

## Summary of Aggregated Data for HPI 101 Sections 1-4

Submitted by: Elgloria Harrison on behalf of Professor Nanci Koktin, Melissa Eisele-Kaplan, and Amy White

January 2, 2022

### **Overall Evaluation of HPI 101:**

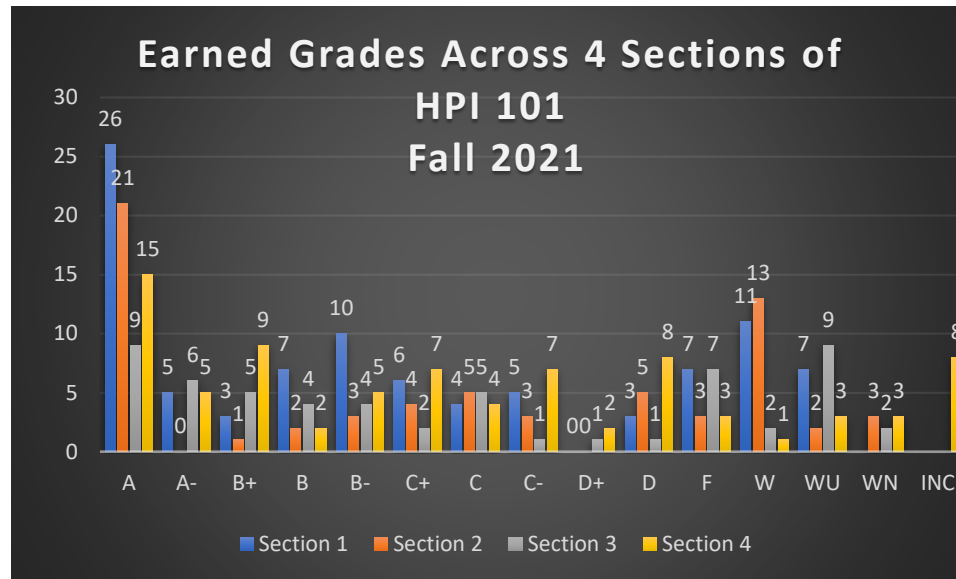
Four sections of HPI 101 were taught in fall 2021 and the overall assessment is as follows:

#### **Instructors:**

1. HPI 101 was built as a Master Course, where all instructors taught the same content, required the same assignments, and used the same assessment tools to grade the course, which established consistency across the four sections. Instructors were able to add content, such as guest speakers and games to encourage active engagement.
2. One of the HPI 101 offered a HyFlex section which only two students took advantage of coming to campus for the class, 40 percent was synchronous online on Friday and the 40% choose the asynchronous online.
3. The four instructors met at the beginning of the semester to discuss the structure of the course and met again at mid-term to determine the status of the class to date.
4. One main recommendation for HPI 101 was to add more case studies within group work. It seems that the students in each section commented on the utility of case work.
5. One drawback identified in each section is the lack of student engagement with camera's off and not willing to speak up.
6. One instructor identified teaching students how to use technology, i.e. voice thread or some aspects of BB was challenging.
7. One instructor indicated, one module was dedicated to teaching students how to navigate BB and use voice thread, which made it easier when the time to complete oral presentation. Additionally, this instructor, had in class group assignment, that required to group to develop an oral presentation as the deliverable of their group work. This allowed students to get hands-on experience with doing an oral presentation several times, but the final oral presentation.
8. All instructors agreed that constant communication via email worked for the most part with students. This was someone evident in the number of students who persisted in the course.

#### **Students:**

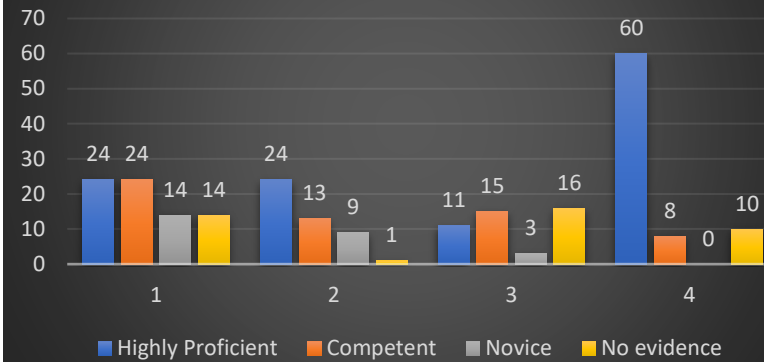
1. The students were first year first in college freshman
2. These students were not familiar with the term deadline; some believed they were still in high school
3. Students that earned As and Bs learned quickly and modified behavior to complete assignments on time with good quality
4. Review of the graphs below showed students were not as highly proficient and competent in four of the assessment that measured critical thinking (case studies) and demonstration of written and oral presentation skills.
5. Students that earned Cs were slow but persistent
6. Students that earned Ds and less were not ready for college. Across the four sections 195/299 (65%) have a good chance of persistence to graduation if they continue on this trajectory.



