



Outcomes Assessment Plan

Institution	State University of New York at Canton
Academic Business Unit	School of Business and Liberal Arts
Date	1 October 2016

Directions

Section II (Student Learning Assessment) of the outcomes assessment plan must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) intended student learning outcomes, (iii) intended operational outcomes, and (iv) assessment instruments.

If the academic business unit does not offer programs at a particular degree level (e.g., associate-level programs, doctoral-level programs, etc.), then delete those sections from the outcomes assessment plan.

In the rows of the student learning assessment tables in which the academic business unit identifies the Key Learning Outcomes (as specified by the IACBE) to which its own intended student learning outcomes are linked, if a particular intended learning outcome is not linked to any of the Key Learning Outcomes but is instead an additional content- or skills-related outcome, please simply enter 'Additional Outcome' in the relevant space.

Italicized entries in the template represent areas where the academic business unit should insert its own assessment information.

A comprehensive example of a complete outcomes assessment plan that meets the IACBE's expectations and requirements for assessing the quality of an academic business unit's programs and operations is available upon request from IACBE headquarters at: iacbe@iacbe.org.

Please be sure to delete these directions before submitting your assessment plan to the IACBE.

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OUTCOMES ASSESSMENT PLAN
State University of New York at Canton
School of Business and Liberal Arts

Section I: Mission and Broad-Based Goals

Mission Statement

Mission of the <i>Name of your Academic Business Unit</i>:
The School of Business is committed to providing students learning experiences which foster individual growth and prepare them for success in the workplace, in life, and which promote social responsibility in campus, regional, national, and global communities

Broad-Based Goals

Broad-Based Student Learning Goals:
1. Demonstrate knowledge and the ability to apply professional, industry and ethical standards through the development of skills and knowledge consistent in professional practice within the respective discipline.
2. Demonstrates the ability to interpret, apply, analyze, identify, distinguish and evaluate the assumptions, methodology and/or evidence of concepts, constructs and theory to provide a valid response, conclusion or recommendation.
3. Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, viewpoints, and conclusions both orally and/or in writing.

Broad-Based Operational Goals:
1. The School of Business will provide a place to foster intellectual curiosity by cultivating and encouraging inquiry with active reflection, seriousness of purpose, critical thinking, and academic honesty, all to promote life-long learning.
2. The School of Business will encourage autonomy by approaching learning with responsibility, independence, and a sense of purpose to take initiative and be accountable.
3. The School of Business will encourage citizenship by instilling a sense of respect, and fairness promoting both civil discourse and ethical practices that lead to civic engagement, sustainable practices, and improvement of the human condition.
4. The School of Business will enhance collaboration by building a culture of cooperation and teamwork to exchange ideas and develop leadership skills through effective communication and group efforts.

Section II: Student Learning Assessment
BACHELOR'S-LEVEL PROGRAMS

Student Learning Assessment for (BS in Healthcare Management)
Program Intended Student Learning Outcomes (Program SLOs)

<p>1. <i>Program Learning Outcome 1 - Analyze alternative management solutions in healthcare related problems and challenges (critical thinking)</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>	
<p>2. <i>Program Learning Outcome 2- Describe the framework in which healthcare services are produced, coordinated, consumed, and reimbursed (foundational knowledge)</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 4, 5</p>	
<p>3. <i>Program Learning Outcome 3- Demonstrate knowledge of strategic planning and decision making in the healthcare organizations (critical thinking)</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 6</p>	
<p>4. <i>Program Learning Outcome 4- Describe the role of organizational and human resource management in the healthcare field (social responsibility)</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4</p>	
<p>5. <i>Program Learning Outcome 5- Compare and contrast theories and practices of ethics and professionalism in the healthcare setting (social responsibility)</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 6</p>	
<p>6. <i>Program Learning Outcome 6 - Discuss how global health issues affect the U.S. healthcare system (communication)</i></p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 6</p>	
<p>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</p>	<p>Performance Objectives (Targets/Criteria) for Direct Measures:</p>
<p>1. <i>Direct Measure 1 - Culminating Research Paper (HSMB 410 Senior Seminar)</i></p> <p>Program ISLOs Assessed by this Measure: 1 - 6</p>	<p><i>Objective (Target/Criterion) for Direct Measure 1 - 70% of students will score at least 10 out of 20 possible points on the AACU VALUE Rubric for Critical Thinking and Communication for the assessed program ISLOs.</i></p>
<p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</p>	<p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p>
<p>1. <i>Indirect Measure 1 - Exit interview survey</i></p> <p>Program ISLOs Assessed by this Measure: 1 - 6</p>	<p><i>Objective (Target/Criterion) for Indirect Measure 1 - Eighty percent of students will rate the understanding and attainment of knowledge of program SLOs at 75 percent or higher (self-reported).</i></p>

<p>2. <i>Indirect Measure 2 - Post graduation Survey</i></p> <p>Program ISLOs Assessed by this Measure: 1 - 6</p>	<p><i>Objective (Target/Criterion) for Indirect Measure 2 - From the set of graduates who answer “yes” to the question that their current jobs are related to their SUNY Canton degree, 75 percent will answer yes to the question: Do the skills required to do this job match the skills you learned at SUNY Canton?</i></p> <p>Data collected by the Institutional Research Office of Healthcare Management graduates.</p>
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Learning Assessment results for Healthcare Management

Summary of results from implementing Direct Measures of Student Learning:

1. Students achieved a result of 100% of students scored at least 15 out of 20 possible points on the AACU Value rubric for Critical Thinking in Fall 2017, and 83% of students scored at least 15 out of 20 possible points on the AACU Value rubric for Critical Thinking in Spring 2018 semester.
2. Students achieved a result of 93% of students scored at least 15 out of 20 possible points on AACU Value rubric for Written Communication in Fall 2017, and 93% of students scored at least 15 out of 20 possible points on AACU Value rubric for Written Communication in Spring 2018 semester.

