



Calendar-Year Program Report



Program Title: Health Care Management
Calendar Year: 2020

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COURSES AND OUTCOMES ASSESSED

ISLO #1: Communication – O,W

PSLO #1: Demonstrate effective oral and written communication skills

HSMB 307

HSMB 302

HSMB 410 (M)

ISLO #1: Communication – O,W

PSLO #8: Describe the framework in which healthcare services are produced . . .

HSMB 200

HSMB 310 (M)

ISLO #1: Communication – O,W

PSLO #11: Describe the role of organizational and human resource management . . .

HSMB 307

HSMB 410 (M)

ISLO #2: Critical Thinking – Problem Solving

PSLO #3: Analyze alternative management solutions in healthcare . . .

HSMB 307

HSMB 410 (M)

ISLO #2: Critical Thinking – Critical Analysis

PSLO #5: Compare and contrast governance, executive roles, marketing procedures . . .

HSMB 304

HSMB 305 (M)

ISLO #2: Critical Thinking – Critical Analysis

PSLO #7: Demonstrate an understanding of healthcare financial management

HSMB 306

HSMB 305 (M)

ISLO #2: Critical Thinking – Critical Analysis

PSLO #9: Analyze the origin, uses, and the maintenance of the various resources . . .

HSMB 305

HSMB 410 (M)

ISLO #2: Critical Thinking – Inquiry & Analysis

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

HSMB 302

HSMB 410 (M)

AGGREGATE REPORT

Assessment Results - AACU VALUE Rubric for ISLO 1 - PSLO 1						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
HSMB	307	1	1	Not Met	Fall	
HSMB	302	2	2	Exceeded	Spring	
HSMB	410(M)	2	2	Not Met/Exceeded	Spring/Fall	
Program Title Courses - Overall Findings for PSLO 1						
Total Sections Selected for Assessment				5		
Total Sections Assessed				5		
% Sections Meeting or Exceeding Target (of those assessed)				80%		
Recommendations, Reflections, and Notes:						
Appended.						

Assessment Results - AACU VALUE Rubric for ISLO 1 – PSLO 8						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
HSMB	200	1	1	Exceeded	Spring	
HSMB	310(M)	1	1	Met	Spring	
Program Title Courses - Overall Findings for PSLO 8						
Total Sections Selected for Assessment				2		
Total Sections Assessed				2		
% Sections Meeting or Exceeding Target (of those assessed)				100%		
Recommendations, Reflections, and Notes:						
Appended.						

Assessment Results - AACU VALUE Rubric for ISLO 1 - PSLO 11						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
HSMB	307	1	1	Not Met	Fall	
HSMB	410(M)	2	2	Not Met/Exceeded	Spring/Fall	
Program Title Courses - Overall Findings for PSLO 11						
Total Sections Selected for Assessment					3	
Total Sections Assessed					3	
% Sections Meeting or Exceeding Target (of those assessed)					66.6%	
Recommendations, Reflections, and Notes:						
Appended.						

Assessment Results - AACU VALUE Rubric for ISLO 2 – PSLO 3						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
HSMB	307	1	1	Not Met	Fall	
HSMB	410(M)	2	2	Not Met/Exceeded	Spring/Fall	
Program Title Courses - Overall Findings for PSLO 3						
Total Sections Selected for Assessment					3	
Total Sections Assessed					3	
% Sections Meeting or Exceeding Target (of those assessed)					66.6%	
Recommendations, Reflections, and Notes:						
Appended.						

Assessment Results - AACU VALUE Rubric for ISLO 2 - PSLO 5						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
HSMB	304	3	3	2 Exceeded/ 1 not met	Spring/Fall	
HSMB	305(M)	1	1	Exceeded	Spring	
Program Title Courses - Overall Findings for PSLO 5						
Total Sections Selected for Assessment				4		
Total Sections Assessed				4		
% Sections Meeting or Exceeding Target (of those assessed)				75%		
Recommendations, Reflections, and Notes:						
Appended.						

