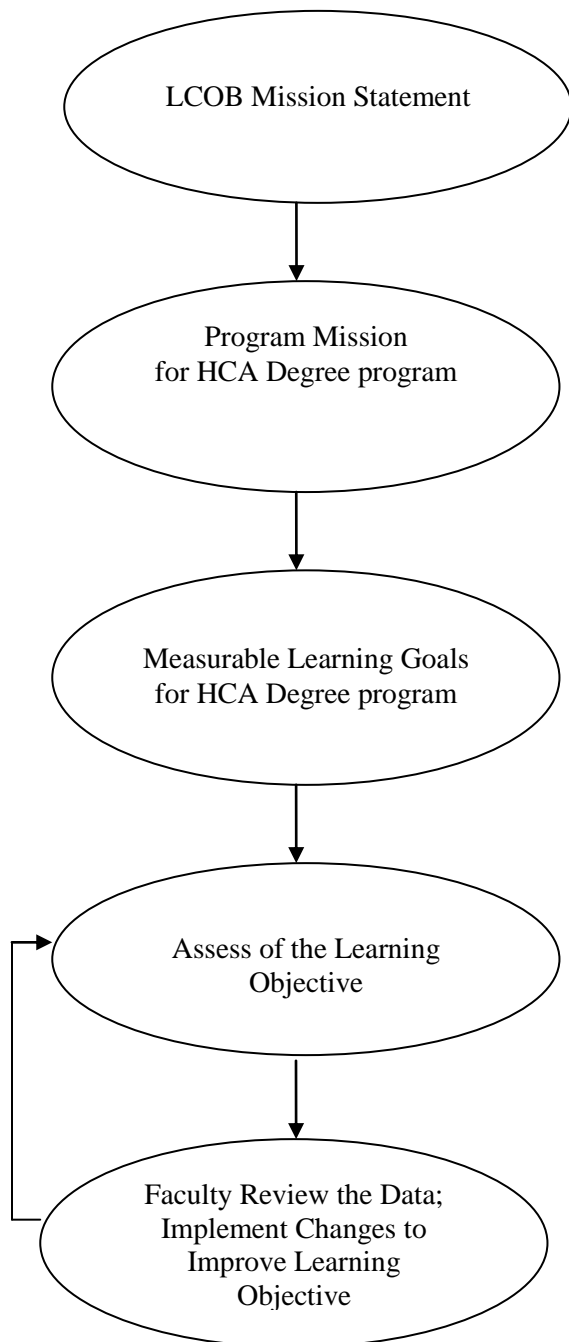


STRUCTURE OF THE MASTER'S IN HCA AOL PROGRAM



The Mission of the LCOB is to be a leading state institution for the education of business students, and a contributor to the region's economic development. The College is committed to an overall balance among teaching, scholarly activity, and service. The LCOB is dedicated to graduating individuals who possess the **communication**, **critical thinking**, and **problem solving** skills necessary to meet the Tri State area's needs for the demands of the global marketplace.

To prepare students for careers in the management of healthcare related organizations.

LEARNING GOALS:

1. **Competency in Written Ethical Analysis:** Students will develop the ability to recognize ethical dilemmas and to state the principles and values for resolving them.
2. **Communication Competency:** Students will develop effective written and oral communication skills.
3. **Teamwork Competency:** Students will develop the ability to identify areas of joint responsibility and to create mutual commitment to the completion of tasks.
4. **Decision Making/Problem Solving Competency:** Students will develop the ability to generate alternatives and define evaluative criteria for making choices.
5. **Technology/HIS Competency:** Students will develop the ability to recognize key areas and manage the application of health information systems which will lead to improved efficiency and effectiveness of their organizations.

MECHANISM/OBJECTIVES AND MEASUREMENTS:

Competency in Written Ethical Analysis: Students will be required to evaluate a "flagship" marketing case in HCA 655 which contains ethical dilemmas providing a written analysis and classroom discussions.

Communication Competency: Students will be required to design, develop and defend an independent research project addressing a health care issue in HCA 695.