Summary of results from implementing Indirect Measures of Student Learning:

- Indirect Measure 1 - Exit interview survey*
1. The program achieved a result of 91% percent of students who rated the understanding and attainment of knowledge of program learning outcomes at 91% in the exit survey administered in the Senior Seminar class in fall 2017. The survey is based on the 5 point Likert scale.
 2. The program achieved a result of 98% percent of students who rated the understanding and attainment of knowledge of program learning outcomes at 98% in the exit survey administered in the Senior Seminar class in spring 2018. The survey is based on the 5 point Likert scale.

- Indirect Measure 2 - Post graduation Survey*
1. 76.7% percent of graduates answered yes to the question: Do the skills required to do this job match the skills you learned at SUNY Canton?

Summary of achievement of intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures		
Healthcare Management ISLOs	<i>Direct Measure 1</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>
	Performance target was	Performance target was	Performance target was
1. Program Learning Outcome 1	Met	Met	Met
2. Program Learning Outcome 2	Met	Met	Met
3. Program Learning Outcome 3	Met	Met	Met
4. Program Learning Outcome 4	Met	Met	Met
5. Program Learning Outcome 5	Met	Met	Met
6. Program Learning Outcome 6	Met	Met	Met

Narrative and proposed course of action for improvement in learning outcomes for which performance targets were barely met/revisions to the targets for the program learning outcomes for which performance targets were met:

1. Course of action 1

Direct Measure 1 utilizes the final/culminating research paper. Although the findings indicate that the target of 70% of students scoring at least 10 out of 20 possible points on the AACU VALUE Rubric for Critical Thinking and Communication was met, the systems approach thinking is not widely applied by the students. Additionally, 10 out of 20 total points represents the lower benchmark on the AACU Value rubric. Therefore, 15 out of 20 points was actually utilized for the AACU rubrics' assessment of critical thinking and communication. Although students may not achieve the capstone level (20 out of 20), it is realistic to expect students to reach milestone 2 (15 out of 20) at a minimum. This notion is supported by the fact that leading up to the final research project in HSMB 410 Senior Seminar course, students are expected to achieve milestones in critical thinking and written communication in healthcare management courses utilized for the assessment of program intended student learning outcomes. It is worth noting that prior to the reporting of the results for this self-study, faculty utilized AACU rubric for the institutional assessment of the program learning outcomes for one academic year. We anticipate faculty to continue to revise/add to the AACU rubrics because they are by no means perfect/do not represent one size fits all scenario.

Indirect measure 1 & 2 consist of HSMB 410 self-reported exit surveys and a Post Graduation Survey (graduates indicate their satisfaction with meeting the program learning objectives in both surveys among other questions). The results indicate that we are meeting the expectations, i.e. that students are either satisfied or somewhat satisfied with the program learning objectives being met at the end of the program and post graduation. However, out of 11 program learning outcomes, less satisfaction was reported for three program learning outcomes: (1) ability to compare and contrast theories and practices of ethics and professionalism in the healthcare setting; (2) ability to compare and contrast executive roles, marketing procedures, and value in managed care organizations; and (3) ability to describe the framework in which healthcare services are produced, coordinated, consumed, and reimbursed.

Based on these results, we will closely look at the learning outcomes tied to the course level students' learning outcomes and find the gaps that need to be filled/corrected. This goes back to systems thinking approach that is lacking; an issue that will be addressed in HSMB 304 US Healthcare System course (pre-requisite for the all the upper level healthcare management courses). Additionally, we will seek funding to reinstate the healthcare finance simulation (funding was only received in spring 2017); this was a beneficial tool that allowed students to apply the concepts. We received positive feedback from students who utilized the simulation. When faculty met in January 2018 to discuss the assessment findings from spring 17 and fall, we found that students lacked quantitative skills to meet the above mentioned program learning outcomes. A proposed course of action, that is going to be implemented in the academic year 18-19, is (1) deletion of Survey of Math course that is replaced with the Statistics course requirement, and (2) replacement of Macroeconomics with the Microeconomics. This change will ensure that students are better prepared for the Economics of Healthcare, Healthcare Finance, Managed Care, and Senior Seminar courses to better meet the program learning outcomes in each course.

Another proposed course of action for the academic year 18-19 is related to the scholarly activities and students' ability to present their research done in HSMB 410 Senior Seminar class. This will allow the faculty to closely monitor the progress of students' writing providing feedback on more than one occasion and encourage students to expand on their research, thus allowing them to provide greater depth and breadth in their projects.

Lastly, after receiving feedback from the Advisory Board, some program level changes will be proposed in AY 18-19. Those are: (1) developing several new courses/program electives to make sure the students are prepared for the rapidly changing healthcare environment: Health Information Technology, Comparative Global Health, Healthcare Policy, and Healthcare Compliance; (2) continue to explore new ways to connect with online students; this is crucial for not only retention but also for promotion and a positive word of mouth; (3) adjust the number of required credits in the program and eliminate unnecessary GERS.