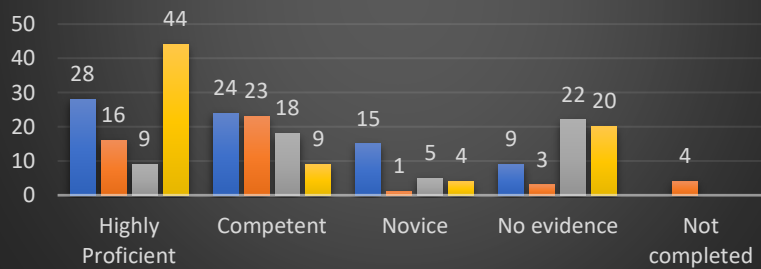
### Level of Achievement for Oral Presentation



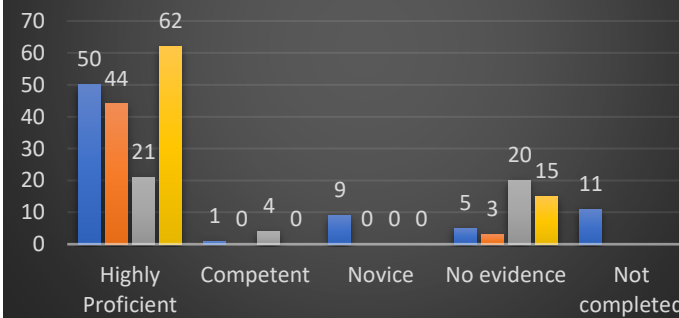
### Level of Achievement for Resume/Cover Letter



### Level of Participation for Active Learning: Case Study Mary's Medicare Eligibility



### Level of Participation for Active Learning: Case Study Becky's COPD



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General Education Program  
School of Health Sciences, Human Services, and Nursing (HS2N)  
Student Outcomes Assessment Plan and Course Evaluation  
HPI 101 US Health Care System Unique Careers  
Professor Melissa Eisele-Kaplan

Course Objectives or Student Learning Outcomes (SLO)	Learning Processes or Activities	Assessment Techniques or Methods	Status/Outcomes Objectives Outcomes Achieved	Decisions, Future Plans, Actions to be Taken Recommendations
<p>Upon completion of this course, the student will be able to:</p> <p><b>1. Explain</b> the general structure of the US Health care system, including its historical development from westward expansion through the Affordable Care Act;</p> <p><b>2. Distinguish</b> among the variety of health care professionals</p> <p><b>3. Identify and analyze</b> difference between licensure and certification;</p> <p><b>4. Research and analyze</b> published health care data on health care labor market</p>	<p>The college goals are to Educate, Empower, and Engage students.</p> <p>The college goals are to Educate, Empower, and Engage students.</p> <p>The goal of this courses is to introduce the student the many healthcare careers available. The course will also expose student to safety procedures, interpersonal communications, and basic medical terminology.</p> <p><b>HPI 101 Course Content</b></p> <p>1. Oral Presentation student graded individually for their presentation (SLO 1-7)</p> <p>2. Critical reading and reflection (SLO 1-7) This is demonstrated by</p>	<p>Participation in classroom activities and completion of <b>4 forms of assessment:</b></p> <p><b>1. Written assessment</b> Written assignments Short Case Studies Final Resume and Cover Letter Discussion board posts</p> <p><b>2. Critical Thinking assessment</b> Mid-term examination Test your knowledge quizzes Final Examination Final Reflection</p> <p><b>3. Oral Communication Assessment</b> Individual oral presentation Critique of another student's presentation</p> <p><b>4. Active Learning Project</b> participating in a discussion of case studies/scenarios Group work/breakout session</p>	<p>Overall, the outcome of this course was achieved as there was noticeable improvement in their writing and critical responses.</p> <p>There are numerous assignments, both utilized writing skills and module quizzes, in which each student is informed of at the beginning of the semester.</p> <p>The students are also aware of extra points available for earning if there is a choice to forgo assignment and the student wishes to increase their point total.</p> <p>The students utilized the final reflection assignment to process what was learned and important takeaways.</p> <p>The synchronous class allowed for conversation with professor and classmates on the content in each module, encouraging engagement with each other during and outside of class.</p> <p>The final oral presentation project permitted the students to research a profession that they found interesting, either one they would like to pursue or one that they wanted to learn more about. This also allowed the students to be creative with their own slides as well as feel comfortable speaking on a topic that would be reviewed by both the instructor and peers.</p> <p>The learning outcomes of this course Enrolled students 58-4W-9 WU=45</p>	<p>AS an online, synchronous class, this section of HPI 101 was successful.</p> <p>The textbook, along with videos and PowerPoints were available to each student in each module. In addition, Dean Harrison created resources made available to Instructor: created video for module summary as well as announcements.</p> <p><b>Samples of student reflections attached</b></p> <p><b>Actions/Recommendations taken:</b></p> <p>1. Updated textbook, including resources with diversity that is more representative of student population.</p> <p>2. Continue to utilize similar additional resources, videos and case studies.</p> <p>3. More conversation, less reviewing of PowerPoints, more case studies to demonstrate the learning.</p> <p>4. Keep modules open so that they can review content.</p>