Assessment Results - AACU VALUE Rubric for ISLO 2 – PSLO 7						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
HSMB	306	2	2	Met	Spring/Fall	
HSMB	305(M)	1	1	Exceeded	Spring	
Program Title Courses - Overall Findings for PSLO 4						
Total Sections Selected for Assessment				3		
Total Sections Assessed				3		
% Sections Meeting or Exceeding Target (of those assessed)				100%		
Recommendations, Reflections, and Notes:						
Appended.						

Assessment Results - AACU VALUE Rubric for ISLO 2 - PSLO 9						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
HSMB	305	1	1	Exceeded	Spring	
HSMB	410(M)	2	2	Not Met/Exceeded	Spring/Fall	
Program Title Courses - Overall Findings for PSLO 9						
Total Sections Selected for Assessment					3	
Total Sections Assessed					3	
% Sections Meeting or Exceeding Target (of those assessed)					66.6%	
Recommendations, Reflections, and Notes:						
Appended.						

Assessment Results - AACU VALUE Rubric for ISLO 2 – PSLO 12						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
HSMB	302	2	2	Exceeded	Spring	
HSMB	410(M)	2	2	Not Met/Exceeded	Spring/Fall	
Program Title Courses - Overall Findings for PSLO 12						
Total Sections Selected for Assessment					4	
Total Sections Assessed					4	
% Sections Meeting or Exceeding Target (of those assessed)					75%	
Recommendations, Reflections, and Notes:						
Appended.						

DISCUSSION OF RESULTS

Directions: This portion of the document is designed to provide context for results, to discuss individual instructors' input on whether or not the methods they are using are effective.

Some questions to consider: is the assessment process for the outcome you're assessing sufficiently robust?

Are enough sections of the course being assessed to represent an accurate portrayal of program success?

If the targets have been met, might they be raised in the future?

If targets are consistently exceeded, might the assignment be made more demanding to challenge students effectively?

DATA-DRIVEN DECISIONS

Directions: What will you change as a result of the data?

If targets are not met: best practices suggest we make changes to course content, rubrics, or the assessment process, and spend the next cycle year reviewing the courses for which we didn't meet targets *in addition to* the PSLOs up for that cycle year. If there are problems, we want to catch them quickly. So, if targets are not met, what will be changed, and what is the timeline for addressing the issue?

If targets are met: Many people are under the impression that as long as targets are met, then there is no need to make changes. As evidenced in the directions in the previous section, we can still make changes. Perhaps a new target would be appropriate? Perhaps the assignment should be more challenging for students? Perhaps a more robust measurement of the PSLO or ISLO could be made?

RESOURCE ALLOCATION REQUESTS

RESOURCE ALLOCATION REQUEST FORM

Guidelines for Request:

1. Please ensure the request is linked to learning outcomes (course, program, and/or institutional)
2. Complete this form and send it to your academic dean for review and potential consideration at Provost's Cabinet.

PROPOSAL INFORMATION:

Applicant's Name: _____

Program Title: _____

- a. Please describe the request (what is the problem that the request is trying to solve?)
- b. Describe and or list the resource(s) you hope to acquire as a result of this request. (For instance, are you looking for course materials, additional instructors, etc.? What is the problem that this request is trying to solve?)
- c. How is the request linked to learning outcomes assessment?
- d. Please include any data that will help support this request (learning outcomes data)
- e. Describe briefly your follow-up assessment (currently we assess on a three-year cycle, but learning outcomes that are addressed with resource allocation should be assessed again as soon as possible to determine the viability and sustainability of resource allocation)
- f. Please include any alternative sources of funding you have considered for this initiative (grants, different pools of money on campus, etc.)
- g. Approximately how many students do you anticipate will be served by this request each Academic year?

h. Total Amount Requested: _____

SUGGESTIONS FOR IMPROVING THE ASSESSMENT PROCESS

Directions: some proposed areas of improvement might include: collection of data, distribution of data, what kinds of data is included/omitted, timelines, when or how work is completed, delegation of responsibilities, etc.

