



Student Learning Assessment Report, Academic

Report Year

2022-2023

Program

Healthcare Management Minor

Department Head

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Submitted By

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Previously Submitted Reports

2021-2022 Healthcare Management Minor

Mission

The Minor in Healthcare Management (HCMM) provides students, no matter their Major, with a background in the healthcare management profession. Students will learn about the societal context of various healthcare delivery systems and the major issues and challenges affecting the healthcare industry. They will study the managerial skills required to be a competent, ethically aware healthcare manager who is focused on the needs of patients, clients, caregivers, and healthcare providers.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Evaluate the societal context in which healthcare is delivered and the current trends and major issues affecting the healthcare industry.

(Siena College LG 5: Reverence for Creation; School of Business LG 4: Moral Consideration)

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.)

Short Essay Exam Questions; Cases; Team Research Project; Reflection Essays

When does assessment occur?

MGMT 345

How often does assessment occur?

Yearly

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

80% of HCMM Minors Meet or Exceed course 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)

MGMT 345; Fall 2022: n = 19; 13 Exceed; 6 Met.

Instructor Comments:

Class exercise: Lecture/presentation is made at class #1 of "3 Over-Arching Concepts" (attached) in healthcare, including full class discussion. One of those over-arching concepts is the challenging balance of costs, quality, and access. Following this, students are assigned to 3-member 'breakout groups' to share and debate their personal answer to the question "If you could correct/optimize any of the two (but NOT all three), which (ie., low costs, high quality, or broadened access) would you correct/optimize?" Breakout groups are asked to discuss and reach agreement on their group's consensus opinion/answer to the question. A reporter for each breakout group communicates their conclusion to the full class, and the instructor illustrates the varied perspectives among all groups. Then, full class discussion about the multiplicity of viewpoints from the various groups, and underlying reasoning is conducted.

Class exercise: AHA 2022 Environmental Scan document is provided to students. This annual publication (attached) is published by the American Hospital Association and illustrates over 100 significant major trends/issues in the healthcare industry. Students are assigned, as homework, to select the two facts/trends/projections that they find most compelling and WHY; this 2-question assignment is handed in. Students are divided into 5-member breakout groups to share and debate their personal selections, and reach consensus of their group's "top 2" selections. Each group's spokesperson presents to the full class their choices and reasoning. Then, full class discussion is held..

Class exercise: A parable entitled "Allegory of the Orchard" (attached) is provided as homework. At the next class, students are assigned to 4-member breakout groups and several different questions about the Allegory (attached) are assigned to each breakout group. Then each group shared its questions and answers with the full class. Instructor facilitates a full-class discussion about each group's Q/A.

Class exercise: students were assigned to read the article "Is Healthcare a Right" by Atul Gawande, MD. In-class breakout groups are created, with questions assigned to each group, including that group's opinion of whether healthcare is a right. See attached breakout group worksheets.

Attached are some of the questions students examine in full class and small group breakout sessions.

Learning Outcome Met? (Based on Criteria)

Yes ▼

5. Use of Results (Discussing/ using results)

Fifth time this course has been taught as part of the Healthcare Management Minor.

Since the Assessment in Fall 2019, two significant changes were made in Fall 2020 and Fall 2021, continued to Fall 2022:

1. Additional, focused questions on Quizzes related to Learning Outcome.
2. The Research Project Questions have been expanded to include this Learning Outcome.

6. Determining if changes impacted student learning

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

Future assessments will review the continuing impact of the two changes cited in Section 5.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

2. Phase

Check all that apply

A .Evaluate the function, structure, roles, and performance measures of a healthcare organization in accordance with relevant regulations and ethical best practices.

B. Assess the decision-making and planning of a healthcare organization regarding a healthcare issue.

(Siena College LG 1: Informed Reasoning; LG 4: Regard for Human Solidarity and Diversity; LG 6: Moral Responsibility; School of Business LG 1: Problem Solving; LG 4: Moral Consideration)

- 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.)

Short Essay Questions; Case Studies; Team Research Project; Reflection Essays on "Regional Healthcare Executives Town Hall Meetings" with Class; Quiz #1

When does assessment occur?

MGMT 345

How often does assessment occur?

