Program-Level Assessment: Annual Report

Program Name (no acronyms): **Health Sciences**   Department: **Clinical Health Sciences**

Degree or Certificate Level: **B.S.**   College/School: **Doisy College of Health Sciences**

Date (Month/Year): **August 2023**

Program Learning Outcome (PLO) #1
Students will communicate effectively to express issues in healthcare.
Program Learning Outcome (PLO) #2
Students will implement healthcare management tools to utilize project management techniques.
Program Learning Outcome (PLO) #3
Students will demonstrate effective team skills when collaborating on healthcare projects.
Program Learning Outcome (PLO) #4
Students will Principle describe
nd if they are from program
offered a) online b) at the Madrid

PLO # 2 – Students will implement healthcare management tools to utilize project management techniques.
HSCI 2100 Healthcare Management: Team Project Charter
To assess PLO #2, HSCI 2100 Healthcare Management students in Spring 2023 completed a Project
Management tool called a

HSCI 2100 Healthcare Management is only offered in person and on the Saint Louis campus. Students in this course include Health Sciences, Health Sciences – Health Information Management Concentration, Nuclear Medicine Technology, Magnetic Resonance Imaging, and Radiation Therapy majors.

There were 98 students enrolled in the course. The students were placed into 24 teams. Each team was comprised of between 1 and 5 students. Working as a team, the students prepared a Project Charter for their team project. To do this, the teams devised the project title, a description of their team project, the project objectives, the scope of the project, the project deliverables, a Gantt Chart, a team communication plan, the team member roles, responsibilities of the team members, project assumptions, risks, and limitations.

HSCI 4700 Quality Management Performance Improvement

4. 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)?

PLO # 2 – Students will implement healthcare management tools to utilize project management techniques.

HSCI 2100 Healthcare Management: Team Project Charter

Each Project Charter developed by the 24 teams was assessed. 100% of the teams received a ranking of "Knowledge," indicating comprehension of how the Project Charter is prepared and utilized as a tool in project management.

HSCI 4700 Quality Management Performance Improvement

Each Gantt Chart assignment was assessed. Using the PLO assessment rubric, 81 students (96%) in the class received a "Synthesis" ranking, indicating an ability to evaluate how Gantt Charts are constructed and utilized as a project management tool. There were 3 students (4%) that received an "Application" ranking, indicating that they were at the level where they could only demonstrate the utilization of the Gantt chart as a project management tool but had not progressed to the level of evaluation. The course instructor

PLO #4 - Students will use research to defend conclusions related to healthcare issues.

HSCI 3700 Research Methods

The 22 teams across both sections' assignments were assessed based on the program learning outcomes. The peer reviews and team assessment received a ranking of "Knowledge/Comprehension," with 98% of teams indicating the ability to explain and justify their assessment of their peers and their team. 95% of teams received a ranking of "Synthesis/Evaluation," indicating the ability to draw conclusions and to defend these conclusions on the Progress Report, Final Research Proposal, and Oral Defense. 100% of teams received a "Knowledge/Comprehension" ranking, indicating comprehension of how the Team Contract

Sciences faculty determined the need to evaluate and potentially modify the assignment to increase the rigor and the PLO assessment rubric to enable a more granular analysis in future years.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**
   A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

   Discussions between the Health Sciences Program Director, the Health Information Management Concentration Program Director, and the Health Sciences faculty were had during the data collection and analysis of all PLOs and the associated data and interpretation. The Health Sciences faculty reviewed anti

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**

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

   > This set of artifacts was assessed last during the COVID-19 pandemic. These classes were 100% online, the level of communication seemed less than was needed, and the student-to-teacher ratio was high. The program was merging with another program, and the lack of faculty was being addressed. Because of these changes, it was decided not to implement new changes even though the assessment results were not on target.

   B. How has the change/have these changes identified in 7A been assessed?

   > These courses have returned to an in-person format, and with the addition of more faculty, the student-to-teacher ratio is lower. The artifacts in these courses were assessed using the same PLO assessment rubrics.

