**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2018**

Department: Communication Studies & Health Promotion

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S. Health Communication | This program does a great job taking the undergraduate learning goals and connecting them to content-specific learning outcomes. All of the undergraduate learning goals have been adopted here; however, objective 4 appears to be more related to critical thinking than quantitative reasoning. You may want to review the subgoals related to this undergraduate learning goal and re-work your measures or the learning objective to more closely reflect those QR skills. |
| **How, Where, and When Assessed** | Level 2, B.S. Health Communication | For several of your objectives you have identified courses and assignments to be used to assess student attainment of your objectives using rubrics; these are good direct measures of student learning. As your assessment plan grows, you may want to look at more than one course to gather data for each objective. For example, you may be able to assess objective 1 in the internship as well as through the exit survey. Your exit survey will provide an indirect measure, and it may offer data related to most of your objectives. |
| **Expectations** | Level 3, B.S. Health Communication | You offer some solid details on your expectations here. You offer an explanation of the skills you seek as well as the level of attainment you want to see on your rubrics. Your BA program sets different levels of attainment for the different course levels (2000, 3000, 4000), so that students show growth across the program; you may want to consider whether this approach makes sense for your program as well. |
| **Results** | Level 1, B.S. Health Communication | Since this is a new program, it is reasonable not to have results yet. |
| **How Results Will be Used** | Level 1, B.S. Health Communication | You will want to indicate who does the initial assessment, who compiles and shares the data, and how that assessment data is used in the department 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](http://www.eiu.edu/~assess). [↑](#footnote-ref-1)