ASSESSMENT AND BACKWARD DESIGN

HCPM-BS PROGRAM REFLECTION & GEN ED ASSESSMENT

(modified from Rodriguez's EDULearn23 presentation)

Noemí Rodríguez, DrPH, MPA

Living Lab
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Why a Bachelor of Science in Healthcare Policy and Management?

Who will operate the health facility?

Who will inform health policy?

Dr. Noemí Rodríguez

Bachelor of Science in Healthcare Policy and Management

Spring 2017

Concept paper

Spring 2021

Program approved

Spring 2022

First core course rolled out

Spring 2023

Fully implemented

CU NY THE CITY UNIVERSITY OF NEW YORK

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Backward Design

- **Establish goals – what are the anticipated results?**

- **Determine suitable evidence**

- **Design learning activities**

Wiggins, G. & McTighe, J. (2005). Understanding by design (expanded 2nd ed.). Association for Supervision and Curriculum Development.

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Example of an assessment to be utilized for Program-Level Assessment

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HCPM Goals and Outcomes
(6 program learning outcomes [LOs], focus on LO #1)

Program outcome #1: Analyze policies, economic trends, and determinants of health to strategically plan health services delivery.

Program outcome #2: Plan and organize resources essential for the efficient operation and the equitable delivery of health services.

Program outcome #3: Develop healthcare financial management plans applicable to the healthcare business setting.

Program outcome #4: Use industry standard health technology applications for managing administrative and clinical information.

Program outcome #5: Apply computational methods to analyze and improve processes in healthcare organizations and systems.

Program outcome #6: Integrate policy, management, and finance in applied administrative settings.

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HCPM Assessment Plan
(assessment method & timetable for assessing each LO)

Program Outcome	Source of Assessment - Course	Assessment Method	Assessment Coordinator(s)	Time of Initial Data Collection
1 Analyze policies, economic trends, and determinants of health to strategically plan health services delivery.	**HSCI 3101**	**Health Priority Case Study**	**Noemi Rodriguez**	**Fall 2022**
2 Plan and organize resources essential for the efficient operation and the equitable delivery of health services.	HSCI 3201	Redesign Project	Noemi Rodriguez	Fall 2022
3 Develop healthcare financial management plans applicable to the healthcare business setting.	HSA 3630	Business Plan	Noemi Rodriguez (interim)	Spring 2023
4 Use industry standard health technology applications for managing administrative and clinical information.	HSCI 4101	EHR Lab	Sitaji Gurung	Spring 2023
5 Apply computational methods to analyze and improve processes in healthcare organizations and systems.	HSCI 4201	SPSS Lab	Sitaji Gurung	Fall 2023
6 Integrate policy, management, and finance in applied administrative settings.	HSA 4960	Nursing home policy analysis and its impact in the administrative setting	Nancy Hahn	Fall 2023

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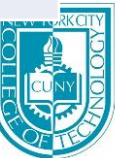
Course Outcomes and Assessment Methods
(HSCI 3101 LO map: assessment method → course LO → program LO)

Program & General Education Competency/ Learning Outcome	Course Specific Learning Outcome	Assessment Method/s
Understand organizations and histories underlying government in global context. General Education – Intercultural Knowledge and Competence	Accurately describe the U.S. health care system (past, present, and future projections) in comparison to other industrialized countries.	Discussion board on pitching the U.S. healthcare system; Multiple choice exam/quiz questions on key related topics
Apply knowledge and analyze social, political, economic, and historical issues. General Education – Informational Literacy	Describe important contemporary topics in health services management and the U.S. healthcare system as a public/private enterprise.	Discussion board assessing pros and cons of social justice or market justice within the U.S. healthcare system; Multiple choice exam/quiz questions on key related topics
Analyze policies, economic trends, and determinants of health to strategically plan health services delivery. **HCPM Program Outcome #1**	**Evaluate social, economic, and political priorities relevant to health services delivery in the U.S.**	Discussion board to assess a policy/managerial priority in relation to a social determinant of health; **Case study development and analysis on a contemporary issue in health policy and management;** Team presentation and team report on an action plan to address a specific health delivery issue
Plan and organize resources essential for the efficient operation and the equitable delivery of health services. HCPM Program Outcome #2	Explain key management and leadership principles and apply them to the administration of health services organizations.	**Team presentation and team report on a health services action plan**

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Assignment Sample

Learning Objectives

Program

Analyze policies, economic trends, and determinants of health to strategically plan health services delivery.