   C. What were the findings of the assessment?

   > Our findings are that the students performed at the desired target level when the course returned to the in-person format and with a lower student-to-teacher ratio.

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

   > The Health Sciences faculty have learned much about the differences between an online and in-person classroom and the value of team teaching. We will use this experience and knowledge to inform our plans and decisions to further develop these courses in the future.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

HSCI 2100 - Project Charter

Team Identification

Team Number _____

Team Member 1: _____ **Team Member 3:** _____

Team Member 2: _____ **Team Member 4:** _____

Team Member 5: _____

Project Title and Description

Project Title _____

Project Description

Project Objective
Describe the changes that will occur or what will be accomplished as a result of the project.

Scope of the Project
Define the boundaries of the project. This can include both what is "in scope" and what is "out of scope."

Project Deliverables
Describe what work products will be created or generated within the project's scope and as a result of the project. These can be both tangible and intangible. These can also be at the various phases of the project.

Gantt Chart*

Gantt Chart Template for Excel

*

Team Communication Plan
Describe the Team Communication Plan, including the elements: Day, time, and place for regular team meetings.

Preferred method of communication (e.g., email, cellphone, etc.).
Expected level of contact with other team members.

Roles and Responsibilities of Team Members

Describe the roles and responsibilities of project team members, followed by names and contact information for those filling the positions.

Sponsor*:* Provides overall direction on the project. Responsibilities include the approval of the project charter and plan; confirming the project's goals and objectives; keeping abreast of major project activities; making decisions on escalated issues; and assisting in resolving roadblocks.

Name	Role or position

Project Manager: Leads in the planning and development of the project; manages the project to scope. Responsibilities include: developing the project plan; identifying project deliverables; identifying risks and developing a risk management plan; directing the project resources (team members); scope control and change management; overseeing quality assurance of the project management process; maintaining all documentation, including the project plan; report and forecast project status; resolve conflicts within the project or between cross-functional teams; ensure that the project's product meets the business objectives; and communicate project status to stakeholders.
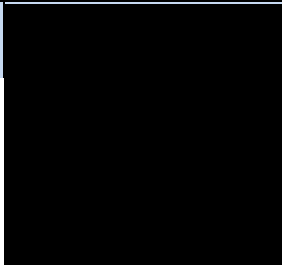

Assumptions, Risk, and Limitations

Project Charter Rubric

	Beginner 1	Developing 2	Accomplished 4	Advanced 5
Team Identification Project Title and Description *(5 points)*	Did not follow instructions fully. Did not include team number, team member names, project title, and project description. It was not free of typographical and			

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	Beginner 1	Developing 2	Accomplished 4	Advanced 5
	communication, and the expected level of communication with other team members, and not free of typographical or other errors.	communication, expected level of communication with other team members, and not free of typographical or other errors.	method of communication, and the expected level of communication with other team members, and mostly free of typographical or other errors.	expected level of communication with other team members and free of typographical or other errors.
Roles and Responsibilities of Team Members (5 points)	Did not follow instructions fully. Did not include the sponsor, project manager, team members, customer, and subject matter expert, and not free of typographical or other errors.	Did not completely follow instructions. Failed to include many elements such as sponsor, project manager, team members, customer, and subject matter expert, and not free of typographical or other errors were excluded.	Followed most of the instructions but some of the elements, sponsor, project manager, team members, customer, and subject matter expert, and mostly free of typographical or other errors were excluded.	Followed all instructions that included sponsor, project manager, team members, customer, and subject matter expert, and free of typographical or other errors.
		Developing 2	Accomplished 4	Advanced 5
Assumptions, Risks, and Limitations (5 points)		r 68 BDC108.72 28.8 ref*f246 538.44 36 BDC108.72 28.868 MCID 190 BDC1 BDC 0 g11.04 38 ref01 Tc		

Program in Health Sciences (HSCI)		
Program Learning Outcome (PLO #2): Students will implement healthcare management tools to utilize project management techniques.		
Knowledge/Comprehension**	Application/Analysis**	Synthesis/Evaluation**
Identifies healthcare project management tools to utilize project management		

Program in Health Sciences (HSCI)
Program Learning Outcome (PLO #2): Students will implement healthcare management tools to utilize project management techniques.

