



Student Learning Assessment Report, Academic

Report Year

Program

Department Head

Submitted By

Previously Submitted Reports

Mission

The mission of the Health Studies Major is to prepare students to become active members of the health and healthcare community.

The Health Studies Major emphasizes an interdisciplinary approach to developing knowledgeable, skilled graduates imbued with an understanding and appreciation of the many issues associated with a society's health and healthcare; and with the problems and promises of the systems, policies, programs, and organizations intended to support a society's health and healthcare, both in the United States and globally.

(Revised: October 2022)

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

When does assessment occur?

How often does assessment occur?

Criteria (How do you know students are achieving learning outcome?)

90% of Health Studies students will Meet or Exceed Learning Outcome requirement.

Exceeds: above 90
Meets: 70 - 90
Does Not Meet: below 70

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

N = 32 (Fall 2022 / Spring 2023) Same Instructor; 1 section per semester.

Exceeds: 9

Meets: 21

Does Not Meet: 2

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

All Health Studies students take three courses, Statistics, Research Methods, and Healthcare Informatics, focused on quantitative and qualitative research, prior to HLTH 450.

Instructor Comments (AY 2022-2023):

The exam is worth 25% and includes a combination of multiple choice, T/F, and short answer items. A double-sided review sheet is allowed during the exam. Questions are taken from all aspects of the course, including readings, supplemental materials, lectures, discussions, homework assignments, and quizzes.

This exam, which is the only exam for this course, is one of the more challenging assignments in Sociology 304, Quantitative Methods. It tests students' knowledge pertaining to most topics of the semester, all of which cover the fundamentals of conducting quantitative research. Students performed lower on this assignment compared to the other course assignments, such as quizzes, homework assignments, and the final group project. However, the majority of all students (94%) met or exceeded expectations for this assignment, with only 2 students falling below 70%.

Students understand basic quantitative terms and concepts and are able to apply them to inform the design of quantitative research. They understand what it means to conduct quantitative (versus qualitative) research, and the general quantitative research process. Some students struggle with understanding the more difficult quantitative concepts and applying them, as evidenced by the 7 students who scored between 70-79%.

6. Determining if changes impacted student learning

SOCI 304 is considered a most appropriate place for this Assessment, now in its second year. Of note, the Fall 2022 section was taught In-person; the Spring 2023 section was ONAS. Additionally, different instructors taught the courses and used different assessment methods, during the last two AYs.

Comparison: Comments from AY 2021-2022 Assessment / Different Instructor / Different Assignment for assessment:

"I used two assignments to assess students' performance: HW #5 and HW #6 from SOCI 304. These two assignments require analytic and quantitative skills only, which could be directly used to assess this objective." (See AY 2021-2022 Report)

No changes at this time, pending future annual course offerings and assessments.

Future assessments will review the continuing impact of the changes in assessment methods and modality.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Use written and/or oral communication to effectively communicate with diverse clients, members of inter-professional teams and interdisciplinary audiences.

(REVISED LO - AY 2022-2023), adopted by Health Studies Faculty after recommendation by SWRK Faculty.)

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning

Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

SWRK 454 Final Communications Video Assignment / Interview Role Play

When does assessment occur?

Fall 2022 / Spring 2023

How often does assessment occur?

Yearly

Criteria (How do you know students are achieving learning outcome?)

90% of Health Studies students will Meet or Exceed Learning Outcome requirement.

Exceeds: above 90

Meets: 70 - 90

Does Not Meet: below 70

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

N = 62 (2 sections in Fall 2022 / 2 sections in Spring 2023)

Exceeds: 55

Meets: 7

Does Not Meet: 0

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

Instructors' Comments: One faculty member taught all sections (2 Fall; 2 Spring).

For the midterm "exam" in this class, each student conducted a 10-minute initial interview (role play with a classmate) that was videotaped on Zoom. Each student received feedback from their "patient" and detailed feedback from the instructor. They utilized this feedback to complete an analysis of their communication skills. Lessons learned from this experience were processed in class, and prior to the final in-class tapings that were done over 4 class periods, we "prepped" for this assignment by reviewing what had been learned throughout the semester.

During the in-class tapings, the students who were not conducting the interview or serving as the patient completed a skill assessment form while observing the interview. Upon completion of the interview, verbal feedback was given by the class and the professor. The "patient" completed a skill rating form immediately following the interview and provided written feedback within 48 hours of the interview. The interviewer then completed a skill self-assessment form (parallel to the one completed by peers during the interview) while watching their videotaped interview. Each interviewer also received a skill feedback form completed by the professor following review of an audio recording of the interview. After reviewing the feedback from all of these sources, each interviewer completed a detailed written analysis that was graded to evaluate their ability to recognize strengths and areas for improvement as well as lessons learned as a result of this experience.