Teamwork Competency: In HCA 615, 653 and 656 students will participate in team assignments and will be peer evaluation based on the quality and quantity of team interactions.

Decision Making/Problem Solving Competency: Students will be required to develop comprehensive strategic analyses/ problem solving for health care case studies in HCA 615/ HCA 653.

Technology/Health Information Systems (HIS) Competency: Students will become proficient in **critical thinking**, analyzing HIS related case studies and reputable journal publications of the application of electronics and technology to health information systems in HCA 656.

THE HCA PROGRAM: COURSES USED TO ASSESS LEARNING OBJECTIVES

COURSE:	TITLE:
HCA 600	The Health Care System
HCA 615	Health Care Economics
HCA 653	Integrated Health Care Delivery Systems
HCA 655	Health Care Marketing
HCA 656	Management of Medical Technology & Information Systems
HCA 695	Field Research in Health Care Management

CYCLES OF THE MASTER'S IN HCA AOL PROGRAM

(I) Development Phase		(II) Measurement Phase		(III) Continuous Improvement – PDCA						
Define Learning Goals	Develop Measure	Gather Data	Review Data	Action Plan	Implement Cycle 1	Analyze, Correct and Change	Implement Cycle 2	Analyze, Correct and Change	Implement Cycle 3	Analyze, Correct and Change
Recognize Ethical Dilemmas	Case analysis and written response	Every year HCA 655	HCA faculty will review analysis.	Summer 2010	Summer 2010	Summer 2010	Spring 2011	Summer 2011	Every year	Summer every year
Oral and Written Communication	Research project	Every year HCA 695.	HCA faculty will observe oral presentation. Evaluation written.	Spring 2010	Spring 2010	Summer 2010	Spring 2011	Summer 2011	Every year	Summer every year
Teamwork	Peer evaluations	Every year random selection one class from HCA 656 or HCA 615 or HCA 653.	HCA faculty will review student feedback.	Spring 2010	Spring 2010	Summer 2010	Spring 2011	Summer 2011	Every year	Summer every year
Decision Making/ Problem Solving	Evaluation of case analysis	Every year HCA 615. 653.	HCA faculty will review student strategic analysis.	Spring 2010	Spring 2010	Summer 2010	Spring 2011	Summer 2011	Every year	Summer every year
Technology/ HIS	Evaluation of case studies/ reading analysis	Every year HCA 656	HCA faculty will review student's <u>critical thinking analysis.</u>	Fall 2009	Fall 2009	Summer 2010	Fall 2010	Summer 2011	Every year	Summer every year

WRITTEN ETHICAL RUBRIC SUMMER 2010

	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Identifies Dilemma	Has a vague idea of what the dilemma is and is uncertain what must be decided.	Identifies the dilemma, including pertinent facts, and ascertains what must be decided.	Describes the dilemma in detail having gathered pertinent facts. Ascertain exactly what must be decided.
Considers Stakeholders	Is unsure as to who should be involved in the decision-making process.	Determines who should be involved in the decision making process and accurately identifies all the stakeholders.	Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of the stakeholders.
Analyzes Alternatives and Consequences	Begins to appraise the relevant facts, assumptions and principles, and identifies some alternatives.	Clarifies at least two alternatives and predicts their association consequences in detail.	Clarifies a number of alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders.
Chooses an Action	Has difficulty identifying and appropriate course of action from among alternatives.	Formulates an implementation plan that delineates the execution of the decision.	Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action.

ORAL PRESENTATION RUBRIC SPRING 2010

	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Organization	Audience cannot understand presentation because there is no sequence of information.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
Mechanics	Student's presentation has four or more spelling and/or grammatical errors.	Presentation has nor more than two misspellings/and or grammatical errors.	Presentation has no misspellings or grammatical errors.
Eye Contact	Student reads all of report with no contact.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