HSCI 3700 Research Methods
Team Contract, Peer Review and Team Assessment

TEAM CONTRACT

Guidelines for Writing Team Contract

To prepare you for teamwork in the business world, you will be assigned a team for the semester. Your team will work together to complete the collaborative projects this semester.

<u>Rationale</u>

According to concepts from Organizational Behavior, there are five stages of team development: forming, storming, norming, performing, and adjourning. During the <u>forming</u> stage, teams tend to communicate in indirect polite ways rather than more directly. The <u>storming</u> stage, characterized by conflict, can be productive, but may consume excessive amounts of time and energy. In this stage, it is important to listen well for differing expectations. Next, during the <u>norming</u> stage, teams formulate roles and standards, increasing trust and communication. This norming stage is characterized by agreement on procedures, reduction in role ambiguity, and increased "we-ness" or unity. These developments generally are precursors to the <u>performing</u> stage, during which teams achieve their goals, are highly task oriented, and focus on performance and production. When the task has been completed, the team <u>adjourns</u>.

To accelerate a team's development, a team contract is generated to establish procedures and roles to move the team more quickly into the performing stage. This process of generating a team contract can help jump-start a group's collaborative efforts by immediately focusing the team members on a definite task. The group members must communicate and negotiate to identify the quality of work they all wish to achieve, and the level of group participation and individual accountability they all feel comfortable with.

Successful team performance depends on personal individual accountability. In a team environment, individuals are usually effectively motivated to maximize their own rewards and minimize their own costs. However, conflicts can arise when individualistic motives or behaviors disrupt team-oriented goals. For example, conflict can stem from an unequal division of resources. When team members believe they are receiving too little for what they are giving, they sometimes reduce their effort and turn in work of lower quality. Such "free riding" occurs most frequently when individual contributions are combined into a singl

<u>Team Contract Assignment</u>

Your team contract template is divided into three major sections:

1. establishing team procedures
2. identifying expectations
3. specifying the consequences for failing to follow these procedures and fulfill these expectations.

Since the basic purpose of this team contract is to accelerate your team's development, to increase individual accountability for team tasks, and to reduce the possibility for team conflict, make your contract **as specific as possible**: (a) specify each task as detailed as possible, (b) specify each step in a procedure or process as detailed as possible, (c) specify the exact person(s) responsible for each specific task, and (d) specify the exact time and exact place for completion or submission of each task. The more specifically you describe your team expectations, roles, and procedures, the greater chance you have for a successful team experience.

Use the Team Contract template to discuss and finalize your team roles, procedures, and standards. Complete, sign, and upload a **copy** to Canvas at the end of class.

Once your team contract has been developed, your team is ready to begin work on collaborative assignments. However, you may soon find that your team is not working as well as you had hoped. This is normal but needs to be attended to immediately. Perhaps your team is simply not following the established contract procedures or roles as strictly as you should be, or perhaps you need to change some

2.

PEER REVIEW

: Use this form to evaluate the merits of each team member. This will be handed in individually to maintain the confidentiality of the assessment. Use the following likert scale to determine the level of participation of each team member.

Equivalent of Project Grade 9.8 points 938 points 90% 23 ( ) TAT t 68.752 5600 M 5210984. T 497.896006

TEAM ASSESSMENT

TEAM NUMBER ＿＿＿

For the following statements, I rank my team on a scale of 1-5					
	1 (strongly disagree) (strongly agree) **5**				
1. Our meetings were productive and organized.	1	2	3	4	5
2. People are contributing equitably in the meetings.	1	2	3	4	5
3. Everyone has contributed equitably to proposal work.	1	2	3	4	5
4, The proposal was always on schedule.	1	2	3	4	5
5. We are dealt with conflict effectively.	1	2	3	4	5
6. My ideas and input were appropriately considered.	1	2	3	4	5
7. I am satisfied with the final proposal.	1	2	3	4	5
8. I was comfortable with my team setting.	1	2	3	4	5

Please complete the following statements.
9. The best thing about our team was…
10. One of the challenges for our team was…
11. Do we need to change this form in any way to better serve our purposes?

