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2017

Academic Learning Compact : Health Science [Effective 2017]

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Academic Learning Compact : Health Science Professions [Effective 2016]

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Academic Learning Compact: Fall 2016- Spring 2017

“ . . . to ensure student achievement in undergraduate and graduate degree programs . . . ”



Academic Learning Compacts

Academic Year: Fall 2016 & Spring 2017

Due: May 19, 2017

Academic Program-linked College Mission-based Goals/Objectives

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC data.

Academic Learning Compact: Fall 2016- Spring 2017

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Signature Page for Academic Program

Academic Program: HEALTH SCIENCE

Chair/Coordinator: Chair: Melanie Riedinger-Whitmore, Biological Sciences
Coordinator: Norine Noonan, Biological Sciences

Date:

Summary Statement – Academic Program Performance in Fall 2016- Spring 2017

Provide a summary statement about academic program performance over the previous year including high points and low points

As of Fall 2016, there were ~ 170 Health Science majors at USFSP. The most popular concentrations were Public Health and Health Care Administration. Students can also choose Communication Sciences and Disorders as a concentration which provides the clinical observation experience that enables them to be licensed as a Speech-Language Therapy Assistant after graduation. One of the challenges in collecting ALC data for this particular degree is that there are only a few courses that are unique to Health Science students. Most of the courses have a mixed population, and occasionally only a handful of students will be in some of the larger classes (e.g., Psychology courses), making it difficult to separate out and analyze the results from the relatively small HS population. Students seem to be performing well on many of the ALC elements that were measured last year. We are continuing to press faculty to submit data in a timely way, particularly for key courses such as Communications Skills for Health Professionals. Internships have grown in popularity as a capstone option for this degree program. A specific “Internship” course (HSC 4851) that requires an application and pre-approval has been approved for addition to the curriculum. This course will be added to the OASIS inventory in Fall 2017. Until then, we are permitting students to complete internships using BSC4933 as an interim measure. Several semesters ago we instituted a formal application and pre-approval process and we have also instituted a “completion certification” process to close the loop with internship site supervisors. Since the College has now hired a full-time Coordinator for Internships and Student Engagement, we expect that more students will begin to elect internships as the capstone experience.

It is also clear that many students need additional training in writing proficiently on Health Sciences topics. While writing is emphasized in many of the more advanced courses and in the internship and/or research courses, faculty still identify both written and oral communication skills as an area needing improvement. The curriculum revision (see below) which went into effect in Fall 2016 will endeavor to address this issue, at least in part.

Summary Statement – Impact of Changes Made in Fall 2016- Spring 2017

*Provide a summary statement about the changes that were made in your program resulting from the ALC's in the preceding Academic Year.
Include both the high points and low points*

The Introduction to Health Professions course continued to be refined to enable students to complete both a significant team-based research project and to improve students' oral communication skills through in-class presentations. At the request of the State Course Numbering System, the title of this course has been changed to "Orientation to Health Professions" and the course description has been revised to better reflect the 3XXX level of this course. Due to delays, this change will take effect in Spring 2018. A separate internship for health science students who wish to work under the supervision of a KTCOB faculty member was created (GEB 4935) and was used for the first time in Summer 2016.

A significant curriculum revision for the entire degree program was developed and approved and was implemented in Fall 2016. This revision refines the pre-requisite and core courses, specifically adding a course in Anthropology to the core to enable students to take more advanced Anthropology courses. In addition, the Integrated Health Sciences concentration was completely remodeled into a "core and electives" structure which is now parallel to the other concentrations. The Communication Sciences and Disorders (CSD) concentration courses were also revised to match the course numbers and content that will facilitate students' entry into graduate programs in Speech Pathology. Unfortunately, the enrollments in the CSD concentration courses have continued to be fairly low – which may reflect decreased market demand for SLH. This situation precipitated a re-evaluation of the concentration and a restructuring to recognize financial realities. Students will now be required to take courses in this concentration in a specific sequence and lower-cost instructional alternatives (use of a part-time faculty member) will be initiated. The goal is to maintain the option for the concentration by focusing course offerings. No further curriculum changes are anticipated in this reporting period.

Further, the coordinator worked with the KTCOB associate dean to develop a permanent rotation of courses to support the Health Care Administration concentration. This rotation will bring more predictability and certainty to course schedules and facilitate timely student completion. However, one course, Ethics in Management, has been removed from the curriculum entirely by the KTCOB and will no longer be offered. Therefore, students in Health Sciences will now all have to complete the Biomedical Ethics course (PHI3633). Lastly, the capstone course for the Public Health concentration, "Critical Issues in Public Health," was first offered at USFSP in a face-to-face delivery in Fall 2016. Starting in Fall of 2017, this course will be offered in this delivery mode in both Fall and Spring.