WRITTEN COMMUNICATION RUBRIC SPRING 2010

	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Content	Neither purpose nor thesis clearly present. Information seems random. Analysis is vague or not evident. Reader is confused or misinformed.	Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains some insights.	Even, balanced information effectively supports a central purpose or thesis and displays a thoughtful in-dept analysis of a topic. Reader gains insights.
Organization	Writing lacks logical organization. Reader cannot identify a line or reasoning.	Ideas are arranged to support writer's purpose, but order is sometimes questionable. Ideas are usually clearly linked to each other. For the most part, reader can follow line of reasoning.	Ideas are arranged logically to support the purpose. Ideas flow smoothly from one to another and are clearly linked to each other. Reader can follow reasoning.
Purpose	Purpose is generally unclear and is not stated.	Writing has a stated purpose, but may occasionally digress.	Writer's purpose is readily apparent to the reader and is stated clearly.
Grammar and Mechanics	Sentence structure and grammar errors so numerous confused reader stops reading.	Functional sentences. Errors present but do not distract from meaning.	Sentences vary in length, structure; flow well; demonstrate transitions. Writing almost error free.
Relevance	No reference made to current practice	Good understanding of topic and covering of issues.	Communicate through understanding of topic and provides insight to topic.
Use of Research	Evidence is not cited to support claims. No citation present.	Evidence to support claims is generally present. Attribution is often clearly given. Some inconsistencies in format of citation.	Compelling evidence is given to support claims. Attribution is clear and fairly presented. Consistently correct and appropriate format of citation.

TEAMWORK RUBRIC SPRING 2010

	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Preparation	Little or no advance preparation for team meeting	Moderately prepared in advance for team meetings	Well prepared in advance for team meetings
Leadership	Lets others set and pursue the agenda	Takes part in setting group goals and agendas	Takes a large part in setting group goals and agendas
Participation	Observes passively and says little or nothing	Participates in discussions, letting others provide the direction	Actively participates in discussion and asks questions
Level of Interest	Gives the impression of wanting to be somewhere else: Attendance record is inconsistent; may be absent or late without notice	Informs others ahead of time of his/her duties and arranges to cover own responsibilities	Volunteers willingly and carries own share of the group's responsibilities

DECISION MAKING/PROBLEM SOLVING RUBRIC SPRING 2010

	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Problem Identification	Does not clearly identify the problem; Identifies an inappropriate problem or represents the issue inaccurately.	Clearly identifies main problem and includes some of the subsidiary issues; Some discussion or relationships between sub issues.	Clearly identifies the main problem and embedded or implicit aspects of the problem; Clearly addresses the relationship among sub issues; Identifies not only the basics of the issue but also recognizes subtle nuances of the issue.
Interpretation	Fails to question data; Ignores bias; Misses major content areas; Detects no inconsistencies; Chooses biased sources.	Asks insightful questions; Detects bias; Categorizes content; Identifies inconsistencies; Recognizes context.	Analyzes insightful questions; Detects bias and/or refutes bias; Criticizes content; Examines inconsistencies; Values information.
Analysis & Evaluation	Fails to draw conclusions; Sees no arguments; Overlooks differences; Repeats data; Omits research.	Formulates conclusions; Recognizes arguments; Notices differences; Evaluates data; Seeks out information.	Examines conclusions; Uses reasonable judgment; Discriminates rationally; Synthesizes data; Views information critically.
Presentation	Omits argument; Misrepresents issues; Excludes data; Draws faulty conclusions; Shows intellectual dishonesty.	Argues clearly; Identifies issues; Attributes sources Suggests solutions; Incorporates information.	Argues succinctly; Discusses issues thoroughly; Shows intellectual honesty; Justifies decisions; Assimilates information.

HIS/TECHNOLOGY RUBRIC FALL 2009

	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Identifies and Summarizes problem at issue	Does not recognize any problems with the structure of the case study/reading analysis or mentions problems that are not based on facts of the case study/reading analysis.	Recognizes one or more key problems with the case study/reading analysis.	Recognizes multiple problems in the case study/reading analysis. Indicates some issues are more important than others and explains why.
Key Assumptions	Does not identify the assumptions that underlie the structure of the case study/reading analysis.	Identifies some of the key assumptions of the case study/reading analysis.	Identifies and questions the validity of the key assumptions that underlie the structure of the case study/reading analysis, and recognizes how assumptions influence the outcome of the case study/ reading analysis.
Perspective	Does not uncover the perspectives of any characters in the case study/reading analysis.	Considers the perspectives of individuals who influence structure of case study/reading analysis.	Clearly describes the unique perspectives of multiple key characters. And understands what these perspectives mean for the structure of the case study/reading analysis.
Knowledge	Simply repeats facts listed in case study/reading analysis and does not discuss the relevance of these facts.	Considers facts from the case study/reading analysis and cites related Health Informatics knowledge from theoretical or empirical research.	Discusses facts of the case study/reading analysis in relation to empirical and theoretical research in HIS and add knowledge from personal experience and/or other experience.