Yearly

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

80% of HCMM Minors Meet or Exceed course 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)

MGMT 345; Fall 2021: n = 19;

LO 2 (A):13 Exceed; 6 Met.

LO 2 (B):12 Exceed; 7 Met

As noted in the Assessment in Fall 2019, the Instructor noted a more in-depth, focused assignment was required to more directly assess this Learning Outcome, including its both parts. Additionally, the Case Studies have been updated to include more pointed questions and directions. These actions were pursued in Fall 2020, Fall 2021, and Fall 2022. See attached.

Instructor Comments:

I continue to accomplish this Learning Outcome in a variety of ways including readings from the textbook and various current news articles. But the most powerful way this Outcome is accomplished is through numerous town-hall conversations students have with actively-practicing regional healthcare executives.

LO 2 (A):

Town-hall conversations with regional healthcare and hospital executives explore this issue, including examples from their experience. Students then engage in extensive Q/A and dialogue with the town-hall guests to examine these examples further. Town-hall conversation guests in Fall 2022 included CEO of Fort Hudson Health Services, COO of Ellis Medicine, recently-retired CEO of Saratoga Hospital, Executive VP/Health Systems Integration with CDPHP, CIO/St. Peter's Health Partners, and CEO/Health Insurance Exchange of NY.

Lecture and instructor facilitated full-class discussion on "Hospital Facts & Stats" handout (attached) and "Important Healthcare Distinctions" handout.

Full class facilitated design of a "Hospital Bullseye" (attached), illustrating the organizational structure and cultural dynamic. Students volunteered to draw and provide input to various parts of the Bullseye.

Quiz #1 (attached) included several questions on this learning outcome and, in particular, patient management protocols and functional protocols. These were highlighted on the list of Quiz Eligible Materials (QEM's) for Quiz #1.

Class exercise: Students were assigned to read the article "Big Med" by Atul Gawande, MD. In-class breakout groups were created, with questions assigned to each group including that group's opinion what management, leadership, and systems 'lessons learned' might be derived from industry for hospitals. See attached breakout group worksheets.

LO 2 (B):

The chosen focus was end-of-life care. Students were assigned several readings on this topic including, "Letting Go" (attached) by Dr. Atul Gawande and a NY Times article entitled, "Fighting to Honor a Father's Last Wish: To Die at Home" (attached). The students were assigned a take-home exercise of a hypothetical Blue-Ribbon Initiative to redesign the U.S. healthcare system's approach to end-of-life care. (attached). Subsequent full class discussion was held about the various suggestions.

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

Fifth time this course has been taught as part of the Healthcare Management Minor.

Since the Assessment in Fall 2019, two significant changes were made in Fall 2020 and Fall 2021, continued to Fall 2022:

1. The Case Studies' assignment has been revamped; see attached.
2. The Guest Speakers in the "Town Hall" meetings are also requested to address these two parts of the LO from their experiences.

6. Determining if changes impacted student learning

The following additional comments are provided following the OIE review in July 2020 and faculty reflection in September 2020: the faculty believes that the revised Learning Outcome above, consisting of two parts, more accurately reflects the intended objective.

During Fall 2020, Fall 2021, and Fall 2022, there were noted improvements in student engagement regarding this revised Learning Outcome.

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

Future assessments will review the continuing impact of the two changes cited in Section 5.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Use all forms of communication to inform, influence, and motivate diverse audiences on issues related to healthcare.

(Siena College LG: 2, Effective Communication; School of Business LG 2: Communication)

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.)

Oral and Written Presentations, including Case Study discussions, three Reflection Essays, Team Research Project, and participation / critique of Town Hall meetings with Regional Healthcare Executives.

When does assessment occur?

MGMT 345

How often does assessment occur?

Yearly

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

80% of HCMM Minors Meet or Exceed course 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)

MGMT 345; Fall 2022: n = 19; 14 Exceed; 5 Met.

Instructor Comments:

Tools used to accomplish this included a requirement for students to complete at various times throughout the semester Reflection Essays; i.e., written skills.

