

Healthcare Management Program
School of Business and Liberal Arts
2018 Assessment Report



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What was assessed? Student learning outcomes list:

- AACU VALUE Rubric for Social Responsibility - Global Learning (HSMB 301 Public Health and HSMB 410 Senior Seminar)
- AACU VALUE Rubric for Social Responsibility - Ethical Reasoning (HSMB 302 Legal & Ethical Issues in Healthcare, HSMB 305 Managed Care, and HSMB 410 Senior Seminar)



How was the assessment accomplished?

Global Learning- HSMB 301 Public Health Issues: Spring 2018

- An assignment focuses on the analysis of US healthcare via a case review. It examines strengths, limitations, implications for the case, student recommendations and evaluation of barriers/ changes needed on multiple levels.
- 85% of students will score 80% or higher on the AACU rubric Social Responsibility: Global Learning.



How was the assessment accomplished?

Global Learning – HSMB 410 Senior Seminar: Spring 2018

- WHO website - students identify a global chronic disease under Health Topics, and discuss programs and activities WHO and other organizations implement to address that particular disease. Students researched the topic and presented the findings through the discussion posts.
- 80% of students will score a minimum of 18 out of 24 total points on the AACU Global Learning Value rubric.



Ethical Reasoning – HSMB 305 Managed Care: Spring 201

- Students were asked to discuss their view of the future of managed care and their role in balancing the financial sustainability of the organization vs. ethical implications of the decisions.
- 85% of students will score 15 points or higher out of 20 total possible points on the AACU Rubric Social Responsibility: Ethical Reasoning.



Ethical reasoning – HSMB 302 Legal & ethical Issues in Healthcare: Spring 2018

- Students were asked to discuss "Pillars of Moral Strength", select top three pillars that describe their values and moral strength, explain their choice, and provide examples of how they use those pillars in various life situations.
- 70% of students will achieve 7 out of 10 on column 2 of the AAC&U Ethical Reasoning Value Rubric.



Ethical reasoning – HSMB 410 Senior Seminar: Spring 2018

- Students are asked to discuss end of life dilemma and decisions; the differences between allowing a patient to die and physician-assisted suicide, role of ethics and personal beliefs, religious beliefs, and public policy in assisted suicide action.
- 85% of students will score 15 points or higher out of 20 total points on the AACU Ethical Reasoning Value Rubric.



Assessment Results - AACU VALUE Rubric for Social Responsibility-Global Learning

<u>Subject</u>	<u>Course</u>	Sections Participating	Total Sections	Outcome
HSMB	301	1	1	Met
HSMB	410	1	1	Met

Program Title Courses - Overall Findings for Global Learning

Total Sections Selected for Assessment 2

Total Sections Assessed 2

% Sections Meeting or Exceeding Target (of those assessed) 100%



Assessment Results - AACU VALUE Rubric for Social Responsibility-Ethical Reasoning

<u>Subject</u>	<u>Course</u>	Sections Participating	Total Sections	Outcome
HSMB	305	2	2	Met
HSMB	302	1	1	Exceeded
HSMB	410	1	1	Met
Program Title Courses - Overall Findings for Ethical Reasoning				
Total Sections Selected for Assessment				4
Total Sections Assessed				4
% Sections Meeting or Exceeding Target (of those assessed)				100%



Assessment results: What have the data told us?

HSMB 301- Global learning:

Reflection:

Students do demonstrate an ability to evaluate the individual parts of a system (such as public health) but are **not as adept at analyzing the whole system**, with its interacting parts (understanding the impact of one part on another, or the impact of external forces) and applying this understanding for problem solving (such as proposing alternate public health policy recommendations)

Issues identified: critical thinking and application of knowledge to problem solving.

Recommendation:

1) Evaluate current course learning activities (discussions and/or assignments) and revise some in an effort to walk students through an application of systems thinking. The goal would be to have students better understand the public health systems picture and make recommendations for solutions to specific public health issues.

2) Develop questions that cue their inquiry process.



Assessment results: What have the data told us?

HSMB 410- Global learning:

Reflection:

Students lack the critical thinking skills to apply the knowledge and research findings into the discussion/problem solving. **The system thinking approach needs to be emphasized at the lower level, HSMB 304 class.**

Recommendation:

Although the target was met, more specific instructions/expectations based on the ACCU rubric need to be provided; **incorporate the milestones into the discussion requirements for clearer guidance.**



Assessment results: What have the data told us?

HSMB 302 Ethical Reasoning:

Reflection:

The most frequent loss of points in the AACU Ethical Reasoning Value Rubric was associated with the category of "Ethical Issue Recognition" and their ability to recognize cross relationships among the issues. The assessment was based on the last discussion assignment in the class, and that may have contributed to the fact that 8 students did not complete that assignment. I am not sure how to address this issue, as the assignment is designed to be a summative assessment on ethical issues given after the entire course has been completed.

Recommendations:

The assessment worked well, and although 8 students did not complete the assignment associated with the assessment measure, I still think that assessing the topic at the end of the class is the correct and defensible thing to do. Consideration should be given to **the value of including more content that explicitly identifies the interconnectedness of ethical issues and their cross relationships.**



Assessment results: What have the data told us?

HSMB 305 Ethical Reasoning:

Reflection/recommendation:

Although the target was met, there were low scores on the understanding of the ethical theories/perspectives. Primary reason for low scoring is the **lack of clarification/teaching on different ethical theories and perspectives**. These are not the topics discussed/taught in this class; it is not one of the student learning outcomes. We need to revise the AACU rubric to reflect that.



Assessment results: What have the data told us?

HSMB 410 Ethical Reasoning:

Reflection:

We might consider either revising the AACU rubric piece on ethical theories or adding an ethical theories course within the program.

Recommendations:

The target was barely met. As mentioned in another class for which the same AACU rubric was used, **students are unprepared for the discussion on various ethical theories and concepts.**



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Revise HSMB 304 US Healthcare System to “ingrain” systems-thinking approach.
- Introduce ethical theories in an introductory level course or create a new course
- Imbed more assignments that require students to consider global perspectives and ethical reasoning
- Require assignments that require students to consider interconnectedness of ethical issues and the cross relationships
- Re-evaluate HSMB 305 mapping re: Social Responsibility
- Revisions of Curriculum and Assessment maps



What resources were used or have been requested to close the loop?

- Faculty Time
- Revisions of assignments and discussions to map to Social Responsibility ISLOs and review of AACU rubrics for Global Learning and Ethical Reasoning
- Study Abroad opportunities with global health/interdisciplinary perspective