HCA 655 WRITTEN ETHICAL ASSESSMENT RESULTS: Cycle 1 2009-2010

Health Care Marketing: Measured by Phil Rutsohn on September 2010

	UNACCEPTABLE (1)	ACCEPTABLE (2)	EXEMPLARY (3)
<p><i>Identifies Dilemma</i></p> <p>Mean: 2.53 Standard deviation: 0.51</p>	Has a vague idea of what the dilemma is and is uncertain what must be decided.	Identifies the dilemma, including pertinent facts, and ascertains what must be decided.	Describes the dilemma in detail having gathered pertinent facts. Ascertain exactly what must be decided.
<p><i>Considers Stakeholders</i></p> <p>Mean: 2.24 Standard deviation: 0.56</p>	Is unsure as to who should be involved in the decision-making process.	Determines who should be involved in the decision making process and accurately identifies all the stakeholders.	Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of the stakeholders.
<p><i>Analyzes Alternatives and Consequences</i></p> <p>Mean: 2.35 Standard deviation: 0.61</p>	Begins to appraise the relevant facts, assumptions and principles, and identifies some alternatives.	Clarifies at least two alternatives and predicts their association consequences in detail.	Clarifies a number of alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders.
<p><i>Chooses an Action</i></p> <p>Mean: 2.18 Standard deviation: 0.39</p>	Has difficulty identifying and appropriate course of action from among alternatives.	Formulates an implementation plan that delineates the execution of the decision.	Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action.

Overall

Mean: 2.32

Standard deviation: 0.53

	Identifies Dilemma	Considers Stakeholders	Analyzes Alternatives and Consequences	Chooses and Action	TOTAL
Number of 3's	9	5	7	3	24
Number of 2's	8	11	9	14	42
Number of 1's	0	1	1	0	2

HCA 695 ORAL PRESENTATION ASSESSMENT RESULTS: Cycle 1 2009-10
Field Research in Health Care Management: Measured by Communication Department 10/29/10
TOTAL

	UNACCEPTABLE (1)	ACCEPTABLE (2)	EXEMPLARY (3)
<i>Organization</i> Mean: 2.00 Standard deviation: 0.32	Audience cannot understand presentation because there is no sequence of information.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
<i>Subject Knowledge</i> Mean: 2.25 Standard deviation: 0.52	Student does not have grasp of information; student cannot answer questions about subject.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
<i>Graphics</i> Mean: 1.83 Standard deviation: 0.41	Student uses superfluous graphics or no graphics.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
<i>Mechanics</i> Mean: 2.00 Standard deviation: 0.00	Student's presentation has four or more spelling and/or grammatical errors.	Presentation has not more than two misspellings/and or grammatical errors.	Presentation has no misspellings or grammatical errors.
<i>Eye Contact</i> Mean: 1.92 Standard deviation: 0.66	Student reads all of report with no contact.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
<i>Elocution</i> Mean: 1.42 Standard deviation: 0.38	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

Overall

Mean: 1.90

Standard deviation: 0.48

	Organization	Subject Knowledge	Graphics	Mechanics	Eye Contact	Elocution	TOTAL
Number of 3's	0	1	0	0	1	0	2
Number of 2's & 2.5's	5	4	3	6	3	1	19
Number of 1's & 1.5's	1	1	3	0	2	5	12

HCA 695 ORAL PRESENTATION ASSESSMENT RESULTS: Cycle 1 2009-10
Field Research in Health Care Management: Measured by Alberto Coustasse 4/28/10 & 5/5/10
TOTAL