Since Fall 2021, including Fall 2022, the format for Student Teams' presentations was substantially changed to increase emphasis on communication and presentation skills. I adopted a 'March Madness' approach to the Curiosity Project Student Team presentations. The process mimicked the NCAA Basketball Tournament competition by randomly creating a bracket whereby teams competed against one another. Their presentations were scored by students in real-time and the bracket winners advanced. Members of the winning team each received a prize. See attached.

Students' writing skills were developed through three assigned and graded reflection essays as well as a term-long Curiosity Research Project (see syllabus attached). Verbal and teamwork skills were developed through breakout group exercises; professional exchange; interaction through the experience of six different town-hall conversations with

Regional Healthcare Executives; and presentation skills. Assessment occurred through each Team's presentation of their Curiosity Project to the entire class.

Teams and topics are attached.

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

Fifth time this course has been taught as part of the Healthcare Management Minor.

Future assessments will review the continuing impact of the change, cited in Section 4, regarding Student Teams' presentations.

6. Determining if changes impacted student learning

No changes at this time, pending future annual course offering and review.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Identify the appropriate leadership approach and communication strategy for complex and challenging healthcare management actions.

(Siena College LG 2: Effective Communication; School of Business LG 2: Communication; LG 4: Moral Consideration)

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.)

Case Study discussions, Reflection Essays, Team Research Project, and participation / critique of "Town Hall "meetings with Regional Healthcare Executives.

When does assessment occur?

MGMT 345

How often does assessment occur?

Yearly

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

80% of HCMM Minors Meet or Exceed course 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)

MGMT 345; Fall 2022: n = 19; 13 Exceed; 6 Met.

Instructor Comments:

Students performed well in all assessments, as this topic was taught and assessed frequently through Case Study discussions and the Town Hall meetings with the Regional Healthcare Executives.

Case studies were examined by 5-member teams and then the case was presented to the full class, with the subgroup's answers to the questions. Real-life cases of hospital management and leadership situations were used. See attached. Instructor facilitated the work, presentation, and full class discussion; and graded each team's submitted answers.

Additionally, I continued to use a game we play entitled, "What A Hospital CEO Does All Day...aka What Would You Do?" This is a very interactive session that I personally conduct with students each year and additionally conduct regularly for various healthcare classes at Clarkson's MBA Program. Students engage in a simulation of actual, real-life hospital management and leadership dilemmas and we talk through how they would have managed them and why...at the end, I share with them what really happened in real-life.

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

Fifth time this course has been taught as part of the Healthcare Management Minor.

6. Determining if changes impacted student learning

No changes at this time, pending future annual course offering and review.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Apply Information Technology to the management of individuals, groups, or organizations in the healthcare setting.

(Siena College LG 1: Informed Reasoning; School of Business LG 1: Problem Solving)

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.)

Unit Quizzes, Mid-Term and Final Exam focused on Healthcare Informatic concepts; Discussion Board (DB) Portfolio Responses to "Current Events", regarding Healthcare Information Technology; Public Service Announcement (PSA) Assignment; Infographic Assignment, focused on Bias, Access, and Inequities.

When does assessment occur?

SCDV 220

How often does assessment occur?

Yearly

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

80% of HCMM Minors Meet or Exceed course 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)

SCDV 220;

Fall 2022 / Belotti; n = 3; 3 Exceed; 0 Met

Spring 2023 / Belotti; n = 4, 4 Exceed, 0 Met

Spring 2023 / Thate; n = 3, 0 Exceed, 3 Met

Instructor (Belotti) Comments:

Students do an excellent job of describing innovations in healthcare informatics through their Discussion Board (DB) posts. After explaining a new innovation or technology, they then analyze the impact this technology might have on safety, quality, usability or how it may perpetuate or improve bias and inequities in access or outcomes.

The Quizzes assess students' understanding of major concepts in the field of informatics. Most questions are written at the application level and as such students are expected to apply these concepts to informatics issues. These assessments prove to be challenging for students, but all students have "exceeded" the level of achievement this year!

The Public Service Announcement (PSA) assignment gives students an opportunity to highlight a healthcare informatics topic and, using a creative messaging format, they inform, create awareness, offer assistance or encourage a change in behavior. This directly relates to the objective of "Apply information technology to the management of individuals, groups, or organizations in the healthcare setting." The students continue to do exceptionally well on this creative assignment.

