

## Program Assessment Plan

**Program:** PhD in Health Care Ethics

**Department:** Health Care Ethics

**College/School:** Arts and Sciences

**Date:** REVISED January 2018

**Primary Assessment Contact:** Erica Salter, PhD Program Director

*Note: Each cell in the table below will expand as needed to accommodate your responses.*

#	<b>Program Learning Outcomes</b> What do the program faculty expect all students to know, or be able to do, as a result of completing this program? <ul style="list-style-type: none"> <li><i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i></li> </ul>	<b>Assessment Mapping</b> From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	<b>Assessment Methods</b> What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? <ul style="list-style-type: none"> <li><i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i></li> </ul> Please note if a rubric is used and, if so, include it as an appendix to this plan.	<b>Use of Assessment Data</b> How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i> ?
1	Demonstrate a broad knowledge of the foundational disciplines, methods, topics and issues in health care ethics required for scholarly analysis of issues in the field.	This knowledge is acquired primarily through the following required courses: HCE 6010: Philosophical Methods, HCE 6020 Religious Methods; HCE 6040: Interdisciplinary Methods; HCE 660: Bioethics and the Law, HCE 6130: Clinical Ethics and HCE 6140: Research Ethics.	The acquisition of this knowledge is assessed primarily during the student's <b>oral comprehensive exams</b> , during which the student is called upon to demonstrate an understanding and application of knowledge of the foundational disciplines, methods, topics and issues in health care ethics. A committee of five of the student's primary health care ethics faculty conducts the exam and evaluates the student's performance based on their ability to: remember, explain, apply, integrate and analyze foundational knowledge in health care ethics. See	The graduate program director will collect and aggregate the results of oral comprehensive exams with respect to learning objective (1), looking for patterns of overall success as well as specific areas of relative strength or weakness. The director will report these results to the faculty annually for discussion.

			<p>appendix for rubric.</p> <p>Graduate faculty reports on each student's performance in coursework and overall academic performance will be discussed by the graduate faculty once per semester. These reports result in an annual review for each graduate student.</p>	<p>The graduate program director will make note of trends in the end of semester student evaluations and identify areas for discussion and improvement during regular monthly faculty meetings. Patterns of unsatisfactory performance will be examined and curricular changes aimed at improving outcomes will be discussed by the graduate faculty.</p>
2	<p>Demonstrate a proficiency in formulating original, normative arguments on topics related to health care ethics.</p>	<p>This knowledge is acquired throughout a student's program of study, in particular required and elective HCE seminar courses resulting in normative research papers. In particular, this skill is developed during Independent Study courses where PhD students work with a faculty mentor to develop a dissertation prospectus.</p>	<p>The acquisition of this proficiency is assessed primarily during the student's <b>written comprehensive exam</b>, during which a student is called upon to develop an original, normative research paper on a health care ethics topic. These papers are evaluated by the student's five faculty examiners based on a rubric that examines: the student's articulation of the problem, development of the argument, integration of the literature, and quality of writing style. See appendix for rubric.</p> <p>Graduate faculty reports on each student's performance in coursework and overall academic performance will be discussed by the graduate faculty once per semester. These reports result in an annual review for each graduate student.</p>	<p>The graduate program director will collect and aggregate the results of written comprehensive exams with respect to learning objective (2), looking for patterns of overall success as well as specific areas of relative strength or weakness. The director will report these results to the faculty annually for discussion.</p> <p>The graduate program director will make note of trends in the end of semester student evaluations and identify areas for discussion and improvement during regular monthly faculty meetings. Patterns of unsatisfactory performance will be examined and curricular changes aimed at improving outcomes will be discussed by the graduate faculty.</p>
3	<p>Demonstrate a proficiency in applying interdisciplinary theoretical approaches to answer ethical questions in real life health care contexts.</p>	<p>This skill is developed in the required courses: HCE 6150 Health Care Ethics Practicum and HCE 6130 Clinical Ethics.</p>	<p>The acquisition of this proficiency is assessed by the instructor of these courses by evaluating each student's practicum project, clinical ethics final normative paper and ethics mediation skills, as demonstrated during mock</p>	<p>The graduate program director will collect and aggregate the scores on these assignments, looking for patterns of overall success as well as specific areas of relative strength or weakness. The director will report these results to</p>

			ethics mediation role plays.	the faculty annually for discussion.
4	Demonstrate the ability to conceptualize, develop and bring to successful completion an original, sustained and coherent independent research project that contributes to the field (i.e. the dissertation).	This skill is primarily developed throughout the student's dissertation research coursework (HCE 6980).	The acquisition of this proficiency is assessed primarily by the student's dissertation committee, which examines the quality of the student's written product (dissertation) and their ability to defend their project to an interdisciplinary audience (dissertation defense).	The graduate program director will determine the number of successful and unsuccessful dissertation attempts (successful= passing the dissertation defense, or completing satisfactory dissertation research within the expected timeline, as assessed by the student's mentor) and present a report to the faculty annually for discussion. Patterns of unsatisfactory performance will be examined and curricular changes aimed at improving outcomes will be discussed by the graduate faculty.
5	Demonstrate an ability to generate appropriate job search materials (i.e. curriculum vitae, teaching portfolio, writing sample, etc.)	This skill is developed throughout the student's program of study and is fostered directly through: (a) monthly Mentoring Lunches which address various topics in professional development, (b) faculty mentoring.	The acquisition of this proficiency is assessed primarily by job placement rates of job-seeking students and graduates.	The graduate program director will gather job-placement data for current job-seeking students and recent program graduates on an annual basis, and present a report to the faculty annually for discussion.

### Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

Assessment will occur on a two-year cycle: in cycle year one, PLO 1 and PLO 4 will be reported and assessed. In cycle year two, PLO 2, PLO 3 and PLO 5 will be reported and assessed.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

This assessment plan initially drafted by the graduate program director, brought to the graduate program faculty for discussion and revision, revised by the graduate program director and finally approved by the graduate program faculty.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

The faculty will review and modify the assessment plan every four years.

PhD in Health Care Ethics  
College of Arts and Sciences  
Program Assessment Plan Appendix: **Grading Rubrics**

*Rubric 1: Normative Research Papers and Written Comprehensive Exams: Grading Rubric*

	Meets Standards	Approaches Standards	Fails Standards
<b>Statement of Problem and Thesis</b>	Question or problem is normative, sets student up an argumentative essay, is significant within the field of health care ethics, is novel and the thesis is clearly and succinctly articulated and easy to identify.	Question or problem is normative and sets student up to write a normative essay but it is either not considerably significant or novel; the thesis is articulated but may not be easy to identify.	Question or problem is not normative, does not set up student to write a normative essay; thesis is ambiguous or not understandable and it is not sufficiently significant or novel.
<b>Development of Argument</b>	Paper adopts and articulates primarily one normative lens or method; clearly defends a conclusion; provides relevant and convincing evidence and reasoning to support the conclusion; avoids fallacies; engages most significant objections.	Paper may shift between more than one method or lens; defends a conclusion, but may not do so in a clear fashion or with the most convincing and relevant evidence; may include fallacies; may not engage the most significant objections.	Paper uses multiple methods in an unskilled and confusing way; paper fails to clearly defend a conclusion; evidence is weak and unconvincing; may include many argumentative fallacies and fails to engage objections adequately.
<b>Integration of Literature</b>	Paper demonstrates familiarity with the most recent and relevant literature on the topic; uses literature appropriately to support the argument; organizes literature in new and useful ways; uses references adequately to support claims; characterizes the claims of others accurately and charitably.	Paper demonstrates familiarity with some but not all of the most recent and relevant literature on the topic; literature is used to support the argument, but not in the most succinct or clear way; may focus on the wrong arguments or authors; may misrepresent uncharitably represent	Paper includes some of the right literature, but does not understand it well and does not use it to appropriately support the argument; ignores some of the most important literature; caricatures others' arguments.

		the claims of others.	
<b>Writing Style and Form</b>	Paper avoids vagueness, grammatical errors, poor word choice, awkward phrasing; uses a common citation style skillfully; constructs a coherent essay that transitions well between ideas and sections; is written with clarity and precision.	Paper is adequately clear; includes a few grammatical errors, poor word choices or awkward phrasing; uses a common citation style adequately; essay mostly flows together but may wander in sections; essay is mostly well organized but may not cohere well in sections.	Paper is vague and is littered with grammatical errors, poor word choices and awkward phrasings; doesn't adequately employ a common citation style; does not cohere and is not well organized.

*Rubric 2: Classroom Participation and Oral Comprehensive Exams: Grading Rubric*

	<b>Meets Standards</b>	<b>Approaches Standards</b>	<b>Fails Standards</b>
<b>Remember and Understand</b>	Student is able to recall, identify and explain most facts, theses, arguments and basic concepts.	Student is able to recall and identify most and explain some facts, theses, arguments and basic concepts. Some explanations are incorrect or not sufficiently comprehensive.	Student is unable to recall and explain even the most basic facts, theses, arguments and concepts.
<b>Apply and Analyze</b>	Student is able to draw conclusions among important concepts, ideas and arguments, and apply information to new situations.	Student is sometimes able to draw conclusions among important concepts, ideas and arguments and apply information to new situations, although sometimes application and analysis is incomplete, inaccurate or otherwise weak.	Student is rarely able to draw conclusions among important concepts, ideas and arguments and apply information to new situations. Most attempts at application and analysis are incomplete, inaccurate or otherwise weak.
<b>Demeanor and Respectfulness</b>	Student is a respectful and charitable interlocutor. Student stays on topic, does not dominate discussion, does not interrupt, does not demean classmates and is able to respond to questions concisely and respectfully.	Student is usually a respectful and charitable interlocutor. Student usually stays on topic and rarely dominates discussion, interrupts or demeans classmates.	Student is rarely a respectful and charitable interlocutor. Often rambles, dominates discussion, interrupts others, or demeans classmates.