Mission of Academic Program (include URL): To meet the *critical need* of the healthcare industry in at the local, regional and national level, the Health Sciences provides a broad-based baccalaureate degree with emphasis on the business practices, liberal arts and sciences as training for entry level positions in the health care industry. This four-track B.S. degree combines important aspects of public health, biological science, psychology, ethics, education, and business to meet this need. More to the point, the BS degree in Health Sciences directly relates to three of the nine general goals in the 2025 Strategic Priorities and Goals of the State University System: 1) increase the number of degrees in areas of strategic emphasis (health), 2) increase community and business engagement, and 3) increase community and business workforce.

List Program Goal(s) / Objective(s):

The goals of this degree program are to: 1) provide students with a broad base of knowledge in a set of core disciplines that are important to all careers in the healthcare industry. These include biology, psychology, communications, and ethics; 2) provide students with an opportunity for in-depth exploration of various careers in healthcare (through coursework and a required capstone experience); and 3) provide students with the opportunity to focus their studies in two of four concentrations, each of which is oriented to a different set of strategically important career futures.

No.	Competency category	Competency definition and courses designed to achieve outcomes and competencies
1	Discipline knowledge	Understand and apply the principles of health care management, finance, marketing, health economics and psychological sciences. Demonstrate knowledge of health professions. HSC 3002 Orientation to Health Sciences (3) PSY 2012 Intro into Psychological Sciences (3) ECP 3530 Economics of Health (3) HSA 3170 Healthcare Finance (3) MAN 3093 Healthcare Management (3) MAR 4712 Healthcare Marketing (3)
2	Communication skills	Demonstrate ability to communicate scientific, medical and management ideas to general public. Speak and write correctly and clearly at a level appropriate to the audience (patients, families, professional subordinates, professional colleagues, administrators). COM 2130 Communication Skills for Health Professionals (3)

3	Critical thinking & Ethics	Demonstrate knowledge of management best practices. Demonstrate knowledge of ethical principles and work ethically in pursuit of accuracy, fairness and diversity. MAN 4930 Ethics in Management (3) No longer being offered PHI 3633 Biomedical Ethics (3)
4	Civic engagement	Demonstrate knowledge about the role of factors such as race, religion, age, gender, ethnicity, economic status, environment etc. in influencing patient care and recovery (internships and research projects) GEB 4894: Healthcare Strategy GEB 4935: Internship – with Healthcare focus HSC 4851: Internship for Health Sciences HSC 4631: Critical Issues in Public Health

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement.

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2016 & Spring 2017

1. Content / Discipline Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
1) Students can effectively work in teams to analyze and present a current topic in health care policy (HSC3002)	1) HSC 3002 Introduction to Health Professions Student performance on team project and presentation in HSC3002	80 percent of students will score 80% or better on both the team project and the in-class presentation	Student teams selected topics in health policy. Student teams were required to write a significant paper and present their work in class. Measurement criteria: a grading rubric was used for both the paper and presentation: elements included: appropriate identification of major issues, quality of analysis, and maturity of writing.	The students in both Fall 2016 and Spring 2017 achieved this goal.	To the extent feasible, students will do more in-class presentations as practice for the final project presentation.

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<p>Understand and apply the principles of health care management, finance, marketing, health economics and psychological sciences. Demonstrate knowledge of health professions.</p> <p>2) Describe key concepts, principles, and overarching themes in psychology and understand and apply knowledge of psychology’s content domains. (PSY 2012)</p>	<p>Student performance on written career reviews as well as in-class presentatoions.</p> <p>2) PSY 2012 Intro into Psychological Sciences Student understanding of the distinctive thrust of four different sub disciplinary areas (Biological, Cognition/Learning, Developmental and Social Psychology bases of behavior) will be assessed in Psychology 2012 (Intro to Psychology) using an agreed upon pool of 10 items per sub-discipline (40 total), administered twice (once during mid-term exams, and again on a comprehensive final)</p>	<p>1) 70% of students will achieve at least 80% on a short paper about health professions.</p> <p>At least 70% of the majors enrolled in this course achieve an average of 70% or higher on identified items.</p>		<p>Students achieved this goal in both semesters in this review cycle.</p>	<p>Social/Personality modules will receive renewed focus in 2017-18 to establish whether there is a pattern to SLO content knowledge missed. No such pattern was apparent in 2015-16 data, but 2017-18 data will be compared with 2016-17.</p>
	<p>3) ECP 3530 Economics of Health</p>	<p>3) At least 70% of the students should receive a score of Satisfactory for each part of the problem that assesses a particular area.</p>	<p>Objective 2: Students will apply tools of cost-benefit or cost-effectiveness analysis.</p> <p>Measurement Criteria: Students were given a multi-part problem on an exam that required conducting basic cost-benefit or cost-effectiveness analysis. One or more questions covering particular parts of the analysis measured performance on this objective. Each student received a score of either Satisfactory or Unsatisfactory for each part of the problem. The particular areas of</p>	<p>Students met performance threshold on both parts of the assessment.</p>	<p>This topic benefited from more examples in class, as well as to its specific application to Excel. This pedagogical approach will continue and same areas will be assessed in the next offering of the course.</p>

