



PhD Program in Health Care Ethics
Annual Program Assessment Report
2019-2020

I. STUDENT LEARNING OUTCOMES, ASSESSMENT METHODS AND RESULTS

Program Learning Outcome 1: Demonstrate a broad knowledge of the foundational disciplines, methods, topics and issues in health care ethics required for scholarly analysis of issues in the field.

2019-2020 Relevant Assessment Methods:

- (1) Student performance in courses: HCE 6010, HCE 6020, HCE 6140 (percentage out of 29 total student courses)

	Remember and Understand	Apply and Analyze	Demeanor and Respectfulness
Meets standards	79%	66%	97%
Approaches standards	21%	34%	3%
Fails Standards	0%	0%	0%

- (2) Student performance on written comprehensive exams: (percentage out of 6 students sitting oral exam)

	Remember and Understand	Apply and Analyze	Demeanor and Respectfulness
Meets standards	100%	100%	100%
Approaches standards	0%	0%	0%
Fails Standards	0%	0%	0%

Program Learning Outcome 2: Demonstrate a proficiency in formulating original, normative arguments on topics related to health care ethics.

2019-2020 Relevant Assessment Methods:

- (1) Student performance on final normative research paper in courses: HCE 6010, HCE 6020, HCE 6310, HCE 6140, HCE 6300/PHIL 6300 (percentage out of 40 total student papers)

	Problem and Significance	Development of Argument	Integration of Literature	Writing Style and Form
Meets standards	88%	80%	88%	90%
Approaches standards	12%	20%	12%	10%
Fails Standards	0%	0%	0%	0%

- (2) Student performance on written comprehensive exams: (percentage out of 5 students sitting written exam)

	Problem and Significance	Development of Argument	Integration of Literature	Writing Style and Form
Meets standards	100%	100%	100%	100%
Approaches standards	0%	0%	0%	0%
Fails Standards	0%	0%	0%	0%

Program Learning Outcome 3: Demonstrate a proficiency in applying interdisciplinary theoretical approaches to answer ethical questions in real-life health care contexts.

2019-2020 Relevant Assessment Methods:

- (2) Performance in HCE 6013: Practicum, Final Applied Project:

“The final applied project in the PhD practicum is a practical educational, policy or research project originating out of the student’s field experiences aimed at improving the ethical practice of medicine.”

-100% (4/4) students demonstrated proficiency

Program Learning Outcome 4: Demonstrate the ability to conceptualize, develop and bring to successful completion an original, sustained and coherent independent research project that contributes to the field (i.e. the dissertation).

2019-2020 Relevant Assessment Methods:

- (1) Written Dissertation and Dissertation Defense:

-Three (3) students submitted their final dissertation and defended their dissertation in 2019-2020.

- Three out of three (100%) of these students passed both their written dissertation and their dissertation defense (two with distinction) demonstrating proficiency in this learning outcome.

Program Learning Outcome 5: Demonstrate an ability to generate appropriate job search materials (i.e. curriculum vitae, teaching portfolio, writing sample, etc.)

2019-2020 Relevant Assessment Methods:

(1) Job placement rates by job-seeking students and graduates:

-Three students graduated in 2019-2020 and all three obtained a full-time bioethics-related jobs upon or prior to graduation.

-In addition, three students obtained a full-time bioethics-related jobs while still being a PhD(c).

II. FINDINGS AND CLOSING THE LOOP: CURRENT ASSESSMENT

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The 2019-2020 PhD Program Assessment Report was presented to the Health Care Ethics faculty at the annual faculty retreat in mid-August 2020. We spent approximately 1 hour discussing results and possible revisions of the academic program.

B. How specifically have you decided to use these findings to improve teaching and learning in your program?

Overall, the faculty were very pleased with the assessment results, as they indicate that the vast majority of our students are meeting or exceeding our student learning goals. We identified a potential area of improvement, though, in SLO4 (e.g. the dissertation), as it seems students are often stalling out in their progress during the early development phases of the dissertation. Thus, the faculty has decided to be more stringent about the prospectus requirements and the timeline expectations of those requirements, and we will be covering the prospectus, as a unique product, in our professional development seminars. We will continue monitoring our students' prospecti and consider whether we need to include the written prospectus as another assessment method in SLO4.

III. FINDINGS AND CLOSING THE LOOP: PREVIOUS ASSESSMENTS

A. What is at least one change your program has implemented in recent years as a result of assessment data?

Previous assessment data showed that while students were generally meeting or approaching expectations of SLO3 (i.e. applying interdisciplinary theory to real-life ethical issues), we were finding that students felt rushed through their 1-semester practicum experience and their practicum projects sometimes suffered as a result. Thus, we made the PhD practicum into an extended, 3-semester course (one credit hour per semester) which allows for students to have more time to reflect on and plan for their practicum experiences, resulting in a more satisfying and robust practicum project.

B. How has this change/have these changes been assessed?

Through the quality of the final practicum project, as well as the student course evaluations of the PhD practicum.

C. What were the findings of the assessment?

The quality of the PhD practicum projects since making this change has risen moderately and course evaluations for the PhD practicum are high.

D. How do you plan to (continue to) use this information moving forward?

We will continue to monitor the quality of student work in the practicum, as well as their experience and perception of the value of the practicum course.