Calendar-Year Program Report

Program Title: Health Care Management
Calendar Year: 2021

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AGGREGATE REPORT

Assessment Results - AACU VALUE Rubric for ISLO 4: SR – Ethical Reasoning
PSLO 2

Subject	Course	Sections Participating	Total Measures	Outcome	Semester
HSMB	305	1	1	0% Met	Spring
HSMB	305	1	1	100% Met	Fall
HSMB	302	1	1	100% Exceeded	Spring
HSMB	302	1	1	100% Exceeded	Fall
HSMB	410 (M)	1	1	100% Exceeded	Fall
Program Title Courses - Overall Findings for PSLO 2					
Total Sections Selected for Assessment			5		
Total Measures Assessed			5		
% Sections Meeting or Exceeding Target (of those assessed)			80%		
Recommendations, Reflections, and Notes:					
Appended.					

Assessment Results - AACU VALUE Rubric for ISLO 4: SR – Global Learning
PSLO 6

Subject	Course	Sections Participating	Total Measures	Outcome	Semester
HSMB	301	1	1	100% Not Met	Spring
HSMB	301	1	1	100% Met	Fall
HSMB	410 (M)	2	2	100% Exceeded	Spring
HSMB	410 (M)	1	1	100% Not Met	Fall
Program Title Courses - Overall Findings for PSLO 6					
Total Sections Selected for Assessment			5		
Total Measures Assessed			5		
% Sections Meeting or Exceeding Target (of those assessed)			100%		
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?

HSMB 305 – Spring

Recommendations: Encourage students to READ the textbook, research topic, and provide a discussion forum that meets the requirements for this class.

Reflections/Notes: Tough semester with participation, engagement and follow-thru.

HSMB 305 – Fall

Recommendations: No recommendations at this time.

Reflections/Notes: 4 Students did not complete the discussion board assignment out of 28 students. Many students were marked off for a late initial discussion board submission and / or a lack of references on all discussion board posts vs. the material content.
The Discussion Board Course Rubric was used as the evaluation tool

HSMB 302 – Spring

Recommendations: Increase the target from 70% to 80%.

Reflections/Notes: I believe that the students are capable of scoring higher. They have great ethical self-awareness and ethical reasoning, especially those who work in the healthcare field already. They understand ethical issues they face and the concepts. One of the things that we need to include and discuss in 302 for the future is the various ethical theories and their application, and the steps one takes to make ethical decisions.

HSMB 302 – Fall

Recommendations: Keep the measure and the target

Reflections/Notes: This is a new artifact, revised since the last time Social Responsibility was assessed.

HSMB 410 – Spring

Recommendations: Raise the target from 80% to 85%. The students are clearly capable of the analyzing the global issues and how those issues affect the populations health worldwide.

Reflections/Notes: Many students submitted excellent work and discussed uncommon non-communicable diseases that were shared with the class.

HSMB 410 – Fall

Recommendations: Lower the percentage to 85% for the measure. So, 80% of the students will score 85% or better on the AACU Global Learning rubric for this artifact.

Reflections/Notes: Some students didn't respond to their peers which lowered the overall percentage. Encourage participation and engagement.

HSMB 301 – Spring

Recommendations: Add course learning activities focused on the development of more in-depth public health policy action steps to address problems on a collective level with an added focus on individual responsibility for implementing solutions to public health problems.

Reflections/Notes: 22% of students (11) were able to demonstrate capstone learning in their discussion participation.

Most students were able to successfully identify PH tools used to address the public health problem under consideration, explain how these tools were used in their communities and identify barriers to such use. However the ability to apply this understanding through the development of action steps that addressed these barriers on both individual and collective levels could have been more evident in the discussion submissions of approximately 15 students (30% of class)

HSMB 301 – Fall

Recommendations: Discussion questions contain cues for students as to what important analysis points should underscore their critical consideration of the issue,.

Students will be reminded to return to source materials to refresh their understanding of the key components that should be included in their discussion responses.

Remind students that all discussion questions must be addressed when completing the discussion activity. Many students who scored lower than 85% omitted one or two parts of the discussion.

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

<u>Guidelines for Request:</u>
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