

## Health Care Leadership Assessment Plan

**Department/Program: Health Care Leadership (HCL)**

### Student Learning Objectives (SLO) for Health Care Leadership

1. Demonstrate proficiency in the knowledge and skills required for positions of professional leadership in the health care industry.
2. Characterize leadership skills of service-minded, purpose-driven, ethical decision-making, empowering individuals, and visionary perspectives.
3. Appreciate how the environmental influences of culture, economics, ethics, law, policy, and technology impact the intersection of individuals within the health care industry.
4. Promote the health of persons in dynamic health care environments.

| Outcome Measure  | SLO's      | Description of Departmental Use of Data   |
|--|------------|---|
| <p><b>HCL 105 Fundamentals of Health Care Leadership-</b><br/>Self-assessment paper written by students describing their current leadership skills, knowledge and direction of future development.</p> <p>85% of students who will meet all assessment criteria</p>                    | 1 and 2    | Papers will be evaluated by faculty teaching the course. Data will be examined by course and also aggregated across courses to identify strengths and limitations. Data will be reported to the CONHP faculty, who will make recommendations as appropriate.      |
| <p><b>HCL 213 Social, Behavioral, &amp; Cultural Factors in Health Care</b> – A presentation by the students reflecting the integration of social, behavioral and cultural factors on a prescribed health care issue.</p> <p>85% of students who will meet all assessment criteria</p> | 2,3 and 4  | Presentations will be evaluated by faculty teaching the course. Data will be examined by course and also aggregated across courses to identify strengths and limitations. Data will be reported to the CON faculty, who will make recommendations as appropriate. |
| <p><b>HCL 302 Health Care Ethics and Legal Issues</b> – Students will present as a team an ethical/legal issue. Identifying divergent perspectives on the issue.</p> <p>85% of students who will meet all assessment criteria</p>  | 1,2, and 3 | Presentations will be evaluated by faculty teaching the course. Data will be examined by course and also aggregated across courses to identify strengths and limitations. Data will be reported to the CON faculty, who will make recommendations as appropriate. |
| <p><b>HCL 418 Global Health Issues</b> – Assessment of</p>   | 3 and 4    | Papers will be evaluated by faculty teaching the  |

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| the Comparative Analysis Paper written by all students who are taking the course to fulfill the cultural diversity requirement for general education.<br><br>85% of students will meet all assessment criteria |             | course. Data will be examined by course and also aggregated across courses to identify strengths and limitations. Data will be reported to the CONHP faculty, who will make recommendations as appropriate.  |
| <b>HCL 480 Health Care Leadership Practicum</b> – Completion of a practicum with a health care leader in the community.<br><br>85% of students will meet all assessment criteria                               | 1,2,3 and 4 | A capstone paper of the practicum experience will be evaluated by the faculty teaching the course. Feedback from practicum preceptor will be reviewed. Data will be examined by course and also aggregated across courses to identify strengths and limitations. Data will be reported to the CONHP faculty, who will make recommendations as appropriate. |
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- 1. Results—briefly discuss assessment activities and findings during this cycle and describe what recent programmatic changes, if any, were made in response to the findings? Discuss the rationale for any changes by referencing the SLO # and the findings from your assessment program.**
  
- 2. What revisions, if any, to current SLOs and/or outcome measures did you make from previous plan? Provide the rationale for any change(s).**
  
- 3. Plans- What learning objectives will you be assessing in the next cycle?**



Map II: Map Courses, Experiences and Activities to current Program/Department SLOs

**I** indicates student is introduced to the SLO

**R** indicates the SLO is reinforced and students afforded opportunities to practice

**M** indicates that students have had sufficient practice and can now demonstrate mastery appropriate for the degree level

**A** indicates where evidence is collected and evaluated for program-level assessment as specified in the Departmental Assessment Plan

| Course/ | Program/Department SLOs |     |     |     |
|---------|-------------------------|-----|-----|-----|
|         | #1                      | #2  | #3  | #4  |
| HCL 103 | I                       |     | I   |     |
| HCL 105 | A/I                     | A/I |     |     |
| HCL 121 |                         |     | I   | I   |
| HCL 153 | I                       | I   | I   |     |
| HCL 211 | R                       | R   | R   |     |
| HCL 213 | I                       | A/I | A/I | A/I |
| HCL 233 | R                       | R   | M   | R   |
| HCL 255 | R                       | R   | R   | R   |
| HCL 301 | R                       | R   | R   | R   |
| HCL 302 | A                       | A   | A   | R   |
| HCL 303 | R                       | R   | R   | R   |
| HCL 304 | R                       |     | M   | M   |
| HCL 415 | R                       | R   | R   | R   |
| HCL 418 | R                       | R   | A   | A   |
| HCL 470 | M                       | M   | M   | M   |
| HCL 480 | M/A                     | M/A | M/A | M/A |
|         |                         |     |     |     |