PLO #4 Artifact Rubric

Program in Health Sciences (HSCI)		
Program Learning Outcome (PLO #4): Students will use research to defend conclusions related to healthcare issues.		
Knowledge/Comprehension**	**Application/Analysis****	**Synthesis/Evaluation****
Identifies the processes involved with research related to healthcare issues	Demonstrates the processes involved with research related to healthcare issues	Defends the processes involved with research related to healthcare issues

Lean Assignment
Quality of Care and Patient Satisfaction

Instructions: Read the case below and answer the questions that follow. You will have to research to answer some of the questions. Responses should thoroughly answer the question asked. Cite sources appropriately. Submit your answers in a Word document to Canvas.

https://journalofethics.ama-assn.org/article/patient-satisfaction-reporting-and-its-implications-patient-care/2015-07

https://journals.lww.com/jbjsjournal/Abstract/2016/10050/Measuring_Quality_of_Care_with_Patient.14.aspx

Adapted from: Godley, M. & Jenkins, J.B. (2018). Decreasing wait times and increasing patient satisfaction, a lean six-sigma approach.

PLO #4 Artifact Rubric

Program in Health Sciences (HSCI)		
Program Learning Outcome (PLO #4): Students will use research to defend conclusions related to healthcare issues.		
Knowledge/Comprehension*	**Application/Analysis***	**Synthesis/Evaluation***
Identifies the processes involved with research related to healthcare issues	Demonstrates the processes involved with research related to healthcare issues	Defends the processes involved with research related to healthcare issues

Year 1	Year 2	Year 3	Year 4
	Human Development – K HSCI 2500 Integrative Observation Assessment Project		QM/PI - S HSCI 4700 Semester Team Project
	HC Management – K HSCI 2100 Team Project Charter Assignment		HC Tech and Informatics – A HSCI 4100 EHR/HIS System Selection Team Project
	HC System – A HSCI 2000 Team Position Paper	Research Methods – S HSCI 3700 Team Thesis Proposal and Oral Defense	
Intro to HS – K HSCI 1000 Professionals Panel Reflection Papers		Aspects of Health Law - 2 HSCI 3200 Ethical Case Scenarios	

-2- HSCI 700 QM/PI: Semester Team Project	D	-2- An average of 85% of students will achieve a ranking of "Synthesis/Evaluation" using the corresponding PLO assessment rubric.	-2- Data Collection/Course Instructor Initial Data Analysis/HSCI Program Director and PLO Assessment Coordinator	data will assist in detecting areas where changes in assessment or pedagogy may be appropriate. If program targets are unmet, the program faculty and/or course instructor will

PLO #2	Students will demonstrate effective team skills when collaborating on healthcare projects	-1- HSCI 200 Healthcare Management: Team Project

Summary of changes as of October 2023

    x   PLO#1:

        o   Changed the wording of PO #1.

        o   Removed the assessment a0 >>5TJ -5 >>h1 (t)-9(a)-3p1 (t2-3p1 (t)-9l[(PL9-9.1 PL9-9c6 (4-3.9 (03-9.1 PL9-9o2 (r2-3.9 (t)-9/1 PL6 Tw [(a)-3.9 (t)-9v

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Program In Health Sciences Assessment Rubric

IMPORTANT NOTES: The ratings, identified by the column headings below, are of increasing complexity moving across the table (from left to right).

That is, students who can display application/analysis of a skill, ability, or value must first have

IMPORTANT NOTES: The ratings, identified by the column headings below, are of increasing complexity moving across the table (from left to right).

Program In Health Sciences Assessment Rubric

Program in Health Sciences (HSCI)
Program Learning Outcome (PLO): Students will use research to defend conclusions related to healthcare issues.

Knowledge/Comprehension**   Application/Analysis**