<p><b>5. Examine</b> the difference between practitioners, technologist, technician, assistants;</p> <p><b>6. Discuss</b> the current health care and health care reform issues;</p> <p><b>7. Describe</b> the different types of health insurance programs and managed care organizations, including private and public funded (i.e. Medicare and Medicaid)</p>	<p>Final Resume and Cover Letter</p> <p>Final</p> <p>Oral presentation</p> <p>Six discussion boards on key topics</p> <p>Final examination</p> <p>Final Reflection</p> <p>3. Using Research methodology (SLO-1-7)</p> <p>Homework assignments and Case Studies</p> <p>Discussion Board</p> <p>4. Using Computer Technology in research process (SLO-1-7)</p> <p>5. Written Assignment (SLO-1-7)</p> <p>6. Quizzes/Examinations (SLO-1-7)</p>		<p>36/45, 80% of students who achieved a “C” grade or better</p> <p>0.4% of students obtained “D” grade</p> <p>15% of student participated but did not persist with completion of assignments to earn points towards passing grade. “F” grade</p> <p><b>Course Outcomes:</b> # Enrolled 58; # WN 2; #W 2; #WU 9: # Active in course 45</p> <table><tr><th>Grade</th><th>Points</th><th>students</th></tr><tr><td>A</td><td>900-940</td><td>9</td></tr><tr><td>A-</td><td>899-879</td><td>6</td></tr><tr><td>B+</td><td>878-858</td><td>5</td></tr><tr><td>B</td><td>837-857</td><td>4</td></tr><tr><td>B-</td><td>800-836</td><td>4</td></tr><tr><td>C+</td><td>770-799</td><td>2</td></tr><tr><td>C</td><td>730-760</td><td>5</td></tr><tr><td>C-</td><td>700-720</td><td>1</td></tr><tr><td>D+</td><td>670-690</td><td>1</td></tr><tr><td>D</td><td>600-660</td><td>1</td></tr><tr><td>F</td><td>Less than 600</td><td>7</td></tr><tr><td></td><td>Total</td><td>45</td></tr><tr><td>W</td><td></td><td>2</td></tr><tr><td>WU</td><td></td><td>9</td></tr><tr><td>WN</td><td></td><td>2</td></tr><tr><td></td><td>Total</td><td>58</td></tr></table> <p><b>Level of Achievement for Oral Presentation</b></p> <p>Highly Proficient 15 Competent 15 Novice 6 No evidence 9</p> <p><b>Level of Achievement for Resume/Cover</b></p>	Grade	Points	students	A	900-940	9	A-	899-879	6	B+	878-858	5	B	837-857	4	B-	800-836	4	C+	770-799	2	C	730-760	5	C-	700-720	1	D+	670-690	1	D	600-660	1	F	Less than 600	7		Total	45	W		2	WU		9	WN		2		Total	58	<p>5. Open up modules sooner so that students who would like to be proactive are able.</p> <p>6. Presentation with oral as well was challenging for many, several class time minutes spent explaining. Would divide perhaps or change final presentation to two assignments.</p> <p>7. Increase more activity within class to promote connections online.</p> <p>8. One page with all due dates for review.</p> <p>9. Due date on Sunday can be confusing with class on Friday, perhaps changing due dates.</p>
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### Brief Reflection of HPI 101 US Healthcare Unique Careers

Instructor: Melissa Eisele-Kaplan

Overall impression of the course

One thing that is apparent with not only remote learning but learning during a pandemic, is that the students need to be self-motivated. The last few years of their schooling has most likely been remote or hybrid. I have been teaching classes remotely since the pandemic began, but the difference is that I can see the students faces. This class did not turn on video, and I am sure they each had their own reasons, but it does make it difficult sometimes to connect. Having said that, many Friday mornings, there were 30 or so students attending.

The content is informative and instead of reading through the power points one by one, I tried to add case examples from the hospital or other experiences that I have had as a social worker. They used the chat a lot throughout the class and sometimes came off of mute, which added to the discussions.

I know some of the students have other classes in addition to their own responsibilities, and I have to assume that is why assignments and tests were not completed.

