

B.S. Health Care Management - Clinical Oregon Tech Assessment Report 2018-19

Program Description and History

The Health Care Management program evolved from the Allied Health Management program and was first offered at Oregon Tech in 2013-2014. Although still a relatively new program, enrollment continues to grow. The degree offers three options, Administration Option is offered on the Klamath Falls campus, the Clinical Option is offered in Klamath Falls and online, while the Radiologic Science Management Option is offered online. The Healthcare Management degree program was awarded accreditation by the International Accreditation Council of Business Education (IACBE) in 2015.

Program Highlights

Program Enrollment, Graduation and Employment Rates

Total enrollment across all campuses is approximately 16 students, which were all online. The program graduated 3 students for 2018. The three-year annual starting salaries averaged \$54,686. The program has a 93% success rate (within six months of graduation students are employed or in graduate school).

Industry Relationships

Industry relationships for the Healthcare Management degree program in the 2018-19 assessment period increased in both depth and breadth. These relationships translated into internships, senior project opportunities, and job offers after graduation. The growing list of industry partners that demonstrate interest in Healthcare Management students and graduating seniors (Pacific Woman's Center, Salem Health, Renown Health, Synergy Medical Systems, Central Oregon Eye care, Skylakes Medical Center, Cascade Health Alliance, and the Veterans Administration to name a few) represents tremendous potential for students to engage with industry now and in the future.

Student Learning Experiences

Of the many hands-on learning opportunities afforded Healthcare Management students in their coursework over this past assessment period there continues to be significant interest in obtaining Lean Six Sigma Green Belt (LSSGB) certification. Lean Six Sigma is a cataloged emphasis offered at Oregon Tech and culminates in an industry-recognized LSSGB certification demonstrating competency in business problem solving. Each project requires an industry-sponsored project and meets the evidence-based criteria for certification which include appropriate coursework and documented evidence of a completed project using the Define, Measure, Analyze, Improve, Control methodology.

Coupled with the certification projects, Senior Project Symposium provides another tremendous learning experience for students during the senior project process. Students are given the opportunity to present their projects in a formal environment to peers, faculty, industry sponsors, and the community at large. This year's project's included:

- Cascade Health Alliance Patient Communication Project
- Medical Provider Recruitment and Retention

Success Stories

Healthcare Management students speak highly of the courses they take as evidenced by the course evaluations, but many students also derive tremendous value from their internships and senior projects. Below are two such experiences shared by students through the exit survey during this assessment period.

“The hands-on project with community members are some of the best parts of this program.”

“Three things that I have enjoyed from this program include: the people I have met, the community applications, and knowing I can make a difference in the community.”

“Choosing to pursue a degree in Health Care Management was the best choice I have made as an adult.”

Program Purpose

Bachelor of Science in Healthcare Management – Clinical Option Mission

The Health Care Management – Clinical Option degree fully prepares students to assume managerial/supervisory positions in any health care clinic, hospital department, or health care related management position.

Educational Objectives

The Health Care Management – Clinical Option provides students with the knowledge and skills necessary to competently manage a health care facility.

Management Department Student Learning Outcomes (SLO)

The Healthcare Management degree consists of the five core Management Department student learning outcomes. Upon completion of this program, Healthcare Management graduates will be able to:

1. Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.
2. Describe the legal, social, ethical, and economic environments of business in a global context.
3. Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.
4. Demonstrate professional communication and behavior.
5. Apply knowledge of business concepts and functions in an integrated manner.

Program Student Learning Outcomes (PSLO)

Upon completion of this program, Healthcare Management graduates will be able to:

1. Interpret health policy and systems.
2. Assess the sustainability of healthcare organizations.

Assessment Cycle

Assessment Schedule

1. **Oregon Tech’s Essential Student Learning Outcomes:** ESLOs are assessed on a six-year cycle. The ESLO assessment schedule may be found on the Oregon Tech website under Essential Student Learning Outcomes.
2. **Department Level Student Learning Outcomes:** IACBE requires all accredited institutions to complete a Public Disclosure of Student Achievement on an annual basis. In addition, all outcomes are assessed annually, with the full self-study for IACBE core student learning outcomes (Core SLOs 1-5) completed every seven years.

