

Student Learning Outcomes (SLOs) Report for Non-Accredited Programs
(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: Health Sciences

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Submission Date: 10/31/2024

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: Health Sciences

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?
Students will examine the role of social determinants of health in creating health disparities and inequities.	Global Health Project	For all learning goals, we are using the information to assess student learning and make curricular changes when targets are not met. Target: 80% or more will score a C or higher Results: 7/7 scored a C or better, 2/7 scored over 90% Met	CT
Students will develop strategies to address the unique needs of marginalized and underserved populations in diverse health care and community settings.	Discussions in Community Health (PUBH 2270) Internship Supervisor Evaluation	Target: 80% or more will score a C or higher Results: 7/7 scored a C or better, 5/7 scored over 90% Met Target: All students will earn a score of 3 or higher; the average rating will be 4.25 or higher.	QR

		<p>Results: For independent work and problem solving: 6/7 scored a 3 or better; the average was: 4.42</p> <p>Partially met</p>	
Students will demonstrate skills in community assessment, collaboration, and advocacy to improve health outcomes.	Internship Supervisor Evaluation	<p>Target: All students will earn a score of 3 or higher; the average rating will be 4.25 or higher.</p> <p>Results: For independent work and problem solving: 6/7 scored a 3 or better; the average was: 4.42</p> <p>Partially met</p>	RC
Students will communicate effectively with diverse audiences, utilizing oral, written, and digital communication skills.	Global Health Project Internship Supervisor Evaluation	<p>Target: 80% or more will score a C or higher</p> <p>Results: 7/7 scored a C or better, 2/7 scored over 90%</p> <p>Met</p> <p>Target: All students will earn a score of 3 or higher; the average rating will be 4.25 or higher</p> <p>Results: For writing ability: 7/7 scored a 3 or better; the average was: 4.28 For verbal communication: 7/7 scored a 3 or better; the average was: 4.42</p> <p>Met</p>	W, S
Students will work collaboratively in interdisciplinary teams to address health-related challenges while applying principles of professionalism and cultural humility.	Internship Supervisor Evaluation	<p>Target: All students will earn a score of 3 or higher; the average rating will be 4.25 or higher</p> <p>Results: Professional Behavior: 6/7 scored a 3 or better; the average was: 4.00</p> <p>Partially met</p> <p>Work as a Team member: 7/7 scored a 3 or better; the average score was: 4.71</p> <p>Met</p>	QR, RC

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?

This is our first assessment report, and no curricular actions have been implemented yet. However, we are considering three key curricular changes based on our reflections:

- 1) increasing the internship hours from 3 to 5 or 6 credits. This adjustment would facilitate better placement opportunities for students while allowing them to gain more substantial, hands-on experience in a diverse and somewhat nebulous field.
- 2) the creation of a portfolio assessment or some other assignment to help measure and evaluate students' competencies across the program
- 3) an internship preparation course to help them secure placements, understand expectations, and develop professional readiness.

We also recognize the need to assess student learning outcomes more systematically prior to the internship. However, this presents a challenge due to the interdisciplinary nature of the program, where only one core class is shared across the three options (Policy and Ethics, Diversity and Equity, Generalist). To address this, we plan to distribute a survey to instructors of elective courses. This survey will help identify and align learning goals for all health sciences students.

- 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).

As a new program with only 7 students having completed the internship, it is too soon to evaluate any improvement or decline. However, the planned curricular changes and future assessment initiatives are intended to provide a more robust framework for evaluating and enhancing student outcomes.

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)
May 2024	Academic Advisor, Department Chair, Assessment Chair	Developed learning goals and measures
August 2024	Academic Advisor, Assessment Chair	Discussed changes to curriculum to better prepare students for internship and the workforce/next steps

Dean Review and Feedback

While this a new, interdisciplinary program, faculty have worked to develop their student learning outcomes. The University Learning Goals (critical thinking, writing and critical reading, speaking and listening, quantitative reasoning, and responsible citizenship) are embedded in each of the Health Sciences learning goals. Target goals were met across all measures included with the exception of two that were partially met. These two were internship site supervisor evaluations of students 1) developing strategies to address the unique needs of marginalized or underserved populations in diverse health care and community settings and 2) demonstrating skills in community assessment, collaboration, and advocacy to improve health outcomes. For these two, only one of the seven students did not meet expectations for gaining these skills and strategies according to the site supervisor. Faculty have discussed increasing internship hours, an internship preparation course, and a portfolio assessment to make certain they meet their target goals. It might also be helpful to evaluate internship sites to make certain that all students are given ample opportunities to develop these strategies and demonstrate the skills. Faculty have also made a plan to implement a survey or develop a plan to assess student learning outcomes outside of the internship and one lower-level course. Adding more measures and instruments may provide a broader picture of student learning outcomes. The ongoing changes in the Department of Public Health and Nutrition, including this new degree in Health Sciences, has given students the opportunity to focus on specific career paths. We commend the program for their interdisciplinary collaborations and for their dedication to improving student learning outcomes for all students.

Dean or designee

Jill Bowers

Date 12/17/24

VPAA Office Review and Feedback (for "Round B" SLO report only)

VPAA or designee

Date