

B.S. Health Care Management - Clinical Oregon Tech Assessment Report 2017-18

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 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 Assembly of Collegiate Business Educators (IACBE) in 2015.

Program Highlights

Program Enrollment, Graduation and Employment Rates

Total enrollment across all campuses is approximately 19 students; 1 at the Klamath Falls campus, and 18 online. The program graduated 0 students for 2018. The three-year annual starting salaries averaged \$37,000. The program has a 100% 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 2017-18 assessment period increased in both depth and breadth. These relationships are manifest primarily in 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 (Renown Health, Synergy Medical Systems, Central Oregon Eye care, Skylakes Medical Center, Vancouver Comfort Keepers, and the Veterans Administration to name a few) represents tremendous potential for students to engage with industry presently and going forward.

Student Learning Experiences

Of the many hands-on learning opportunities afforded Healthcare Management students in their coursework over this past assessment period is increasing number of Lean Six Sigma Green Belt (LSSGB) certifications awarded. 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, another tremendous learning experience during the senior project process culminating with the Senior Project Symposium in May. Students are given the opportunity to present their projects in a formal environment to peers, faculty, industry sponsors, and the community at large.

Success Stories

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

“The three best things I have experienced are the faculty, ability to learn and on-on-one time with professors as needed.”

“I have had an amazing experience participating comping this program solely online.”

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, marketing, finance, information technology, and management.	<ul style="list-style-type: none"> • Case Study • Senior Project 	<ul style="list-style-type: none"> • Senior Exit Survey
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

Department Level Student Learning Outcomes, Activities and Results

Management Department			
Program Outcomes	Minimal Acceptable Performance	Assessment	Results
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%

- **How did past results compare with this year's results?**

Senior Project: The department has seen ongoing improvement over the last several years with this assessment. During the 2014-15 assessment cycle, the department did not meet any of our learning objectives. Each year this has been slowly improved. This was the first year we have met all the minimal acceptable performance levels for all outcomes.

Case Study: The results from the case study assignment have improved over prior years as well. Similar to senior project, during prior years many areas did not meet the targeted performance levels. This year, all student learning objectives were met at 80% and above.

Senior Exit Survey: The results of this year are similar to past years. Areas of concern for student learning are accounting, marketing, finance and information technology. All other areas connected to the student learning outcomes continue to perform well meeting minimal acceptable performance levels.

- **Can you say the data supports improvements based on the action plan? (i.e. closing the loop).**

Senior Project: The data supports the strategies that we have been employing. Strategies that have been used over the last years have been for faculty teaching senior project to communicate best practices and standards on a regular basis. Faculty have also shared and developed materials that have been shared across the department. Moreover, all faculty, apart from those teaching senior project, are actively working with students to mentor them through the process. For example, Professor Schaeffer mentors students through the greenbelt process while Professor Yates offers feedback on writing.

Case Study: This past year a more unified approach was planned and implemented by faculty teaching the course related to this assignment. Specifically, two years ago we developed a case study assignment that was related to the business simulation used in the Strategic Management course. This assignment not only requires students to apply the knowledge within the business simulation, but also incorporates prior knowledge from their other program course work. This past year the professors utilized this same approach rather than creating assignments individually. Like senior project, the interactions of faculty helped to develop a more cohesive approach that focused on the student learning outcomes.

Senior Exit Survey: In the prior year the department adjusted the survey questions to focus on student learning rather than a series of questions focused on the student's perception of faculty. After making this change, there was no significant changes. Discussion among the faculty showed a concern that the correct wording in the question was still not quite right. Specifically, the question asked students to rate their proficiency in the various student outcomes (i.e. accounting, marketing). Advice from an IACBE representative is that our results are unusual so we want to get the root of this issue.

- **Data-driven Action Plans: Changes Resulting from Assessment**

Senior Project: The faculty would like to find a way to have more than one senior project professor assess the student work. This will allow all faculty to review senior projects and provide feedback for improvement. This will likely be done using a small sample of the projects to discover areas of improvement as well as feedback for faculty teaching senior project courses. These discussions will be conducted in the winter or spring terms within small groups or during a department retreat.

Case Study: The plan for this next year is for the course faculty to continue to discuss their approaches and share ideas for the Strategic Management course and the assignment. As with the senior project refining the approach to this class and assessment may be able to pinpoint areas of improvement.

Senior Exit Survey: Following discussion, the group determined we will make another adjustment to the senior exit survey. Specifically, the word proficiency should be replaced with the word understanding since this will more accurately focus on the question's intent. The goal of this plan is for at least 80% of students being able to rate their understanding of each of the functional areas of business at a high level (4-6). If this does not work this year, the department will need to drill into these courses to determine specific student concerns.

Program Student Learning Outcomes, Activities and Results

Healthcare Management		Showing all HCM option results	
Program Outcomes	Minimal Acceptable Performance	Assessment	Results
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 N=6	100%

- **How did past results compare with this year's results?**

Direct/Senior Project: During the 2016-17 assessment year, 80% of students met the minimal acceptable performance level. During the 2017-18 year, 83% of students met the minimal acceptable performance level. Therefore, considering the small sample sizes, there was no change in the level of performance.

Direct/Community Project: During the 2016-17 assessment year, 100% of students met the minimal acceptable performance level. During the 2017-18 year, 100% of students met the minimal acceptable performance level. Therefore, considering the small sample sizes, there was no change in the level of performance.

Indirect/Senior Exit Survey: During the 2016-17 assessment year, 100% of students met the minimal acceptable performance level. During the 2017-18 year, 100% of students met the minimal acceptable performance level.

- **Can you say the data supports improvements based on the action plan? (i.e. closing the loop).**
Regarding student performance in the degree, overall students have been performing well historically. During the 2017-18 assessment period, the program faculty modified the curriculum to simplify and better align the three options under the Healthcare degree. This will allow for great access to required courses for degree completion.
- **Data-driven Action Plans: Changes Resulting from Assessment**
Challenges for students in this degree often tend to be access to internships and senior projects in their field if they are a traditional student. Due to the private nature of healthcare, there are limited options available for students. As such the faculty within the department should continue to establish opportunities for students for both internships and senior projects. Online students tend to be in the field already and are able to apply their knowledge to their current position.

Additionally, as noted above in the department-level assessment, faculty will be planning an assessment exercise to have meaningful conversations about the projects being produced and how they can be improved.