Course

Evaluate social, economic, and political priorities relevant to health services delivery in the U.S.

General Education

Apply knowledge and analyze social, political, economic, and historical issues.

Purpose

Health is influenced by a multitude of factors, which have become key priorities in maintaining and improving health. Understanding health-related factors – classified into the social determinants of health – enhances the strategic planning of health services and ensures best health outcomes. The purpose of the assignment is to engage with a selected health determinant by analyzing its impact on a community and to recommend a health intervention.

Goals

- Become acquainted with health-related and social determinants data.
- Explain social determinants of health and elaborate on one determinant.
- Utilize one community as a case study in the chosen determinant of health.
- Propose a health-related intervention.
- Provide evidence for the suitability of the intervention.

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Assessment Tool

Modified from AAC&U Writing Value Rubric

It addresses writing components as well as analysis, which is related to the course learning outcome being assessed.

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Writing Rubric

(Modified from AAC&U VALUE Rubric)

Performance Indicator	High Proficiency 4	Proficiency 3	Some Proficiency 2	No Proficiency 1
Context and Purpose for Writing (includes consideration of audience & circumstances surrounding the task)	Thorough understanding of context, audience, and purpose that is responsive to the assigned task(s).	Adequate consideration of context, audience, and purpose with a focus on the assigned task(s).	Some evidence of awareness of context, audience, purpose, and the assigned task(s); begins to show awareness of audience's perceptions and assumptions.	Minimal attention to context, audience, purpose, and to the assigned task(s).
Format	Accurately follows the standardized format or given instructions; all sections are present and clearly labeled; each section contains all of the appropriate information.	Mostly follows the standardized format or given instructions; contains all sections, whose content is generally correct with only occasional lapses; minor edits are required.	Minimally follows the standardized format or given instructions; some sense of organization and structure; contains all sections, but the content within each section is not appropriate.	Does not adhere to standardized format (APA, MLA, etc.) or given instructions; no sense of introduction, body, conclusion; does not contain all sections required; handwritten/sloppy in appearance.
Language	Very few errors in sentence structure and mechanics; exhibits good to excellent command of language and professional terminology; sentences are complex and vocabulary is sophisticated; skillfully communicates meaning to readers with clarity and fluency.	Few errors in spelling, grammar, verb tense and punctuation; sentence structure (subject and predicate) is generally correct although still simplistic and occasionally repetitious; generally straightforward language that conveys meaning to the readers.	Several instances of grammatical errors and demonstrates a lack of editing; sentence structure is simplistic, little variety; although there are errors, uses language that conveys meaning to readers.	Numerous errors in spelling, grammar, verb tense and punctuation; no paragraphs, numerous fragmented sentences; extremely limited vocabulary; use of language impedes meaning because of errors in usage.
Communication	Thoughts are carefully organized and allows reader to easily follow all of the arguments; no lapses in logic or clarity; thoughts are clearly expressed with focus and fluency.	Thoughts are organized and the main ideas are exposed, but some connections are not clearly supported by the written text; topic presented (or proof if applicable) is clear, with very minor lapses.	Thoughts are expressed using vague language; attempts to convey main ideas of the paper but lacks focus and fluency; overall document is somewhat confusing.	Does not articulate thoughts or ideas; organization of the document is not clear enough for reader to follow arguments; lacks focus and fluency in writing.
Analysis/Synthesis	Successfully performed a thorough analysis; all important results/arguments are clearly identified and motivated; presence of significant personal comments and observations prove a real understanding of the topic.	Statement of the important results are clear and complete but may include too much information or information that is not relevant; analysis of important points (or data) is well thought out but lacks a few important points; relevant comments or real world connections are included.	Statement of important results/content is incomplete; some personal comments are present but not particularly relevant for the discussion; identifies the critical elements but does not demonstrate an accurate comprehension of the concept; analysis of important points (or data) is incoherent and or incomplete.	Demonstrates little understanding of what the important data/content that should be presented; comments, if present, are superficial or not related to the main topic discussed, does not identify significant professional standard findings; analysis of important points (or data) is lacking.
Supporting Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Does not attempt to use sources to support ideas in the writing, or provides inappropriate sources.

Assessment Tool

Another rubric that can be applied is AAC&U's Inquiry and Analysis Value Rubric

It addresses analysis, in which students dissect a complex health policy or service topic/issue to gain better understanding - impact on society and its limitations.

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INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

Assessment Tool

Another approach is to develop a hybrid rubric that incorporates components of the
writing and the inquiry & analysis rubrics.

