Program-Level Assessment Plan

Program: Bioethics and Health Studies, BA	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): UG Major
Department: HCE	College/School: CAS
Date (Month/Year): 9/21	Primary Assessment Contact: Harold Braswell, harold.braswell@slu.edu

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

#	Student Learning Outcomes What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	Curriculum Mapping In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	Assessment Methods	
			Artifacts of Student Learning (What) 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	Evaluation Process (How) 1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	1. Students will describe and apply key philosophical and theological methodologies for analyzing ethical dilemmas in health care ethics.	--HCE 2050 ("Patients as Persons") --HCE 4960 ("Capstone")	**Direct Measures:** 1. The final writing assignment for HCE 2050 "Patients as Persons" will be evaluated according to a faculty-approved rubric that addresses this learning outcome. ASSIGNMENT INCLUDED IN CAPSTONE PORTFOLIO 2. Each student will be required, as a part of the capstone course, to produce a capstone research paper. This paper will be graded according to a faculty-approved rubric which specifically addresses the student's ability to	1. At the commence of the students' "capstone" course (HCE 4960) the program director will evaluate the HCE 2050 final writing assignment against the approved rubrics. The instructors of the courses will submit their filled-out rubric, with their own grading of the student assignment. Based on both the papers and this instructor assessment, the director will explore changes in pedagogy and will recommend curricular changes to better facilitate student achievement of this learning outcome. 2. Annually the program director

			integrate and apply the knowledge and methods from various related disciplines (gained via the external "disciplinary frameworks" program requirement, which includes humanities, theology/philosophy, social sciences and professional courses). **Indirect Measures:** 1. End-of-program student surveys will solicit self-evaluations of their development in the context of this learning outcome.	and faculty of the CHCE will evaluate the submitted capstone research projects according to a rubric that addresses this PLO. As necessary, they will explore changes in pedagogy and will recommend curricular changes to better facilitate student achievement of this learning outcome. 3. Review of the impact of any such program changes will also be conducted annually. The program director will maintain the records of those reviews.
2	2. Students will apply different disciplinary approaches to ethical issues in health care science, delivery, and research.	--HCE 2090 "Bioethics in an Interdisciplinary Perspective" --HCE 4960 ("Capstone")	**Direct Measures:** 1. The final writing assignment for HCE 2090 "Bioethics in an Interdisciplinary Perspective" will be evaluated according to a faculty-approved rubric that addresses this learning outcome. ASSIGNMENT INCLUDED IN CAPSTONE PORTFOLIO 2. Each student will be required, as a part of the capstone course, to produce a capstone research paper. This paper will be graded according to a faculty-approved rubric which specifically addresses the student's ability to integrate and apply the knowledge and methods from various related disciplines	1. At the commence of the students' "capstone" course (HCE 4960) the program director will evaluate the HCE 2090 final writing assignment against the approved rubrics. The instructors of the courses will submit their filled-out rubric, with their own grading of the student assignment. Based on both the papers and this instructor assessment, the director will explore changes in pedagogy and will recommend curricular changes to better facilitate student achievement of this learning outcome. 2. Annually the program director and faculty of the CHCE will evaluate the submitted capstone research projects according to a

			(gained via the external "disciplinary frameworks" program requirement, which includes humanities, theology/philosophy, social sciences and professional courses). **Indirect Measures:** 1. End-of-program student surveys will solicit self-evaluations of their development in the context of this learning outcome.	rubric that addresses this PLO. As necessary, they will explore changes in pedagogy and will recommend curricular changes to better facilitate student achievement of this learning outcome. 2. Review of the impact of any such program changes will also be conducted annually. The program director will maintain the records of those reviews.
3	3. Students will identify and evaluate the impact of disparities in identity categories on health care access and quality.	--HCE 2070 ("Bioethics of Difference") --HCE 4960 ("Capstone")	**Direct Measures:** 1. The final writing assignment for HCE 2070 "Bioethics of Difference" will be evaluated according to a faculty-approved rubric that addresses this learning outcome. ASSIGNMENT INCLUDED IN CAPSTONE PORTFOLIO 2. Each student will be required, as a part of the capstone course, to produce a capstone research paper. This paper will be graded according to a faculty-approved rubric which specifically addresses the student's ability to integrate and apply the knowledge and methods from various related disciplines (gained via the external "disciplinary frameworks" program requirement, which	1. At the commence of the students' "capstone" course (HCE 4960) the program director will evaluate the HCE 2070 final writing assignment against the approved rubrics. The instructors of the courses will submit their filled-out rubric, with their own grading of the student assignment. Based on both the papers and this instructor assessment, the director will explore changes in pedagogy and will recommend curricular changes to better facilitate student achievement of this learning outcome. 2. Annually the program director and faculty of the CHCE will evaluate the submitted capstone research projects according to a rubric that addresses this PLO. As necessary, they will explore