	UNACCEPTABLE (1)	ACCEPTABLE (2)	EXEMPLARY (3)
<i>Organization</i> Mean: 2.50 Standard deviation: 0.55	Audience cannot understand presentation because there is no sequence of information.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
<i>Subject Knowledge</i> Mean: 2.67 Standard deviation: 0.52	Student does not have grasp of information; student cannot answer questions about subject.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
<i>Graphics</i> Mean: 2.33 Standard deviation: 0.52	Student uses superfluous graphics or no graphics.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
<i>Mechanics</i> Mean: 2.33 Standard deviation: 0.52	Student's presentation has four or more spelling and/or grammatical errors.	Presentation has not more than two misspellings/and or grammatical errors.	Presentation has no misspellings or grammatical errors.
<i>Eye Contact</i> Mean: 2.17 Standard deviation: 0.98	Student reads all of report with no contact.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
<i>Elocution</i> Mean: 2.33 Standard deviation: 0.82	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

Overall

Mean: 2.39

Standard deviation: 0.64

	Organization	Subject Knowledge	Graphics	Mechanics	Eye Contact	Elocution	TOTAL
Number of 3's	3	4	2	2	3	3	17
Number of 2's	3	2	4	4	1	2	16
Number of 1's	0	0	0	0	2	1	3

HCA 695 WRITTEN COMMUNICATION ASSESSMENT RESULTS: Cycle 1 2009-2010

Field Research in Health Care Management: Measured by Alberto Coustasse on September, 2010

	UNACCEPTABLE (1)	ACCEPTABLE (2)	EXEMPLARY (3)
<p>Content</p> <p>Mean: 2.33 Standard deviation: 0.82</p>	Neither purpose nor thesis clearly present. Information seems random. Analysis is vague or not evident. Reader is confused or misinformed.	Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains some insights.	Even, balanced information effectively supports a central purpose or thesis and displays a thoughtful in-dept analysis of a topic. Reader gains insights.
<p>Organization</p> <p>Mean: 2.33 Standard deviation: 0.52</p>	Writing lacks logical organization. Reader cannot identify a line or reasoning.	Ideas are arranged to support writer's purpose, but order is sometimes questionable. Ideas are usually clearly linked to each other. For the most part, reader can follow line of reasoning.	Ideas are arranged logically to support the purpose. Ideas flow smoothly from one to another and are clearly linked to each other. Reader can follow reasoning.
<p>Purpose</p> <p>Mean: 2.33 Standard deviation: 0.82</p>	Purpose is generally unclear and is not stated.	Writing has a stated purpose, but may occasionally digress.	Writer's purpose is readily apparent to the reader and is stated clearly.
<p>Grammar and Mechanics</p> <p>Mean: 2.67 Standard deviation: 0.52</p>	Sentence structure and grammar errors so numerous confused reader stops reading.	Functional sentences. Errors present but do not distract from meaning.	Sentences vary in length, structure; flow well; demonstrate transitions. Writing almost error free.
<p>Relevance</p> <p>Mean: 2.83 Standard deviation: 0.41</p>	No reference made to current practice	Good understanding of topic and covering of issues.	Communicate through understanding of topic and provides insight to topic.
<p>Use of Research</p> <p>Mean: 3.00 Standard deviation: 0</p>	Evidence is not cited to support claims. No citation present.	Evidence to support claims is generally present. Attribution is often clearly given. Some inconsistencies in format of citation.	Compelling evidence is given to support claims. Attribution is clear and fairly presented. Consistently correct and appropriate format of citation.

