

Healthcare Management Program  
School of Business and Liberal Arts  
Fall 2017 Assessment Report



Curriculum Coordinator: Marela Fiacco

Date : January 18, 2018

## HSMB PLOs as Mapped to ISLOs

PSLO	Defined
1	<b>Demonstrate effective oral and written communication skills: <i>ISLO 1 – Written and Oral Communication</i></b>
2	<b>Compare and contrast theories and practices of ethics and professionalism in the healthcare setting: <i>ISLO 4 - Social Responsibility - Ethical Reasoning</i></b>
3	<b>Analyze alternative management solutions in healthcare related problems and challenges: <i>ISLO 2 – Critical Thinking – Problem Solving</i></b>
4	<b>Demonstrate how to apply state and federal healthcare policies: <i>ISLO 5 – Industry, Professional, Discipline- Specific Knowledge and Skills</i></b>
5	<b>Compare and contrast governance, executive roles, marketing procedures, and value in managed care organizations: <i>ISLO 2: Critical Thinking- Critical Analysis</i></b>
6	<b>Discuss how global health issues affect the U.S. healthcare system: <i>ISLO 4 - Social Responsibility – Global Learning</i></b>

## HSMB PLOs as Mapped to ISLOs, Continued

PSLO	Defined
7	<b>Demonstrate an understanding of healthcare financial management: <i>ISLO 2: Critical Thinking- Critical Analysis</i></b>
8	<b>Describe the framework in which healthcare services are produced, coordinated, consumed, and reimbursed: <i>ISLO 1 – Written and Oral Communication</i></b>
9	<b>Analyze the origin, uses, and the maintenance of the various resources that are vital to the success of a healthcare organization: <i>ISLO 2: Critical Thinking- Critical Analysis</i></b>
10	<b>Demonstrate knowledge of strategic planning and decision making in the healthcare organizations: <i>ISLO 5 – Industry, Professional, Discipline- Specific Knowledge and Skills</i></b>
11	<b>Describe the role of organizational and human resource management in the healthcare field: <i>ISLO 1 – Written and Oral Communication</i></b>
12	<b>Demonstrate an understanding of healthcare quality and outcomes measures: <i>ISLO 2 – Critical Thinking – Inquiry and Analysis</i></b>

## What was assessed?

Course	Defined
HSMB 301 Public Health	<b>PLO 1: Demonstrate effective oral and written communication skills:</b> <b><i>ISLO 1 – Written and Oral Communication (2 course SLOs selected for assessment)</i></b>
HSMB 302 Legal & Ethical Issues	<b>PLO 1: Demonstrate effective oral and written communication skills: <i>ISLO 1 – Written Communication</i></b> <b>PLO 2: Analyze alternative management solutions in healthcare related problems and challenges:</b> <b><i>ISLO 2 – Critical Thinking – Problem Solving</i></b>
HSMB 306 Healthcare Finance	<b>PLO 9: Analyze the origin, uses, and the maintenance of the various resources that are vital to the success of a healthcare organization:</b> <b><i>ISLO 2: Critical Thinking- Critical Analysis</i></b> <b>PLO 7: Demonstrate an understanding of healthcare financial management:</b> <b><i>ISLO 2: Critical Thinking- Critical Analysis</i></b>
HSMB 307 Healthcare Facility Administration	<b>PLO 8: Describe the framework in which healthcare services are produced, coordinated, consumed, and reimbursed:</b> <b><i>ISLO 1 – Written Communication</i></b>
HSMB 410 Senior Seminar	<b>PLO 8: Describe the framework in which healthcare services are produced, coordinated, consumed, and reimbursed:</b> <b><i>ISLO 1 – Written Communication</i></b> <b>PLO 12: Demonstrate an understanding of healthcare quality and outcomes measures:</b> <b><i>ISLO 2 – Critical Thinking – Inquiry and Analysis</i></b>

# How was the assessment accomplished?

## Assessments Utilized:

- Mid-Term and Final Exams
- Written Assignments
- Case Studies
- Discussion Boards
- Cumulative Final Research Project

# How was the assessment accomplished?

## Measurement Strategy:

- Traditional grading rubrics utilized for assessment of assignments and discussion boards
- AACU Critical Thinking and Written/Oral Communication rubrics used for HSMB 301, 302, 306, 307, and 410 used separately
- Assessment of artifacts: assignments, short research papers, discussions, final exam research paper.

