

PhD Program in Health Care Ethics
Annual Program Assessment Report
2020-2021

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

2020-2021 Relevant Assessment Methods:

(1) Student performance on final normative research paper in courses: HCE6070, HCE6130, HCE6030, HCE6980 (percentage out of 84 student papers)

(2) Student performance on written comprehensive exams: (percentage out of 0 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

2020-2021 Relevant Assessment Methods:

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

Previous assessment data (as well as this year's data) showed that students sometimes struggled with the "development of argument" criteria under PLO #2 "demonstrate a proficiency in formulating original, normative arguments on topics related to health care ethics". The graduate faculty hypothesized that this may be because some PhD students lack concentrated study in a primary discipline (philosophy, theology, social sciences, law, etc.) via a Masters degree in one of these fields, and thus struggle to deploy disciplinespecific methodologies toward the goal of original normative bioethics arguments. Thus, the curriculum "elective" categories were changed from requiring 12 credit hours of any elective course, to requiring 12 credit hours in each of two elective categories: "Disciplinary Lens" (which requires concentrated coursework in a primary disciplinary methodology), and "Bioethics Content", which covers other methodological content related to bioethics. Students with a MA degree may count up to 12 hours total as advanced standing toward these requirements.

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

They will be assessed using the normative paper and written comprehensive exam assessments