Overall

Mean: 2.58

Standard deviation: 0.60

	Content	Organization	Purpose	Grammar and Mechanics	Relevance	Use of Research	TOTAL
Number of 3's	3	2	3	4	5	6	23
Number of 2's	2	4	2	2	1	0	11
Number of 1's	1	0	1	0	0	0	2

HCA 695 WRITTEN COMMUNICATION ASSESSMENT RESULTS: Cycle 1 2009-2010

Field Research in Health Care Management - Measured by GA (Ana Jones) - English department on Oct. 11, 2010

	UNACCEPTABLE (1)	ACCEPTABLE (2)	EXEMPLARY (3)
Content Mean: 2.33 Standard deviation: 0.52	Neither purpose nor thesis clearly present. Information seems random. Analysis is vague or not evident. Reader is confused or misinformed.	Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains some insights.	Even, balanced information effectively supports a central purpose or thesis and displays a thoughtful in-dept analysis of a topic. Reader gains insights.
Organization Mean: 2.33 Standard deviation: 0.52	Writing lacks logical organization. Reader cannot identify a line or reasoning.	Ideas are arranged to support writer's purpose, but order is sometimes questionable. Ideas are usually clearly linked to each other. For the most part, reader can follow line of reasoning.	Ideas are arranged logically to support the purpose. Ideas flow smoothly from one to another and are clearly linked to each other. Reader can follow reasoning.
Purpose Mean: 2.67 Standard deviation: 0.52	Purpose is generally unclear and is not stated.	Writing has a stated purpose, but may occasionally digress.	Writer's purpose is readily apparent to the reader and is stated clearly.
Grammar and Mechanics Mean: 2.17 Standard deviation: 0.41	Sentence structure and grammar errors so numerous confused reader stops reading.	Functional sentences. Errors present but do not distract from meaning.	Sentences vary in length, structure; flow well; demonstrate transitions. Writing almost error free.
Relevance Mean: 2.67 Standard deviation: 0.52	No reference made to current practice	Good understanding of topic and covering of issues.	Communicate through understanding of topic and provides insight to topic.
Use of Research Mean: 2.50 Standard deviation: 0.55	Evidence is not cited to support claims. No citation present.	Evidence to support claims is generally present. Attribution is often clearly given. Some inconsistencies in format of citation.	Compelling evidence is given to support claims. Attribution is clear and fairly presented. Consistently correct and appropriate format of citation.

Overall

Mean: 2.43

Standard deviation: 0.50

	Content	Organization	Purpose	Grammar and Mechanics	Relevance	Use of Research	TOTAL
Number of 3's	2	2	4	1	4	3	16
Number of 2's	4	4	2	5	2	3	20
Number of 1's	0	0	0	0	0	0	0

HCA 615 TEAMWORK ASSESSMENT RESULTS: Cycle 1 2009-2010

Health Care Economics: Measured by Phil Rutsohn on September 2010

	UNACCEPTABLE (1)	ACCEPTABLE (2)	EXEMPLARY (3)
<p><i>Preparation</i></p> <p>Mean: 2.79 Standard deviation: 0.43</p>	Little or no advance preparation for team meeting	Moderately prepared in advance for team meetings	Well prepared in advance for team meetings
<p><i>Leadership</i></p> <p>Mean: 2.38 Standard deviation: 0.65</p>	Let's others set and pursue the agenda	Takes part in setting group goals and agendas	Takes a large part in setting group goals and agendas
<p><i>Participation</i></p> <p>Mean: 2.54 Standard deviation: 0.52</p>	Observes passively and says little or nothing	Participates in discussions, letting others provide the direction	Actively participates in discussion and asks questions
<p><i>Level of Interest</i></p> <p>Mean: 2.8 Standard deviation: 0.55</p>	Gives the impression of wanting to be somewhere else: Attendance record is inconsistent; may be absent or late without notice	Informs others ahead of time of his/her duties and arranges to cover own responsibilities	Volunteers willingly and carries own share of the group's responsibilities

Overall

Mean: 2.64

Standard deviation: 0.56

	Preparation	Leadership	Participation	Level of Interest	TOTAL
Number of 3's	12	6	7	12	37
Number of 2's	6	6	6	0	18
Number of 1's	0	0	0	1	1

