

Program-Level Assessment: Annual Report

Program: BS-Health Management

Department: Undergraduate Public Health Programs

Degree or Certificate Level: BS

College/School: CPHSJ

Date (Month/Year): December 2020

Primary Assessment Contact: Lauren Arnold

In what year was the data upon which this report is based collected? 2019-2020 Academic Year

In what year was the program's assessment plan most recently reviewed/updated? 2019

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

This assessment cycle, the following PLOs were assessed:

- LO1:** Describe the impact of social, cultural, economic, financial and political factors on health care organizations.
- LO2:** Understand and explain the application of relevant information technology, including databases, in health care.
- LO3:** Understand the importance of and demonstrate the ability to work with and at times motivate others to achieve organizational goals.
- LO4:** Apply the principles and core functions of management and decision theory.
- LO5:** Based on audience characteristics develop, organize and express ideas and information clearly.

*Note: This was the first year these PLOs were used for the major.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Direct Assessment: As PLO1 has multiple parts, the "financial" piece of PLO1 was assessed using data from HMP4200. This class is taught in St. Louis only; it was offered in-person in Fall 2019 and (the first part of) Spring 2020 but was moved online in March 2020 when the University closed to in-person classes. Originally, it was intended that data from HMP1300 (social, political, economic, cultural pieces of the PLO at the introductory level) and HMP4500 in the spring 2020 semester would be used in program assessment. However, following the University closure and move to online classes in March 2020 as a result of the COVID-19 pandemic, syllabi were revised to accommodate uncertainty and a quick change in course modality. Thus, data from HMP1300 and HMP4500 were not received.

Indirect assessment: The graduation exit survey was used to assess student perceptions on PLO1-5 achievement.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

HMP4200: As exams are the only method of individual assessment in HMP4200, the instructor identified exam questions that mapped to the "financial" piece of PLO1 and reported the percentage of students that answered the questions correctly. Questions asked students to understand the impact of financial factors in healthcare by calculating different financial outcomes for given scenarios.

Graduate Exit Survey: The graduation exit survey asks students to rate their perceived achievement of LOs 1-4 on a scale of 1 (very uncomfortable) to 5 (very comfortable). Our goal was that 80% of students would report achievement at a level of 4.0 or higher (comfortable/very comfortable).

Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Direct Assessment: Findings from HMP4200 indicated that $\geq 86\%$ of students answered the midterm/final scenario-based exam questions that mapped to PLO1 correctly. This indicates solid achievement of the “financial” aspect of PLO1 in this course.

Graduation exit survey results: As seen last year, upon reflecting on their BS-Health Management experience, the majority of graduating seniors who responded to the exit survey reported that they agreed/strongly agreed that they felt comfortable with achievement of all program LOs. Student rated achievement on a 5-point scale as follows: 5 = Very comfortable; 4 = Somewhat comfortable; 3 = Neither comfortable nor uncomfortable; 2 = Somewhat uncomfortable; 1 = Very uncomfortable. With a maximum score of “5”, the average score and percentage of students reporting “very comfortable” or “somewhat comfortable” for each LO is below:

- LO1 = 4.7, 100% very/somewhat comfortable
- LO2 = 4.7, 94% very/somewhat comfortable
- LO3 = 4.8, 94% very/somewhat comfortable
- LO4 = 4.4, 82% very/somewhat comfortable
- LO5 = 4.8, 94% very/somewhat comfortable

We met our goal of $\geq 80\%$ or more of students indicating they were “somewhat/very comfortable” with achievement of each PLO upon graduation. Although only 82% of students indicated this level of comfort for LO4, it is important to note that these students actually completed the major under the old set of PLOs and thus their courses were not designed to address the new PLOs implemented this year. Although an indirect method of assessment, it is valuable to see that graduating seniors have confidence in their abilities and that their perceptions are generally consistent with the direct measures reported above.

4. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

As stated above, it is difficult to interpret graduation exist survey findings because the graduating seniors (who provided exit survey data) actually completed the major under the previous set of PLOs; thus their courses were not designed to address the new PLOs implemented this year. Despite this, findings indicate that the current PLOs map well to the old ones; the difference is that the revised PLOs are more condensed (reduced from 9 in the prior version).

The findings from HMP4200 indicate that students have a solid achievement of the financial piece of PLO1.

5. Closing the Loop: Dissemination and Use of Current Assessment Findings

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

The Undergraduate Public Health Steering Committee discussed assessment at the first meeting of the 2020-21 academic year. Although this report was not complete at that time, preliminary discussion informed selection of PLOs for assessment in the 2020-21 academic year. Like other University Assessment Reports, this report will be posted on the UGPH Googlesite, accessible by faculty and students.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

Because the COVID-19 pandemic affected our ability to collect assessment data, no actions are being taken based on the findings.

One curricular change was made as a result of overall curriculum review with respect to changing focus of and market demands in the field. Up through the 2019-2020 year, HMP2100-Business Sectors in Health Care. A review of syllabi and course descriptions found that as the major evolved over the years, the content from HMP2100 was largely being covered throughout other courses. Thus, HMP2100 was not adding substantially to the major and preparation of students for post-graduation placement, whether the workforce or graduate school. At the same time, the health management field has been placing increasing importance on population health. Thus, to better meet prepare students for the current trajectory of the field, a new course – HMP230: Population Health Management – was created. The development of this course was led by the HMP Department Chair, in consultation with the Program Director, who has expertise in population health. The course will be required in the major beginning in Fall 2020. Any student who previously took HMP2100 will be welcome to take HMP2300; any student on the old curriculum will take HMP2300 in place of HMP2100, as HMP2100 will no longer be taught.

If no changes are being made, please explain why.

See above re: pandemic impact

6. Closing the Loop: Review of Previous Assessment Findings and Changes

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

In 2018-2019, BST3100 and EPI4000 were included as required major courses in recognition of the importance of these skills to the field of health management.

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

These changes have not yet been assessed. It was realized this academic year (2019-2020) that these courses do not map (well) to the new PLOs.

C. What were the findings of the assessment?

The realization that a population health PLO is needed to map to BST1300 and EPI4000, in combination with the current revision to required HMP2300: Population Health Management, led to plans to draft and approve a PLO that relates to population health in the 2020-21 academic year.

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

Once a PLO is drafted and approved by Undergraduate Public Health Programs Steering Committee, it will be assessed.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.