Outcomes:	Direct	Indirect
Communicate the major concepts in the functional areas of accounting,	<ul style="list-style-type: none">• Case Study• Senior Project	<ul style="list-style-type: none">• Senior Exit Survey

marketing, finance, information technology, and management.		
Describe the legal, social, ethical, and economic environments of business in a global context.	<ul style="list-style-type: none"> • Case Study • Senior Project 	<ul style="list-style-type: none"> • Senior Exit Survey
Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	<ul style="list-style-type: none"> • Case Study • Senior Project 	<ul style="list-style-type: none"> • Senior Exit Survey
Demonstrate professional communication and behavior.	<ul style="list-style-type: none"> • Case Study • Senior Project 	<ul style="list-style-type: none"> • Senior Exit Survey
Apply knowledge of business concepts and functions in an integrated manner.	<ul style="list-style-type: none"> • Case Study • Senior Project 	<ul style="list-style-type: none"> • Senior Exit survey

3. Program Student Learning Outcomes: Program Based Annual Assessment Schedule and Activity

Outcomes:	Direct	Indirect
Interpret health policy and systems.	<ul style="list-style-type: none"> • Senior Project • Community Project 	<ul style="list-style-type: none"> • Senior Exit Survey
Assess the sustainability of Healthcare organizations	<ul style="list-style-type: none"> • Senior Project • Community Project 	<ul style="list-style-type: none"> • Senior Exit Survey

Evidence of Improvement in Student Learning

1. Department Level Student Learning Outcomes, Activities and Results

Management Department			
Program Outcomes	Minimal Acceptable Performance	Assessment From 2017-18	Results From 2017-18
Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.	80% achieve a rate of 3 or 4	Senior Project N=64	86%
	80% achieve a rate of 3 or 4	Case Study N=82	86.5%
	80% score 4, 5, or 6	Senior Exit Survey N=93	75%
Describe the legal, social, ethical, and economic environments of business in a global context.	80% achieve a rate of 3 or 4.	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	90%
	80% score 4, 5, or 6	Senior Exit Survey	90%
Solve organization problems, individually and/or in teams, using quantitative, qualitative, and technology-enhanced approaches.	80% achieve a rate of 3 or 4.	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	81%

	80% score 4, 5, or 6	Senior Exit Survey	98%
Demonstrate professional communication and behavior.	80% achieve a rate of 3 or 4.	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	97%
	80% score 4, 5, or 6	Senior Exit Survey	100%
Apply knowledge of business concepts and functions in an integrated manner.	80% achieve a rate of 3 or 4	Senior Project	86%
	80% achieve a rate of 3 or 4	Case Study	84%
	80% score 4, 5, or 6	Senior Exit Survey	100%

Qualitative Assessment of Senior Project during 2018-19

During 2017-18 the department assessed SLOs using two direct and one indirect method - Case Study (BUS478) and Senior Project, and Student Exit Survey. The results from the qualitative assessment had shown increasing improvements. In 2018-19, all three methods showed that the department met its objectives, therefore during the 2018-19 academic year, the department focused on reviewing the senior project using a qualitative survey. The key themes that came from the assessment included:

- A need to review SLO 1 - *Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.*
- A need to review the senior project rubric, ensuring that it meets the needs of all programs and is closely tied to our learning outcomes.

Department Level Review: Results, Closing the Loop of Prior Action Plans, and Action Plans for this academic year:

- **Senior Project:** The goal for the 2018-19 academic year was to have more than one senior project professor assess student work, allowing all faculty to review senior projects and provide feedback for improvement.
 - **Closing the Loop Activities:** During the 2018-19 academic year, the department faculty focused its assessment efforts on a qualitative review of senior projects. A small sample of projects from each major was compiled. Each faculty reviewed multiple projects and completed a qualitative survey tool that was tied to department outcomes and the senior project rubric. The result of this assessment uncovered two areas that need further exploration:
 - **Senior Project Rubric:** The senior project rubric was either not being utilized or was being used in an inconsistent way. For example, the rubric notes that a literature review will be assessed as part of the senior project. There was some confusion that not all majors were required to complete a literature review. As such the department agreed that a team of faculty would review and update the senior project rubric to ensure that it was a scoring tool that could be used across the department. Moreover, all faculty teaching senior project will be trained on the rubric so that they can design their courses to meet the requirements. Lastly, the senior project rubric will be re-mapped to the department's learning outcomes.
 - **Student Learning Outcomes (Department-level):** As part of the senior project review and mapping to the SLOs, the department agreed to also review the SLOs. While a full update is not needed, this is a good opportunity to ensure that the

SLOs remain relevant. Since our accreditation body has updated and simplified its requirements, this may be an opportunity to map SLOs to IACBE requirements.