The goal is to have an activity that applies an assessment tool to assess what students are to know and perform.

Tips: Know the end result to design backwards.
Have an activity that provides the evidence for learning and apply a relevant assessment tool/rubric.

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HCPM Assessment Timeline

School	Department	Program	Learning Outcome	S22	F22	S23	F23	S24
SoPS	Health Sciences	HCPM-BS	1	n/a*	DC	AEI	II	CA
SoPS	Health Sciences	HCPM-BS	2	n/a*	DC	AEI	II	CA
SoPS	Health Sciences	HCPM-BS	3	n/a*	n/a	DC	AEI	II
SoPS	Health Sciences	HCPM-BS	4	n/a*	n/a	DC	AEI	II
SoPS	Health Sciences	HCPM-BS	5	n/a*	n/a	n/a	DC	AEI
SoPS	Health Sciences	HCPM-BS	6	n/a*	n/a	n/a	DC	AEI

*HCPM-BS rolled out its two first courses in spring 2022.

Legend: Phase Code

DC	Data Collection
AEI	Analysis of data, evaluation of report, drafting of improvement plan
II	Implementation of improvement plan
CA	Continue improvement strategies and communication of next cycle

Phase codes are provided by City Tech's AIRE Office

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Institutional-level

Gen Ed Assessment - Information Literacy

Information Literacy Rubric

(Modified from AAC&U VALUE Rubric)

Performance Indicator	Surpasses Criterion 4	Meets Criterion 3	Approaching Criterion 2	Does Not Meet Criterion 1
Understands and addresses the scope and objectives of a manageable research topic	Defines the scope and objectives of a manageable research topic in a concrete and focused manner.	Begins to define the scope and objectives of the research topic in a focused manner.	Defines scope and objectives of the research topic in a broad, narrow, or vague manner.	Has difficulty identifying the scope and objectives of the research topic.
Identify credible and relevant sources	Able to identify all relevant and credible sources (know the difference between primary and secondary sources; identify peer reviewed journals; choose the best evidence).	Able to identify most relevant and credible sources but not all (few discrepancies with identifying primary and secondary sources, peer reviewed journals and choosing the best evidence).	Able to identify some relevant and credible sources but not all (many discrepancies with identifying primary and secondary sources, peer reviewed journals and choosing the best evidence).	Does not identify differences between sources, does not select the best evidence available.
Use information effectively to accomplish specific purpose, and present information in a clear and meaningful way	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Cite sources in an appropriate style	Correctly provides in-text citations and reference list in a discipline-specific style.	Provides in-text citations and reference list in a discipline-specific style, but with few errors.	Provides in-text citations and reference, but with many errors or in a style not discipline-specific.	Does not cite any information sources used in assignment.
Incorporates ideas of others in an ethical manner; summarizing, paraphrasing and quoting are correct and appropriate	Applies principles of academic integrity in the use of information – all sources are quoted, paraphrased and cited correctly and appropriately.	Cites most sources correctly when quoting and paraphrasing; uses quoted material sparingly and appropriately.	Cites some (but not all) sources correctly when quoting and paraphrasing, but employs excessive use of quoted material.	Plagiarizes the work of others: uses quoted material excessively and/or does not use in-text or bibliographic citations.

Research Topic

Goal: Students will identify a research topic they will develop throughout the semester.

Assignment Objectives:
- Identify a research topic.
- Describe a clear problem statement using credible sources to support the impact of the issue on society and its limitations.
- Develop an effective research question.
- Apply information literacy skills to identify relevant, credible resources for annotated bibliographies.

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Research Topic
Assignment

Assignment Recommendation

- Provide clear instructions.
- Instructions are to address all expectations so that students know exactly what needs to be done and the outcome.
- Develop a rubric that aligns with the instructions or if a rubric exists, develop instructions that address the rubrics components – simply and clearly!

Show the assignment in MS Word (work in progress)

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Applying Assessment Effectively

- **Design with purpose –** know the result, the evidence needed for the result, and the activity to collect the evidence

- **Motivate a culture of intention** – assess to understand and improve

- **Assessment is not an after-thought!**

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Tips & Lessons Learned

- Be informed

- Develop a plan

- Create a culture of intention early

- Collaborate and acknowledge other's expertise!

- It takes time!

Backward Design and Assessment

Results   Evidence   Activity

Assess to Understand Student Progress

*Focus on the Student!

*Understand how curriculum and instructors influence students and the learning process

*Adjust assignments, courses, program (given assessment results)

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