Instructor (Thate) Comments:

2023 Comments:

I am not certain that we are truly meeting this Learning Outcome as students do not have the opportunity to "apply" information technology to the management of individuals, groups, or organizations. We do discuss some topics related to this in the discussion boards. The Infographic Assignment is probably the most closely aligned to this learning outcome. Quizzes and exams may also be a reasonable indicator of achievement of this outcome.

However, Dr. Thate provided the following comments in Spring 2022:

The Infographic Assignment was new this year. This assignment gave students an opportunity to consider how to communicate healthcare informatics concepts (innovations, new technologies, or commonly misunderstood existing technologies) to a selected audience. This directly relates to the revised LO, "Apply information technology to the management of individuals, groups, or organizations in the healthcare setting." The students did exceptionally well on this creative assignment.

Further discussion with Dr. Thate / Dr. Belotti is planned.

Key Assessments:

Current Events in Healthcare IT Discussion Boards.

The purpose of this assignment is to make students aware of the changing Health IT landscape and to encourage their analysis of these changes and developments. Due to the rapidly evolving nature of the field, it is important to stay current on events as they unfold and to consider how they impact both processes and outcomes of health IT. A key component of this assignment is evaluating new developments and analyzing their alignment with key principles within the field of informatics, as well as their impact on patient care outcomes. Topics: EHRs, Telehealth, Quality, Safety, & Usability, Clinical Decision Support, Personal Health Records, patient portals, social media and health, legal issues in health IT, privacy and security .

Infographic Assignment

Student is responsible for creating an infographic that will be shared with the class. The infographic is intended to educate healthcare professionals/patients/caregivers about an informatics solution or innovation. In presenting the relevant information, students must address or overcome identified issues related to bias, access, or inequities. They also submit a memo, documenting the process behind the Infographic. (Used in Thate section only).

Public Service Announcement Assignment (PSA)

PSAs are intended to be short videos with powerful messages that evoke a reaction from and educate the audience. The audience can be either the public at large, or a targeted population. PSAs are often used to highlight a community issue and persuade individuals to take action. They can convey information, create awareness, offer assistance, or encourage a change in behavior. Students create a PSA video between 2 and 3 minutes in length and write an essay on the chosen topic as it relates to the concept of social justice, and health equity (or inequity). (Used in Belotti sections only).

Unit Quizzes/Midterm/Final Exam

These assessments measure students' understanding of healthcare informatic concepts and application to healthcare issues. (Mid-Term / Final Exams only used in Thate section).

Learning Outcome Met? (Based on Criteria)

**5. Use of Results (Discussing/ using results)**

Fifth year this course has been taught as part of the Healthcare Management Minor.

Intend to monitor and continue to adjust as this course is also required for the Health Studies Major and the Nursing Major.

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

6. Determining if changes impacted student learning

The following additional comments are provided regarding OIE review in July 2020, faculty reflection in September 2020, as well as the AY 2021-2022 and AY 2022-2023 assessments:

The revised Learning Outcome above more accurately reflects this 200-level course. The course and resultant assessment does now teach and assess "applying" Information Technology through the Infographic Assignment.

As stated in Section 4, further discussion with Dr. Thate / Dr. Belotti is planned, regarding the "application" elements of the LO and the appropriate assessment method(s), for future assessments.

Package History

Date	User	Action
6/21/2023 8:01:54 AM	Joe Fitzgerald	Submitted 'Student Learning Assessment Report'
6/21/2023 8:02:46 AM	Provost and Senior Vice President	Received
6/21/2023 8:02:46 AM	Joseph McCollum	Received
6/21/2023 8:02:46 AM	School of Business - Asst. Dean	Received
6/21/2023 8:02:46 AM	Institutional Effectiveness	Received
6/21/2023 8:02:46 AM	Dan White	Received
6/21/2023 8:02:46 AM	School of Business - Dean	Received
6/21/2023 8:02:46 AM	School of Science - Asst. Dean	Received
6/21/2023 10:02:14 AM	Katherine Silvester	Decision Approved
6/29/2023 10:49:58 AM	Margaret Madden	Decision Approved