## *ISLO 1 – Written and/or Oral Communication*

PLO 1: Demonstrate effective oral and written communication skills

PLO 8: Describe the framework in which healthcare services are produced, coordinated, consumed, and reimbursed:

### **Assessment Results - AACU VALUE Rubric for Communication (Written or Oral)**

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>	<u>Semester</u>
HSMB	410	1	1	Not Met	Spring
HSMB	301	1	1	Met	Spring
HSMB	307	1	1	Not Met	Spring
HSMB	301	1	1	Exceeded	Fall
HSMB	302	1	1	Exceeded	Fall
HSMB	307	1	1	Exceeded	Fall
HSMB	410	1	1	Exceeded	Fall

#### Overall Findings for Communication

Total Sections Selected for  
Assessment

7

Total Sections Assessed

7

% Sections Meeting or Exceeding Target (of  
those assessed)

71%

ISLO 2- Critical Thinking: Problem Solving, Critical Analysis, Inquiry and Analysis

PLO 2: Analyze alternative management solutions in healthcare related problems and challenges

PLO 7: Demonstrate an understanding of healthcare financial management.

PLO 9: Analyze the origin, uses, and the maintenance of the various resources that are vital to the success of a healthcare organization.

PLO 12: Demonstrate an understanding of healthcare quality and outcomes measures:

### Assessment Results - AACU VALUE Rubric for Critical Thinking

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>	<u>Semester</u>
HSMB	305	1	1	Met	Spring
HSMB	306	1	1	Met	Spring
HSMB	410	1	1	Not Met	Spring
HSMB	302	1	1	Exceeded	Fall
HSMB	306	1	1	Met	Fall
HSMB	<u>410</u>	1	1	Exceeded	Fall

### Overall Findings for Critical Thinking

Total Sections Selected for Assessment

6

Total Sections Assessed

6

% Sections Meeting or Exceeding Target

83%



## HSMB 301: Public Health Issues – AACU Written Communication Value

Course SLO/ Measure Utilized	Target / Measure Utilized	Actual %	Outcome
Public Health Origins/ Assignment on evidence- based public health approach utilizing elements of the PERIE approach.	85% of students will score a 80% or higher on this assignment	96% of the class scored a 80% or higher on the assignment.	Exceeded
Disease Prevention and Promotion/ Case Study	80% of the students will score a 80% of higher on this assignment.	88% of the class scored an 80% or higher on the assignment.	Exceeded

Note: Using the same measure and target, outcome was met in spring 2017

# HSMB 302: Legal & Ethical Issues in Healthcare– AACU Written Communication and Critical Thinking

Course SLO/ Measure Utilized	Target / Measure Utilized	Actual %	Outcome
Analyze the commonly occurring legal and ethical situations including identification of the problem, options for solving the problem and defending his/her choice of solution/	70% of students will score at least 10 out of 20 possible points on the AACU VALUE Rubric for <u>Critical Thinking</u>	83% of students achieved 10 or higher.	Exceeded
Case study with three questions asking students to describe the ethical and legal issues in the case, how the code of ethics was breached, and to identify their recommended course of action.	70% of students will score at least 10 out of 20 possible points on the AACU VALUE Rubric for <u>Written Communication</u> .	83% of students achieved 10 or higher.	Exceeded

Note: HSMB 302 was not assessed in spring 2017

# HSMB 306: Healthcare Finance – AACU Critical Thinking Value

Course SLO/ Measure Utilized	Target / Measure Utilized	Actual %	Outcome
Demonstrate an understanding of accounting procedures and financial statements related to health care financial management/  Assignment: calculate operating margin, days cash on hand, days in accounts receivable, long term debt to net assets ratio, fixed asset turnover ratio, age of plant	80% of the students will score 30 out of 40 points on this assignment.	96% of the students (28/29) received 30/40 points.	Exceeded
Describe how the budgetary planning process effects health are financial decision making/  Exam: explain the main difference between the fee-for service and capitation reimbursement methods and describe the primary distinction between prospective payment and retrospective payment.	80% of the students will score 30 out of 40 points on this assignment.	90% of the students (27/30) received 30/40 points.	Exceeded