HCA 615 DECISION MAKING/PROBLEM SOLVING ASSESSMENT RESULTS: Cycle 1 2009-2010

Health Care Economics: Measured by Phil Rutsohn on September 2010

	UNACCEPTABLE (1)	ACCEPTABLE (2)	EXEMPLARY (3)
<p><i>Problem Identification</i> Mean: 2.4 Standard deviation: 0.55</p>	Does not clearly identify the problem; Identifies an inappropriate problem or represents the issue inaccurately.	Clearly identifies main problem and includes some of the subsidiary issues; Some discussion or relationships between sub issues.	Clearly identifies the main problem and embedded or implicit aspects of the problem; Clearly addresses the relationship among sub issues; Identifies not only the basics of the issue but also recognizes subtle nuances of the issue.
<p><i>Interpretation</i> Mean: 2.0 Standard deviation: 0.71</p>	Fails to question data; Ignores bias; Misses major content areas; Detects no inconsistencies; Chooses biased sources.	Asks insightful questions; Detects bias; Categorizes content; Identifies inconsistencies; Recognizes context.	Analyzes insightful questions; Detects bias and/or refutes bias; Critics content; Examines inconsistencies; Values information.
<p><i>Analysis & Evaluation</i> Mean: 1.8 Standard deviation: 0.84</p>	Fails to draw conclusions; Sees no arguments; Overlooks differences; Repeats data; Omits research.	Formulates conclusions; Recognizes arguments; Notices differences; Evaluates data; Seeks out information.	Examines conclusions; Uses reasonable judgment; Discriminates rationally; Synthesizes data; Vies information critically.
<p><i>Presentation</i> Mean: 2.0 Standard deviation: 1.0</p>	Omits argument; Misrepresents issues; Excludes data; Draws faulty conclusions; Shows intellectual dishonesty.	Argues clearly; Identifies issues; Attributes sources Suggests solutions; Incorporates information.	Argues succinctly; Discusses issues thoroughly; Shows intellectual honesty; Justifies decisions; Assimilates information.

Overall

Mean: 2.05

Standard deviation: 0.76

	Problem Identification	Interpretation	Analysis & Evaluation	Presentation	TOTAL
Number of 3's	2	1	1	2	6
Number of 2's	3	3	2	1	9
Number of 1's	0	1	2	2	5

HCA 656 HIS/TECHNOLOGY ASSESSMENT RESULTS: Cycle 1 2009-2010

Management of Medical Technology & Information Systems: Measured by Alberto Coustasse on September 2010

	UNACCEPTABLE (1)	ACCEPTABLE (2)	EXEMPLARY (3)
<p><i>Identifies and Summarizes problem at issue</i></p> <p>Mean: 2.55 Standard deviation: 0.51</p>	Does not recognize any problems/issues with the structure of the case study/study or mentions problems that are not based on facts of the case study/study.	Recognizes one or more key problems/issues with the case study/study.	Recognizes multiple problems/issues in the case study/study. Indicates some issues are more important than others and explains why.
<p><i>Key Assumptions</i></p> <p>Mean: 2.23 Standard deviation: 0.61</p>	Does not identify the assumptions that underlie the structure of the case study/study.	Identifies some of the key assumptions of the case study/study.	Identifies and questions the validity of the key assumptions that underlie the structure of the case study/study, and recognizes how assumptions influence the outcome of the case study/ study.
<p><i>Perspective</i></p> <p>Mean: 2.14 Standard deviation: 0.47</p>	Does not uncover the perspectives of any characters in the case study/study.	Considers the perspectives of individuals who influence structure of case study/study.	Clearly describes the unique perspectives of multiple key characters. And understands what these perspectives mean for the structure of the case study/study.
<p><i>Knowledge</i></p> <p>Mean: 1.95 Standard deviation: 0.84</p>	Simply repeats facts listed in case study/study and does not discuss the relevance of these facts.	Considers facts from the case study/study and cites related Health Informatics knowledge from theoretical or empirical research/knowledge.	Discusses facts of the case study/study in relation to empirical and theoretical research/knowledge in HIS and add knowledge from personal experience.

Overall

Mean: 2.2

Standard deviation: 0.65

	Identifies and Summarizes problem at issue	Key Assumptions	Perspective	Knowledge	TOTAL
Number of 3's	12	7	4	7	30
Number of 2's	10	13	17	7	47
Number of 1's	0	2	1	8	11