			<p>cost-benefit analysis were as follows:</p> <p>a. Life-Years Saved. Purpose: Test understanding and calculation of this approach to measuring the benefits of a medical intervention.</p> <p>b. Incremental Cost-Effectiveness Ratio. Purpose: Test understanding and calculation of this approach to measuring the benefits or effectiveness of a medical intervention.</p> <p>Performance Threshold: At least 70% of the students should receive a score of Satisfactory for each part of the problem that assesses a particular area. There were 20 students assessed, so for each area, at least 14 students should receive a score of Satisfactory.</p> <p>Number of students receiving a score of Satisfactory.</p> <p>a. 16; b. 19;</p> <p>Objective 3: Students will understand and analyze models of the demand for health care and health insurance.</p> <p>Measurement Criteria: Students were given a multi-part problem on an exam that required applying a basic mathematical model of health care demand. One or more questions covering particular parts of health care demand measured performance on this objective. Each student received a score of either Satisfactory or Unsatisfactory for each part of the problem. The particular areas of health care demand were as follows:</p> <p>a. Insurance and Quantity Demanded. Purpose: Test understanding and calculation of the quantity of health-care services demanded, with and without insurance.</p>	<p>Students met performance threshold on both parts of the assessment.</p>	<p>This topic benefited, again, from examples in class and to its specific application in Excel. This pedagogical approach will continue and same areas will be assessed in the next offering of the course.</p>
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			<p>b. Moral Hazard and Deadweight Loss. Purpose: Test understanding and calculation of conventional moral hazard and deadweight loss associated with insurance coverage.</p> <p>Performance Threshold: At least 70% of the students should receive a score of Satisfactory for each part of the problem that assesses a particular area. There were 20 students assessed, so for each area, at least 14 students should receive a score of Satisfactory.</p> <p>Results: Number of students receiving a score of Satisfactory.</p> <p>a. 20; b. 18;</p>		
	4) HSA 3170 Healthcare Finance	4) 80% of students will complete a risk analysis and budget for a local health care agency with at least a 75% grade.	.Not Assessed		N/A
	5) MAN 3093 Healthcare Management	5) 80% of students will complete three health care management case studies with at least a 75% grade.	Not Assessed		N/A
	6) MAR 4712 Healthcare Marketing	6) 80% of students will complete a comprehensive marketing plan for a local health care facility with at least a 75% grade.	Not Offered (will be offered again in Spring 2017)		Not Offered