Based on comments in the students' analyses and the informal course evaluations, it was clear that students benefited from this process that included opportunities to 1) "practice" an interview mid-semester and receive detailed feedback from the instructor and their "patient"; 2) witness interviews at the end of the semester that were conducted by their classmates and participate in the process of providing immediate feedback / hearing the feedback from the instructor that was given at the conclusion of each interview; and 3) self-assess the improvement in their skills as well as acknowledging skills that need ongoing work.

On the last day of class, students were given the opportunity to share a "light bulb experience" or significant insight that was gained as a result of this assignment. The lessons that they learned were profound, highlighting confidence in not only their successes, but an appreciation for the opportunity to observe each of their classmates' interviews and become familiar with individual "styles" of establishing rapport with patients and various approaches to conducting medical and social histories. They also appreciated the opportunity to become comfortable with the process of self-assessment and the receipt of constructive feedback.

I believe that the benefits of this assignment will have a lasting impact on the ways that they communicate with and interact with the people they serve in the future. They used this opportunity wisely, and the feedback that the students provided about this process reinforced to this instructor that the decision to include experiential learning paired with opportunities for feedback and self-assessment are the appropriate method to use for outcome assessment in this course.

A copy of the guidelines for the narrative components of the assignment are attached.

6. Determining if changes impacted student learning

SWRK 454 is considered a most appropriate place for this Assessment. Students are most complimentary about this course and in particular, its designed small class size and interactive pedagogy.

Additionally, during discussion with SWRK faculty members in Summer / Fall 2021, they had proposed a potential change to the Learning Outcome to: "Use written and/or oral communication to effectively communicate with diverse clients, members of inter-professional teams, and interdisciplinary audiences." As noted above, that recommendation was subsequently reviewed and approved by the Health Studies faculty in May 2022, as part of the initial discussions for the Health Studies Academic Program Review, AY 2022-2023. The revised Learning Outcome was first used in this, the AY 2022-2023 Assessment.

No changes at this time, pending future annual course offerings and assessments.

Future assessments will review the continuing impact of the assessment method and the LO change.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Think critically and creatively to solve complex healthcare problems.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

SCDV 220 Healthcare IT Discussion Board (DB) "Current Events"; Public Service Announcement Assignment; Infographic Assignment; Unit Quizzes / Mid-Term / Final Exam; Team-Based Learning (TBL) Application Activities

When does assessment occur?

Fall 2022 / Spring 2023

How often does assessment occur?

Yearly

Criteria (How do you know students are achieving learning outcome?)

90% of Health Studies students will Meet or Exceed Learning Outcome requirement.

Exceeds: above 90

Meets: 70 - 90

Does Not Meet: below 70

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

N = 14 (Fall 2022 / Belotti)

Exceeds: 12

Meets: 2

Does Not Meet: 0

N = 9 (Spring 2023 / Thate)

Exceeds: 3

Meets: 6

Does Not Meet: 0

N = 47 (Spring 2023 / Belotti) - 2 sections

Exceeds: 26

Meets: 19

Does Not Meet: 2

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

6. Determining if changes impacted student learning

SCDV 220 is considered a most appropriate place for this Assessment. The course and resultant assessment teach and assess "applying" Information Technology through the Public Service Announcement or the Infographic Assignment. Additionally, this particular assignment / assessment is viewed as a way to focus on "thinking critically and creatively about and ultimately pursuing solutions to complex, healthcare problems", through applying technology.

Of note, this year's Assessment reflected the second-time use (AYs 2021-2022 // 2022-2023) of two unique, individual assignments by the Instructors -- Public Service Announcement AND the Infographic Assignment for assessment, replacing the former Digital Team Project.

Intend to monitor and continue to adjust as this course is also required for the Healthcare Management Minor and the Nursing Major.

No changes at this time, pending future annual course offerings and assessments.

Future assessments will review the continuing impact of the changes in assessment methods.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Integrate knowledge and skills from various healthcare disciplines to achieve appropriate health outcomes.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

HLTH 450 Capstone Course Project: Health Promotion Project

When does assessment occur?

Spring 2023

How often does assessment occur?

Yearly

Criteria (How do you know students are achieving learning outcome?)

90% of Health Studies students will Meet or Exceed Learning Outcome requirement.

Exceeds: above 90

Meets: 70 - 90

Does Not Meet: below 70

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

N = 46 (2 sections, 1 Instructor); Spring 2023

Exceeds: 39

Meets: 2

Does Not Meet: 5

Note: This "summary of assessment" is based on the individual's Final Presentation (Section #7); the other 6 Sections of the Project were assessed as well. See attached.

