***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2017-2018***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15, 2018**. Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

B. S. in Health Communication

**Degree and**

**Program Name:**

# Submitted By:

Elizabeth Gill

**PART ONE**

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| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1.Students will cultivate ethical responsibility and cultural sensitivity in communicating with diverse populations. (Responsible Citizenship) | A 64-question survey will be administered each spring. The survey includes demographic items, a social responsibility and professional ethics measure and multicultural sensitivity scale. Majors will receive a link to the survey via email through the major listserv. | Expectations are that students will be able to understand the role of the individual in society, evaluate and develop constructive communication approaches to addressing ethical and diversity issues, demonstrate a more sophisticated sense of responsibility and cultural sensitivtity and be more engaged in community activities. We expect that students will be above average on each scale (a score above a 3.0 on the Social Responsibility and Ethics scales, a score below 3.0 on the Multicultural Sensitivity scale) |  |  |
| 2.Students will demonstrate the ability to analyze the impact of healthcare context (politically, technologically, organizationally, and interpersonally) on health-related interactions. (Critical Thinking) | HCM 3910 Communication in Health Professions Case Study Project and Presentations - Students will choose a current case related to health communication in the news. They will analyze the case using three to four course concepts/theories, focusing on the affects of the healthcare context on communication and relationships. A synopsis of the case followed by analysis of it from a health communication perspective will be presented in class or in a video-recorded presentation for online sections. The Critical Thinking Rubric will be used for assessment.  HCM 4950 Special Topics in Health Communication Final Paper. Students will 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 will be used for assessment. | When assessing critical thinking, we expect students are able to identify problems, synthesize relevant evidence, express ideas clearly, and are aware of their own assumptions.  We expect students will be at least “competent” in their critical thinking about healthcare contexts (consistent with a score 2.5 or above on the Critical Thinking Rubrics used for both the 3910 case study project and 4950 final paper). |  |  |
| 3.Students will demonstrate the ability to assess barriers and support for health-related messages using research and audience analysis. (Critical Thinking) | HCM 3910 Communication in Health Professions Provider Communication Workshop and Reflection - Students will work through a real case of patient-provider interaction, critiquing the problems in the interaction and assessing ways the provider could have improved his/her communication with the patient. Reflections written after the workshop will assess barriers to a successful interaction and means for overcoming those barriers. The Critical Thinking Rubric will be used for assessment. | We expect students will be at least “competent” in their critical thinking about barriers and support for health messages (consistent with a score 2.5 or above on the Critical Thinking Rubric used for the Provider Workshop assignment). |  |  |
| 4. Students will understand and be able to perform the research necessary for problem definition, health program planning, and evaluation of program messages. (Quantitative Reasoning) | HCM 4910 Applied Health Communication Project Evaluation Papers - Students will chose a topic, define the topic/ problem through research, analyze the audience, create messages, and evaluate the messages upon completion of the project. Assignment grades will be used for assessment. | Because a student’s quantitative reasoning skills related to problem definition and program planning and evaluation are directly assessed through the HCM 4910 project evaluation paper, we will use assignment grades to determine competence in this area. We expect 80% of students will earn an 80% or better on the HCM 4910 project evaluation papers assignment. |  |  |
| 5. Students will create and implement appropriate message strategies in written and spoken formats in diverse contexts and for specific audiences and purposes, emphasizing  1) campaign/program development  2)professional health-related settings  (Writing & Reading, Speaking & Listening) | 1a) HST 4910 Applied Health Communication Social Media Messages. Students will 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 will be used for assessment.  1b) HCM 2910 Introduction to Health Communication Health Advocacy Project - Students will create public awareness pieces based upon course content and outside research of a chosen health topic. Projects will be presented in written or spoken formats based upon student choice. The Writing Rubric and Speaking Rubric will be used for assessment.  2a) HST 3910 Communication in Health Professions Health Professional Shadow Experience and Paper. Students will 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. Writing rubric will be used for assessment.  2b) CMN 4275 Internship. 8 hours of internship are required for degree completion. At the end of the term students must submit a final report that discusses their internship experience, focusing on what they have learned about communication in a professional setting. | 1a) Because the HCM 4910 Social Media Messages assignment directly and specifically assesses message creation and implementation, we will 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.  1b) 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 (a score of at least 2.5 on the Writing and Speaking Rubrics used for the health advocacy assignment).  2a) When assessing their Health Professional Shadow Experience papers, we expect students to be at least competent in their writing about communication in professional settings (a score of at least 2.5 on the Writing Rubric).  2b) We expect our students to be at least competent in their writing skills when assessing their internship final reports (a score of at least 2.5 on the Writing Rubric). |  |  |

**PART TWO**

Describe what your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

This is the first assessment report for the B.S. in Health Communication major as the major was approved in the spring of 2017. The major’s curriculum and assessment committee has created the learning goals for the major and determined an assessment plan. We have started to add students to the major in the 2017-2018 academic year, with most new additions coming in as freshman and transfer students in the summer and fall of 2018. We will begin to collect data in the 2018-2019 academic year but full assessment results may not be available for two years due to current low enrollment in the new major and students’ degree plans, which would have new students not completing many of the courses where assessment takes place until two to four years from now.

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?