2. Communication Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
<p>Demonstrate ability to communicate scientific, medical and management ideas to general public. Speak and write correctly and clearly at a level appropriate to the audience (patients, families, professional subordinates, professional colleagues, administrators).</p> <p>OUTCOME 1: Students who have successfully completed this course will demonstrate the ability to render complex ideas related to medicine in a form understandable by laypeople</p> <p>OUTCOME 2: Students who have successfully completed this course will demonstrate the ability to identify specific power differences between professionals and lay people as related to the language each uses. They will then be able to choose sentences structures and vocabularies that promote more egalitarian or balanced</p>	<p>COM 2130 Communication Skills for Health Professionals (offered only in the Fall semester)</p>	<p>Outcome 1: Critical Assignment: will read: Record 2-3 minute conversation with a friend or acquaintance. Transcribe this conversation using tools and annotation of Conversation Analysis. Analyze this rendering of the conversation against the professional power matrix provided. (Warm versus cold; authoritarians versus egalitarian.) Assessment: The threshold for successfully meeting this outcome is at least a 90 percent grade on the assignment.</p> <p>Outcome 2: Critical Assignments: Students listen to a recorded conversation between provider (staged) and then assume the role of medical professional in a reenactment of</p>	<p>Outcome 1: Of the students who completed this assignment (52/69). All 52 who completed the assignment met the criterion for success at least 80 percent.</p> <p>Outcome 2: 38/70 students attained 85 percent on this assignment</p>		<p>New outcome 1: Clearly, offering an assignment that appears to be disproportionately challenging when students are allowed to drop their lowest assignment grade isn't a winning strategy for students or the teacher. Almost a third of the students elected not to do that assignment at all and weren't penalized for their decision! In the Fall 2017 semester I plan to either use the conversation analysis assignment as the final project or to mark it as one of the assignments that cannot be dropped as lowest grade.</p> <p>New Outcome 2: Students who elected to do the assignment seemed highly engaged, which will encourage me to offers more role play or real life assignments rather than book assignments. However, this assignment also suffered because it was perceived as challenging and many students wrote it off as their dropped-lowest-grade one. In the future I will not drop any of the critical assignments. The same problem occurs with Outcome 1 above.</p>

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		<p>the dialogue. The goal is to improve upon the provider’s responses in the original conversation.</p> <p>Assessment: At least an 85 percent average is required for students to demonstrate they have achieved the outcome.</p>			
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3. Critical Thinking Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
Demonstrate knowledge of management best practices. Demonstrate knowledge of ethical principles and work ethically in pursuit accuracy, fairness and diversity.	MAN 4930 Ethics in Management	70% of students will achieve at least 75% on a paper about ethics in management.	Not Offered		This course has been removed from the curriculum.
NEED LEARNING OUTCOME	<p>PHI 3633 Biomedical Ethics</p> <p>The final critical paper and final exam will require that the students understand the most important ethical views. They must fairly and accurately articulate others’ views and also defend their own.</p>	70% of students will achieve at least 70% on both assignments	This course will focus on the ethical issues arising from advances in medical practice, delivery of health care, and scientific research. A variety of controversial bioethics topics will be examined in the course materials, lectures, and class conversations and debates; this will necessarily involve candid discussions of such relevant factors	Weekly Reading Assignments -- 28/30 students achieved 70% or better; 2 students failed this	N/A

			<p>as race, gender, sexuality, disability, religion, poverty, etc. Students are expected to attend (and participate in) class meetings, complete weekly readings and assignments, and take course exams in order to gain the most from this course.</p>	<p>criteria because of missing work.</p> <p>Exam 1 -- 23/30 students achieved 70% or better; 7 students failed this criteria because of poor performance on the exam.</p> <p>Exam 2 -- 24/30 students achieved 70% or better; 6 students failed this criteria because of poor performance on the exam.</p> <p>Final Essay Assignment -- 30/30 students achieved 70% or better.</p> <p>Participation -- 26/30 students achieved 70% or</p>	
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				better; 4 students failed this criteria because of excessive absences.	
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5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
Demonstrate knowledge about the role of factors such as race, religion, age, gender, ethnicity, economic status, environment etc. in influencing patient care and recovery	GEB 4934: Health Care Strategy OR	70% of students will write a major case study to include financial and operational issues of a local or regional health care institution with a grade of 75% or higher.			
	HSC 4631: Critical Issues in Public Health OR	At least 80% of the students will achieve a B or better on the key assignments.	Goal was achieved	All students enrolled in the course at USFSP performed at or above the criterion for success.	Due to the demand for this course, it will now be offered in both regular semesters in the traditional mode.
	GEB 4935: Internship – with Healthcare focus OR	Students will write an acceptable paper on operational and/or community and/or ethical issues relevant	All of the students completing Internships in Fall 2016 and/or Spring 2017 completed either		With the approval of the HSC 4851 course, more students are seeking internship opportunities.

	HSC 4851: Health Sciences Internship	to the internship site environment. Internship site supervisor will assess student's performance as satisfactory on the Certification of Completion.	a paper or an annotated journal and received satisfactory or better Completion Certifications.		responsibility for the administration of internship programs across the college, including Health Sciences, and will work to secure additional internship sites.
a) Demonstrate a sensitivity to and respect for diversity, and for the social and personal issues confronted by others as a function of their race/ethnicity, gender, sexual orientation and cultural background.	PSY 2012: All students taking PSY 2012 (Introduction to Psychology) will provide a written response to a standardized scenario developed by the faculty to assess cultural sensitivity.	PSY 2012: Seventy percent of majors enrolled will write a satisfactory analysis that articulates and applies one of 3 principles related to biased thought).	PSY 2012 601 (Fall): Of 101 students who completed the assignment, 90 (89.7%) met and 11 (10.3%) failed to meet the standard. PSY 2012 691 (Spring): Of 62 students who completed the assignment, 56 (90.3%) met and 6 (9.7%) failed to meet the standard.	Student performance on this assignment continues to be strong.	No changes in assessment. Intensified reminder system for completion of SLO in online version of course will be implemented in Spring 2018.