APPENDIX A: QUALITATIVE AND CONTEXTUAL INFORMATION FROM TASKSTREAM

HSMB 307

Recommendations: For this type of assignment, I would recommend leaving the measure the same (33 out of 40) because it is not a difficult assignment to write. The writing at this level should match that level of scoring requirement.

Reflections/Notes: It is very disappointing to find the level of writing to be at the milestone level for many students (11 students). By week 7, the students should have had a chance to improve their writing because an extensive feedback is provided on each assignment leading up to week 7 assignment. I will discuss this issue with the program faculty to see what others are doing to help the students improve their writing.

HSMB 302

Recommendations: The Final Research Assignment was revised to better meet the learning outcomes associated with the class. The 2018/2019 academic year was the first year that the newly revised assignment was utilized, and it appears to be an effective assessment measure for the intended content and outcomes. The 2019/2020 academic year is only our second year utilizing this measure. No revisions to the process recommended at this time.

Reflections/Notes: The Spring semester of 2020 was the semester that involved the COVID-19 Pandemic, and imposed a significant burden on the students and their families. Many of the students in the HSMB302 class are mid-career professionals in the health care field. It is amazing that all 51 students completed the research paper assignment. It is a testament to the abilities of our students that they exceeded our goals for this assessment measure in this particularly challenging semester.

HSMB 410

Spring:

Recommendations: Break the final research paper into assignments that will be graded and feedback provided throughout the semester, so that students can build on it at the end and make it the best paper possible. I changed the target from 75% of the students will score 80% to 80% of students will score 85% this academic year. Perhaps, that was an ambitious goal.

Reflections/Notes: Leave the targets as they are currently. I want students to do better and strive for better. Provide more feedback on the assignments leading up to the final paper. This pandemic certainly had an effect on the students and they did the best that they could under the circumstances.

Fall:

Recommendations: The findings are not surprising. This a Senior Seminar, culminating experience course and the report findings are to be expected. The students are well aware of the expectations and have had plenty of writing and critical thinking assignments leading up to the senior seminar course including the assignments that are divided up into three sections of the research paper in the form of weekly assignments to help the students craft the final research paper.

Reflections/Notes: Continue to use the sectioned assignments to lead up to the final research paper.

HSMB 200

Recommendations: Ensure students are able to and do purchase the textbook; follow assignment timelines and demonstrate comprehension of the subject matter.

Reflections/Notes: Pattern of no activity in students without textbook(s).

HSMB 310

Reflections/Notes: Due to the challenges during the COVID pandemic, the impact to students that work at the frontlines, care for family or facing illness themselves caused reduction in depth and breadth of the quality of answers related to this assessment. Otherwise, the measure would have been exceeded.

HSMB 304

Results :	Target Achievement: Not Met
Recommendations:	<ol style="list-style-type: none">1) Evaluate future learning activities for clear guidelines and instructions about how to conduct an analysis of a specific issue2) Develop questions to cue the analysis process steps in discussions/assignments that focus on critical thinking competencies3) Embed analysis/critical thinking tasks into learning activities in lower level HSMB courses
Reflections/Notes:	<p>The assessment was based on the final discussion in the class. Students were asked to research information on various viewpoints on the value that Accountable Care Organizations (ACOs) have in the current health care system and analyze these perspectives. Based upon this analysis they were to develop and present their own position and formulate a conclusion about the potential impacts of ACOs in the future.</p> <p>In general, students were able to explain the purpose, structure and functions of ACOs and examine multiple viewpoints about their value as well as discuss this within the contexts of cost, access and quality. However, expert viewpoints that were identified generally reflected a single perspective (supporting ACOs) and this was not consistently questioned or evaluated. Student positions were based on a consideration of one or multiple perspectives but they generally reflected the same point of view. Conclusions were also tied to similar viewpoints and in general opposing perspectives were not identified or evaluated sufficiently. Overall, developed conclusions considered some ACO impacts for the future but these were limited in scope. Instructor impression- most students were not familiar with how to conduct an analysis of a specific issue.</p>