preparedness | 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 know where you want to assess objective 4—quantitative reasoning? It appears that your indirect measure 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, B.S. Health Studies, Emergency Management & Disaster Preparedness | Expectations appear to be in place for each objective and they relate to the measures identified.  |
| **Results** | Level 2-3, B.S. Health Studies, Emergency Management & Disaster Preparedness | Results are collected for the majority of measures. What do your results tell you about student learning in your major? You mention in the narrative section changes that you are making, so it is good to connect those changes to specific data.  |
| **How Results Will be Used** | Level 3, B.S. Health Studies, Emergency Management & Disaster Preparedness | The feedback loop is in place with faculty participating in portfolio review. The changes you have planned for HST 4770 sound interesting and show that you are using data to improve student learning.  |

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)