**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Programs 2017**

Department: Health Promotion & Leadership

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 2-3, MS, Health Promotion & Leadership | Objectives are clear, specific, and describe student behaviors. All four of the CGS learning goals have been adopted by the program. You may want to think about parsing out the content knowledge objective to be more specific about what you want the students to know beyond ethics and technology. |
| **How, Where, and When Assessed** | Level 2, MS, Health Promotion & Leadership | You do a good job here of identifying where assessment will take place and what assignments from those courses will be used for assessment. Are you using rubrics to assess the assignments? Rubrics will help you hone in on what students do well and where there might be gaps. Several of your objectives have multiple measures, which is ideal. As your program progresses, you may want to collect data at more than one place for critical thinking. If you incorporate rubrics, you might be able to add that to several assignments, for example. You may also wish to consider indirect measures as you continue. Several graduate programs use exit interviews or surveys. You mention student requests in Part Three, so you may have something similar already built in that is not listed here. |
| **Expectations** | Level 2, MS, Health Promotion & Leadership | You may want to craft expectations to the percentage meeting and then exceeding expectations since this is a graduate program and you are reporting results that way. So, what is the range for meeting expectations and at what point do students exceed expectations? If you are using rubrics, it would be helpful to include them with the next iteration of this report. Is “80% or above” a grade on the assignments? |
| **Results** | Level 2, MS, Health Promotion & Leadership | Results are being collected for each measure. As you continue to gather data, include analysis of what the results tell you about your objectives. If so many are exceeding expectations, you may want to think about raising the bar as well after you have more data. |
| **How Results Will be Used** | Level 3, MS, Health Promotion & Leadership | Results are shared and discussed at the Summer Deck meeting, and faculty are collecting data, so the feedback loop is in place. |

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)