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2017 & Spring 2018

1. Content/Discipline Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2017 – Spring 2018
Students can effectively work in teams to analyze and present a current topic in health care policy (HSC3002)	Student performance on team project and presentation in HSC3002	80 percent of students will score 80% or better on both the team project and the in-class presentation		Findings will be used to revise this assignment if needed.
Understand and apply the principles of health care management, finance, marketing, health economics and psychological sciences.	1) HSC 3002 Orientation to Health Professions	1) 70% of students will achieve at least 80% on three short papers about health		Findings will be used to revise this assignment if needed.

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Demonstrate knowledge of health professions.	2) PSY 2012 Intro into Psychological Sciences	professions. 2) 70% of students will achieve at least 75% at least two exams.		
	3) ECP 3530 Economics of Health	3) At least 70% of the students should receive a score of Satisfactory for each part of the problem that assesses a particular area.		Findings will be used to revise this assignment if needed.
	4) HSA 3170 Healthcare Finance	4) 80% of students will complete a risk analysis and budget for a local health care agency with at least a 75% grade.		Findings will be used to revise this assignment if needed.
	5) MAN 3093 Healthcare Management	5) 80% of students will complete three health care management case studies with at least a 75% grade.		Findings will be used to revise this assignment if needed.
	6) MAR 4712 Healthcare Marketing	6) 80% of students will complete a comprehensive marketing plan for a local health care facility with at least a 75% grade.		Findings will be used to revise this assignment if needed.

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2017 – Spring 2018
Demonstrate ability to communicate scientific, medical and management ideas to general public. Speak and write correctly and clearly at a level appropriate to the audience (patients, families, professional subordinates, professional colleagues, administrators).	COM 2130 Communication Skills for Health Professionals Outcome 1: Critical Assignment: will read: Record 10-minute conversation with a friend or acquaintance. Transcribe this	At least a 90 percent grade on the final project. See above for changes		Findings will be used to revise these assignments if needed.

	<p>conversation using tools and annotation of Conversation Analysis. Analyze this rendering of the conversation against the professional power matrix provided. (Warm versus cold; authoritarians versus egalitarian.)</p> <p>Outcome 2: Critical Assignments: Each of the ten modules has an “interactive conversational assignment,” in which students are asked to enact the role of a medical provider in conversation with a client.</p>	<p>Assessment: At least an 85 percent average is required for students to demonstrate they have achieved the outcomes.</p>		
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3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2017 – Spring 2018
Demonstrate knowledge of management best practices. Demonstrate knowledge of ethical principles and work ethically in pursuit accuracy, fairness and diversity.	MAN 4930 Ethics in Management	This course is no longer being offered and will not be included in this ALC.		N/A
	PHI 3633 Biomedical Ethics The final critical paper and final exam will require that the students understand the most important ethical views. They must fairly and accurately articulate others' views and also defend their own.	70% of students will achieve at least 70% on both assignments		Findings will be used to revise these assignments if needed.

4. Civic Engagement:

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2017 – Spring 2018
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<p>Demonstrate knowledge about the role of factors such as race, religion, age, gender, ethnicity, economic status, environment etc. in influencing patient care and recovery (internships and research projects)</p>	<p>GEB 4934: Health Care Strategy OR</p>	<p>70% of students will write a major case study to include financial and operational issues of a local or regional health care institution with a grade of 75% or higher.</p>		
	<p>GEB 4935: Internship – with Healthcare focus OR</p>	<p>Students will write an acceptable paper on operational and/or community and/or ethical issues relevant to the internship site environment. Internship site supervisor will assess student’s performance as satisfactory on the Certification of Completion.</p>		
	<p>HSC 4851: Health Sciences Internship</p>	<p>Internship site supervisor will assess student’s performance as satisfactory on the Certification of Completion.</p>		
	<p>HSC 4631 (Fall 2016 only)</p>	<p>At least 80% of the students will achieve a B or better on the key assignments.</p>		