- **Action Plans for 2019-20:** During this academic year, the department will review the department’s student learning outcomes and the senior project rubric. These will be prepared to be implemented in 2020-21. A full quantitative assessment using the current rubric will be completed during the 2019-20 year.
- **Case Study:** The plan for the 2018-19 year was for the course faculty to continue to discuss their approaches and share ideas for the Strategic Management course and the assignment. As with senior project, refining the approach to this class and assessment may help identify areas of improvement.
 - **Closing the Loop Activities:** The two faculty that teach the Strategic Management class did engage in discussions regarding approaches to the case study assignment. While one faculty incorporates the assessment in one assignment, the other spreads out the components of the assignment over the term. During the 2018-19 academic year, there was no formal assessment of the case study therefore there is no data relating to the effectiveness of these approaches.
 - **Action Plans for 2019-20:** In the 2019-20 academic year, a quantitative assessment will be conducted using the new assessment software. This new software may allow for multiple assessors to review the work.
- **Senior Exit Survey:** During the 2018-19 academic year, the faculty proposed an adjustment to the senior exit survey. Specifically, the faculty wished to replace the word proficiency with the word understanding as this more accurately reflects the question’s intent. The goal is that a minimum of 80% of students rate their understanding of each of the functional areas of business at a high level (4-6).
 - **Closing the Loop Activities:** The results of the exit survey for the 2018-19 year did meet the 80% threshold for all SLOs with the exception of accounting and finance, which is an improvement from prior years. However, although the word change for the exit survey was reported to the assessment office it was not made in the exit survey, therefore the department was not able to test out this change.
 - **Action Plan for 2019-20:** This change will be submitted again for the 2019-20 assessment year.

2. Program Student Learning Outcomes, Activities and Results

Healthcare Management		Showing all HCM option results	
Program Outcomes	Minimal Acceptable Performance	Assessment From 2017-18	Results From 2017-18
Interpret health policy and systems.	80% achieve a rate of 3 or 4	Senior Project N=6	83%
	80% achieve a rate of 3 or 4	Community Project N=6	83%
	80% score 4, 5, or 6	Senior Exit Survey N=6	100%
Assess the sustainability of Healthcare organizations	80% achieve a rate of 3 or 4.	Senior Project N=6	83%
	80% achieve a rate of 3 or 4	Community Project N=6	100%
	80% score 4, 5, or 6	Senior Exit Survey	100%

Program Level Review: Results, Closing the Loop of Prior Action Plans, and Action Plans for this academic year:

- **2018-19 Results:** Summary of results include:
 - **Direct/Senior Project:** During the 2017-18 year, 83% of students met the minimal acceptable performance level which was consistent from the prior year. Therefore, considering the small sample sizes, there was no change in the level of performance.
 - **Direct/Community Project:** During the 2017-18 year, 100% of students met the minimal acceptable performance level which was consistent with the prior year. Therefore, considering the small sample sizes, there was no change in the level of performance.
 - **Indirect/Senior Exit Survey:** During the 2017-18 year, 100% of students met the minimal acceptable performance level, which was consistent with the prior year.

- **Closing the Look Activities:**
 - Although our department chose to focus on a quantitative assessment of senior project this past year, we were not able to collect quantitative assessment data due to the adoption of a new assessment software. This year the department will be implementing the software to collect assessment data which will require custom reporting due to the complexity of our department's needs. We are hopeful that the university understands the long-term need to support a consistent approach to assessment data collection so we can have meaningful review of results over time.
 - Action plans included better aligning curriculum across the three Health Care Management options and continuing to pursue internship and senior project opportunities for students in this major. By the end of 2019-20 hope to be able to see improvements due to curricular changes.
 - Although HCM students continue to struggle with finding internships and senior project opportunities, there was an improvement in the number of successful placements of our students.

- **Action Plans for 2019-20:**
 - During the 2019-20 the department will be able to better assess the success of the curriculum changes previously made. In addition, continued work will be made to develop internship and senior project opportunities with current partners, faculty and alumni.