Learning Outcome Met? (Based on Criteria)

No

5. Use of Results (Discussing/ using results)

HLTH 450 is considered the most relevant and impactful place for such an overall Assessment. Of note, with 5 students "not meeting" the standard of Met / Exceed, the Standard was not attained, with an Assessment Score of 89%.

Instructor Comments:

Integration of knowledge was a theme throughout the seminar. The Health Promotion project that I used this year and last was my attempt to provide students in all three Tracks a way to show and integrate the knowledge, skills, and sensibilities that they will bring to their healthcare careers. Students needed to use research skills that they gained from multiple classes; theory that has been gained in the Core and Major / Track classes; as well as critical thinking that is honed in the entire curriculum. Health Promotion interventions require students to think creatively about how to best influence human behaviors that are often long entrenched. Students chose the health problems and communities in which they were proposing to work. They researched the health problem epidemiology, developed solutions, and proposed them in writing and presentation format. Overall, I think that this exercise provides students multiple opportunities to integrate what they have learned.

Assignment Summary:

This year, and last, Health Studies students in the Capstone course were tasked with developing a Health Promotion program that focused on a health problem or environmental challenge facing a priority population of their choice. One of the important goals of this semester-long project was to allow students to integrate knowledge from several domains and develop creative solutions to healthcare challenges.

Directions: You are a member of the Siena Health Studies Research Group. As part of your work with our group, you have been assigned the job of developing a health promotion intervention and creating a written proposal. Your proposal may include marketing materials, educational materials, curriculum materials and other assets. This health promotion intervention should integrate knowledge and skills from at least two different courses that you have taken during your education as a Health Studies major. You may, of course, utilize and integrate as many elements of courses and skills that you developed as are required to complete this assignment.

See attachment for the "Scaffolding approach" used in this assignment for project outline / development and assessment.

Assessment Overview:

This assignment is one part of a seven part scaffolded assignment that asked students to consider how they could promote health in a target community. There was a range of writing ability and creativity that is reflected in the results. I think that students integrated a range of natural science, social science, and humanities courses in the design and development of their health promotion projects. I think that these results accurately reflect the ability of Health Studies graduates. The vast majority of these students have accepted opportunities for graduate programs or first jobs.

Finally, the vast majority of students (41 of 46) mastered the material that they had worked so hard on during the semester and they found this presentation quite easy to do. The hardest part was editing themselves down to stay under the 7 minute mark. Many did not achieve the time goal but due to the quality of the presentation, this was not marked down very much. Their work here again shows the integration of communication skills, content knowledge, and poise that we would expect from young professionals. I couldn't be more proud of them.

Regrettably, the five students who did not meet the Standard failed to complete the assignment.

These Projects connect to the Learning Outcomes of the Health Studies major and the course Learning Objectives.

Link to presentations:

<https://sites.google.com/siena.edu/sienahealthstudiesresearchgrou/health-promotion>

6. Determining if changes impacted student learning

HLTH 450 attempts to augment / expand all areas of Health Studies, through the practical means of a Research Topic / Project.

The final HLTH 450 capstone project requires students to integrate knowledge from previous coursework in Biology, Sociology, Economics, Political Science, Ethics, Psychology, and Health to elucidate and propose solutions to healthcare challenges.

After five years of conducting this Seminar Capstone course, certain deficiencies have been noted in the overall Health Studies Major program:

For Students in the Health Science, Policy and Administration Tracks:

1. Students could benefit from more in-depth understanding of the U.S. and non-U.S. healthcare systems
2. A better understanding of health insurance in the U.S. would be helpful for future clinicians.

For Students in the Policy and Administration Tracks:

1. More emphasis is required concerning health insurance policy issues and their importance regarding U.S. healthcare
2. Awareness of health insurance consumer and employer usage decisions is minimal; and knowledge of the impacts of healthcare decision-making by individuals, societies, and other stakeholders is rudimentary. Specifically, students need more and earlier awareness of healthcare systems, insurance policy, and insurance usage based on reflection feedback and class discussions.

Such considerations are most relevant to the Health Studies Major's Academic Program Review, conducted during AY 2022-2023.

Recommend also consider requiring Health Insurance and /or Health Economics course(s), for the Health Studies Major. The current Health Economics (ECON 325) course was only available to students with the following prerequisites: ECON 101, QBUS 110 or MATH 105 or MATH 110, and ECON 201, until this past year. A prerequisite change has been approved by BOI, removing the QBUS / MATH requirement; however HS Majors only are required to take ECON 101, not ECON 102, precluding their taking ECON 325 as an elective.

Finally, after attending the TEACH Global Health Conference in June 2021, the HS faculty also noted that most of our peer HS Programs require an Environmental Health course. Such a course is being considered for inclusion in the curriculum during the Program Review.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Assess the ethical value of healthcare issues and practices.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

PHIL 315 Reflection Papers; Term Paper; Class Discussions /// RELG 260 Response Paper; Annotated Texts' Reviews; Class Discussions

When does assessment occur?