			includes humanities, theology/philosophy, social sciences and professional courses). **Indirect Measures:** 1. End-of-program student surveys will solicit self-evaluations of their development in the context of this learning outcome.	changes in pedagogy and will recommend curricular changes to better facilitate student achievement of this learning outcome. 3. Review of the impact of any such program changes will also be conducted annually. The program director will maintain the records of those reviews.
4	4. Students will formulate and justify recommendations for resolving complex ethical health care dilemmas.	--3000-4000-level HCE elective with "controversies" attribute --HCE 4960 ("Capstone")	**Direct Measures:** 1. The final writing assignment for a 3000-4000-level course with "controversies" attribute will be evaluated according to a faculty-approved rubric tailored to each "controversies" course that addresses this learning outcome. ASSIGNMENT INCLUDED IN CAPSTONE PORTFOLIO 2. Each student will be required, as a part of the capstone course, to produce a capstone research paper. This paper will be graded according to a faculty-approved rubric which specifically addresses the student's ability to integrate and apply the knowledge and methods from various related disciplines (gained via the external "disciplinary frameworks" program requirement, which includes humanities, theology/philosophy, social	1. At the commence of the students' "capstone" course (HCE 4960) the program director will evaluate the HCE 3000-4000-level "controversies" course's final writing assignment against a faculty-approved rubric designed by the course instructor. The instructors of the courses will submit their filled-out rubric, with their own grading of the student assignment. Based on both the papers and this instructor assessment, the director will explore changes in pedagogy and will recommend curricular changes to better facilitate student achievement of this learning outcome. 2. Annually the program director and faculty of the CHCE will evaluate the submitted capstone research projects according to a rubric that addresses this PLO. As necessary, they will explore changes in pedagogy and will

			sciences and professional courses). **Indirect Measures:** 1. End-of-program student surveys will solicit self-evaluations of their development in the context of this learning outcome.	recommend curricular changes to better facilitate student achievement of this learning outcome.
5	5. Students will apply ethical frameworks in health care settings.	--3000-4000-level HCE courses with "service-learning" attribute	**Direct Measures:** Required reflection papers generated in HCE Service Learning/Internship courses (HCE 3100, HCE 4240, HCE 4520) will be evaluated according to a faculty-approved rubric. ASSIGNMENT INCLUDED IN CAPSTONE PORTFOLIO **Indirect Measures:** 1. End-of-program student surveys will solicit self-evaluations of development in the context of this learning outcome.	1. At the commence of the students' "capstone" course (HCE 4960) the program director will evaluate the HCE 3000-4000 service-learning reflection papers against the approved rubrics. The instructors of the courses will submit their filled-out rubric, with their own grading of the student assignment. Based on both the papers and this instructor assessment, the director will explore changes in pedagogy and will recommend curricular changes to better facilitate student achievement of this learning outcome. 2. Review of the impact of any such program changes will also be conducted annually. The program director will maintain the records of those reviews.

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

   Data will be analyzed and discussed during day-long the faculty retreat prior to the beginning of each fall semester. Based on faculty input, changes will be made.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

   These changes will be evaluated and their impact assessed at the faculty retreat two years after their initial implementation.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

The program will assess outcomes on a yearly basis, among graduating seniors, on the basis of their capstone portfolio.

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

This plan was written by the undergraduate program director, Harold Braswell, based on assessment goals developed for the major in Bioethics and Health Studies, in the year 2017-18. These assessment goals were reviewed and approved by the Health Care Ethics faculty as a whole.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

As we have not yet had graduating seniors who have completed the courses recommended for the assessment, we have not, at present, developed rubrics. The first group of such seniors will appear, at earliest, in 2022-3 and we will submit rubrics one year prior to that, in fall 2021.