Note: Using the same measure and target, outcome was not met in spring 2017

**HSMB 307: Health Care Facility Administration – AACU Written Communication Value**

Course SLO/ Measure Utilized	Target / Measure Utilized	Actual %	Outcome
Evaluate methods of strategic planning, decision-making, and evaluation in healthcare facility administration/  Short research paper discussing levels of care. Students will describe the various types of care (primary, secondary, tertiary), and provide an example for each.	80% of students will score at least 25 out of 35 possible points on the AACU VALUE Rubric for Written Communication.	86% of students scored 25 or higher out of possible 35 points.  Communication. 4 students failed to submit the assignment.	Exceeded

Note: Using the same measure and target outcome was not met in spring 2017

# HSMB 410: Senior Seminar – Written Communication and Critical Thinking Value AACU Rubrics

Course SLO/  
Measure Utilized:  
Final research paper

	Target	Actual %	Outcome
Integrate program knowledge and be able to problem solve current health care management issues and challenges through final research paper/	70% of students will score at least 15 or higher out of 20 possible points on the AACU Value Rubric for <u>Critical Thinking.</u>	88% of students scored 15 or higher out of 20 on the AACU Value Rubric for Critical Thinking. Two students failed to submit the final research paper; those students also failed the class.	Exceeded
13-15 page research paper in which students take a position on the issue using at least 8 scholarly sources.	80% of students will score at least 15 or higher out of 20 possible points on the AACU Value Rubric for <u>Written Communication</u>	85% of students scored at least 15 or higher out of 20 possible points on the AACU Value Rubric for Written Communication.	Exceeded

Note: Using the same measure and target outcome was not met in spring 2017

# HSMB Course Level Assessment “Problems” Identified – General & Recommendations

## Recommendations, Reflections, and Notes

- Lack of motivation
- Lack of research skills: analyzing, evaluating, and synthesizing sources
- Plagiarism issues
- Assess artifacts later in the semester
- Improvement evident – correlation unknown
- Continue to stress the importance of using support services

Data Driven Decisions  
How will the HSMB Program  
“Close the Loop”

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

- Given these findings, what will the department do differently?
- General categories:
  - Enhance teaching methods with Collaborative learning and utilizing AACU CT and WC rubrics to drive the grading/feedback/teaching methods (HSMB 301, 306, 307, 410) – measures exceeded and met
    - Increase target and modify the artifacts
  - Overall better quality student – a.) applied learning (integration between senior seminar and internship); b.) higher enrollment of professionals/non-traditional students
  - For courses being assessed using AACU Written Communication rubric – increase feedback, encourage writing lab use, and provide more resources to improve writing



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

- Potential resources used/identified:
  - Excellent faculty work but the program desperately needs another faculty member
  - Individual faculty time revising within all courses
  - Department faculty time spent making revisions to assessment artifacts – AACU rubrics
  - Use of Panopto video recording in BB to assess oral communication
  - Course specific simulation software used in HSMB 306 (funding from Fall 2016) –successful with positive student comments; faculty created artifacts and simulations for Spring and Fall 2017 to continue initiative– proven successful
  - Scholarly activities – research funding

# What changes to propose in the assessment process?

- Customize AACU rubrics with individualized PLO measures:
  - Consider changing the artifacts in order to better evaluate the AACU rubrics' criteria
- Revisit the mapping of new ISLOs with PLOs
- Assess HSMB 101; although not assessed, it is a first course in the sequence in which expectations and standards are set
- Utilize a survey or another tool to identify the variables that might be correlated with the assessment outcomes
  - Overachievers vs. underachievers
  - Bachelor of Science
  - Faculty (expectations, consistency)
- Consider increasing targets and include presentations to assess oral part of AACU Communication rubric
- Raise the target for those courses for which outcomes were exceeded