PHIL 315: Fall 2022 // RELG 260 Spring 2023

How often does assessment occur?

Yearly

Criteria (How do you know students are achieving learning outcome?)

90% of Health Studies students will Meet or Exceed Learning Outcome requirement.

Exceeds: above 90
Meets: 70 - 90
Does Not Meet: below 70

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

PHIL 315 / Fall 2022: N = 19

Exceeds: 14

Meets: 4

Does Not Meet: 1

RELG 260 / Fall 2023: N = 10

Exceeds: 7

Meets: 3

Does Not Meet: 0

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

All Health Studies students are required to take one of four Ethics courses :PHIL 210 / PHIL 315 / RELG 260 / RELG 360.

During Summer / Fall 2021 after consultation with PHIL / RELG faculty, the PHIL / RELG faculty agreed to conduct assessment during Fall and Spring semesters. Specifically, the PHIL / RELG faculty had identified several different assignments for use regarding healthcare-related ethical challenges. Health Studies faculty were briefed on this change and concurred.

Initial Assessment was conducted in AY 2021-2022, using PHIL 315 / RELG 260 / RELG 360. (See AY 2021-2022 Report.)

Following that initial Assessment cycle, additional comments were provided by PHIL Dept Chair, Dr. Josh Alexander in June 2022 regarding PHIL 210 vs. PHIL 315, in anticipation of this Assessment for AY 2022-2023:

"One of the ongoing questions for the HS program, especially the way that you want to assess the relevant learning goals, is whether students really should be required to take PHIL 315 rather than being given the option of taking PHIL 210 or PHIL 315. Here's why. PHIL 210 is a course in normative ethics, not in applied ethics. And so, sometimes it includes specific discussion of the application of normative ethics to issues in healthcare, and sometimes it does not. That will depend entirely on whether or not the instructor is interested in fleshing out general normative theories in terms of their practical applications, and even then, what specific practical questions might be interesting to them. We are in the process of creating a specific course - Biomedical Ethics - that would be the most appropriate and hope to have it ready for BOI approval in the Fall. But, for this year, we can just go on the PHIL 315 that I taught, which focused on healthcare ethics."

After review and discussion of Dr. Alexander's comments by HS faculty in Fall 2022, PHIL 210 was not assessed during Fall 2022.

Additionally, RELG 360 was scheduled to be assessed during Fall 2022, but the new Adjunct Instructor did not complete the Assessment, as requested.

Regarding the PHIL 315 course assessed in Fall 2022, this course is taught as a seminar, with an emphasis on Seminar Discussion participation; each student leading one Discussion class period; Reflection Essays; and a Term Paper. The Syllabus, with assignment outlines, is attached.

Regarding the RELG 260 course assessed in Spring 2023, there were four assignments that required these students to assess the ethical value of healthcare issues and practices. Three of them required students to annotate a selection of texts that presented and critically assessed Jewish, Christian and Muslim views on abortion, using Perusall, an online annotation software available through Canvas. The fourth required students to write a 1400 to 1600 word analytical position paper on a topic addressed in the course's fourth module, entitled, "Gender, Sexuality and Family." See attached for assignments' specifics.

6. Determining if changes impacted student learning

PHIL / RELG "Ethics" courses are considered an appropriate place for this Assessment

This assessment / curriculum area was also considered during the Health Studies Program's Academic Program Review, AY 2022-2023.

As an update, the proposed PHIL / Biomedical Ethics course was not submitted to BOI during AY 2022-2023, but is now planned to be submitted in Fall 2023 with the revised tentative title, "Biomedical and Healthcare Ethics." If approved, anticipate implementation in the AY 2024-2025 Catalog. This course, not PHIL 210, will then become one of the four optional Ethics courses, required for all HS Majors. (Per conversation w/ Keri Horton, AA/ BOI Secretary, June 2, 2023).

Package History

Date	User	Action
6/21/2023 8:01:36 AM	Joe Fitzgerald	Submitted 'Student Learning Assessment Report'
6/21/2023 8:02:15 AM	Dan White	Received
6/21/2023 8:02:15 AM	Tom Giarla	Received
6/21/2023 8:02:15 AM	Institutional Effectiveness	Received
6/21/2023 8:02:15 AM	School of Science - Asst. Dean	Received
6/21/2023 8:02:15 AM	School of Science - Dean	Received
6/21/2023 8:02:15 AM	Provost and Senior Vice President	Received
6/22/2023 7:47:38 AM	John Cummings	Decision Approved
6/29/2023 10:50:05 AM	Margaret Madden	Decision Approved