Quick Rubric

HCE 2050 Rubric Assessment

	Proficient *25 Points*	**Emerging** *19 Points*	**Beginning** *13 Points*
Paper makes a normative argument regarding a bioethical issue (issues that are not in the conventional "canon" of bioethics are welcome, so long as their inclusion is explained).			
Paper situates argument in relevant literature in philosophy and/or theology.			
Paper meaningfully integrates at minimum five peer-reviewed sources.			
Paper adheres to assigned length and is appropriately formatted (no spelling and grammatical errors, uses appropriate citation style when citing sources.)			

This rubric was created with **Quick Rubric** and can be found at - http://www.quickrubric.com/r#/qr/hbraswell/hce-2050-rubric-assessment

Quick Rubric

HCE 2070 "Bioethics of Difference" Rubric

	Proficient *25 Points*	**Emerging** *19 Points*	**Beginning** *13 Points*
Paper makes a normative argument regarding a bioethical issue (issues that are not in the conventional "canon" of bioethics are welcome, so long as their inclusion is explained).			
Paper includes a thorough consideration of relevant power relations, particularly as pertaining to identity categories such as race, class, gender, disability, sexual orientation, and religious affiliation.			
Paper meaningfully integrates at minimum five peer-reviewed sources.			
Paper adheres to assigned length and is appropriately formatted (no spelling and grammatical errors, appropriate citation style when using sources).			

This rubric was created with **Quick Rubric** and can be found at - http://www.quickrubric.com/r#/qr/hbraswell/hce-2070--bioethics-of-difference--rubric

Quick Rubric

HCE 2090: Bioethics in an Interdisciplinary Perspective Final Paper Rubric

	Proficient *25 Points*	**Emerging** *19 Points*	**Beginning** *13 Points*
Paper makes a normative argument regarding a bioethical issue (issues that are not in the conventional "canon" bioethics of are welcome so long as their inclusion is explained.)			
Paper draws, meaningfully, on scholarship in at minimum two academic disciplines outside of bioethics.			
Paper meaningfully integrates at minimum eight peer-reviewed sources.			
Paper adheres to assigned length and is appropriately formatted (no spelling and grammatical errors, appropriate citation style when using sources).			

This rubric was created with **Quick Rubric** and can be found at - http://www.quickrubric.com/r#/qr/hbraswell/hce-2090--bioethics-in-an-interdisciplinary-perspective-final-paper-rubric

Quick Rubric

HCE 4960 Capstone

	Proficient *17 Points*	**Emerging** *13 Points*	**Beginning** *8 Points*
Paper makes a normative argument regarding a bioethical issue (issues that are not in the conventional "canon" bioethics are welcome, so long as their inclusion is explained.)			
Paper situates argument in relevant philosophical and/or theological literature underlying the chosen topic.			
Paper includes a thorough consideration of relevant power relations, particularly as pertaining to identity categories such as race, class, gender, disability, sexual orientation, and religious affiliation.			
Paper draws, meaningfully, on scholarship in at minimum two academic disciplines outside of bioethics.			

	Proficient *17 Points*	**Emerging** *13 Points*	**Beginning** *8 Points*
Paper meaningfully integrates at minimum twenty peer-reviewed sources.			
Paper adheres to assigned length, and is appropriately formatted (no spelling and grammatical errors, appropriate citation style when using sources).			

This rubric was created with **Quick Rubric** and can be found at - http://www.quickrubric.com/r#/qr/hbraswell/hce-4960-capstone

Quick Rubric

Reflective Papers for Courses that Count for "Service-Learning" Attribute

	Proficient *25 Points*	**Emerging** *19 Points*	**Beginning** *13 Points*
Paper describes situations of ethical conflict and/or ambiguity that emerged over the course of students' service work.			
Paper draws on literature assigned over the semester to analyze these situations.			
Paper explores possible responses to the situations described.			
Paper adheres to assigned length, and is appropriately formatted (no spelling and grammatical errors, appropriate citation style when using sources).			

This rubric was created with **Quick Rubric** and can be found at - http://www.quickrubric.com/r#/qr/hbraswell/reflective-papers-for-courses-that-count-for--service-learning--attribute