I do empathize trying to go to school during a pandemic and I encouraged them to do the best they could, and provided them with extra opportunities if they contacted me. I would prefer to see them succeed then have them feeling as if they had couldn't, and not complete the class and eventually college. There obviously were some that could not persist and did not succeed in passing the class.

What went well?

I feel that remote learning is possible, and for those who felt comfortable, they were able to successfully complete the required tasks. They liked talking (or at least hear me talking) about case studies and taking polls to encourage discussions and those classes. Having guest speaker for the resume helped for that assignment for those who were interested in creating one.

Keeping the communication up with them worked well too as I would send reminders and summaries from classes or follow up with answers of questions they had.

What did not go so well?

Trying to engage the students, especially in the first few sessions was difficult, and throughout the semester, it was the same students speaking or emailing me. None ever came to the office hours, even though I would remind them each class.

Having class on Friday's and assignments from the previous week due on Sunday was confusing for some students.

I am surprised at the number of students that did not take advantage of the extra credit. The students that did, were not the ones who really needed it.

What would I change?

I would change some of the assignments, I like the quizzes as they reinforce the content. The students comment how they liked hearing about case studies. I would also try to have professionals from various departments as guest speakers to talk about how they got there. The final presentation was challenging for the students, some uploaded it in voice thread, some made a PowerPoint and saved it that way and other shave another video form. I ended up having to upload some to the discussion area, as they were unable to figure that out.

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<p>technologist, technician, assistants;</p> <p><b>6. Discuss</b> the current health care and health care reform issues;</p> <p><b>7. Describe</b> the different types of health insurance programs and managed care organizations, including private and public funded (i.e. Medicare and Medicaid)</p>	<p>II. Using Research methodology (SLO-1-7) Homework assignments and Case Studies Discussion Board</p> <p>III. Using Computer Technology in research process (SLO-1-7)</p> <p>IV. Written Assignment (SLO-1-7)</p> <p>V. Quizzes/Examinations (SLO-1-7)</p>	<p>--participating in a simulated interview using resume and cover letter material</p> <p>---participate in Kahoot.it games</p> <p>---Group work/breakout session</p>	<p>allows all students regardless of how they consumed the content to engage with each other. Over the course of the semester enrollment in critical thinking skills improved as measured by the two (2) cases studies that were submitted at the beginning and end of semester.</p> <p>The learning outcomes of this course was set at the benchmark 80%   Enrolled 94 – 11 W – 7 WU = 76 completers</p> <p>86% of students (65/76) who persist with a “C” grade or better demonstrating SLO. 0.5% of students (4/76) persist with “D” grade demonstrating some understanding of the SLO .09% of students (7/76) did not persist earning “F” grade</p> <p><b>Course Outcomes:</b> # Enrolled= 94; # W=11 and #WU=7: # Active in course=76</p> <table><tr><th>Grade</th><th>Points</th><th># Students</th></tr><tr><td>A</td><td>900-940</td><td>26</td></tr><tr><td>A-</td><td>899-879</td><td>5</td></tr><tr><td>B+</td><td>878-858</td><td>3</td></tr><tr><td>B</td><td>837-857</td><td>7</td></tr><tr><td>B-</td><td>800-836</td><td>10</td></tr><tr><td>C+</td><td>770-799</td><td>6</td></tr><tr><td>C</td><td>730-760</td><td>4</td></tr><tr><td>C-</td><td>700-720</td><td>5</td></tr><tr><td>D+</td><td>670-690</td><td>0</td></tr><tr><td>D</td><td>600-660</td><td>3</td></tr><tr><td>F</td><td>Less than 600</td><td>7</td></tr><tr><td>W</td><td></td><td>11</td></tr><tr><td>WU</td><td></td><td>7</td></tr><tr><td></td><td>Total</td><td>94</td></tr></table>	Grade	Points	# Students	A	900-940	26	A-	899-879	5	B+	878-858	3	B	837-857	7	B-	800-836	10	C+	770-799	6	C	730-760	4	C-	700-720	5	D+	670-690	0	D	600-660	3	F	Less than 600	7	W		11	WU		7		Total	94	<p>6. Maintain the resume/cover letter and interview for this course.</p>
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## Brief Reflection of HPI 101 US Healthcare Unique Careers

Instructor: Elgloria Harrison

### **Overall impression of the course**

This class enrolled first time in college freshman, which was an opportunity to help these student transition to college life. Many come with their experiences from high school where the last few semesters in high school was probably less than the student desired. This class had to be significantly different in order to manage the expectations of the college transition. Most of these students were carrying 15 to 16 credits and some I begin to realize were attempting to balance school and work at the same time. Students with good time management skills did the best in the course and those with poor time management skills performed worse. It was also apparent to me those who performed worst, had a lot to do with his or her lack of adequate reading comprehension rather than being attributed solely to the pandemic. The resume building/cover letter exercise along with have to complete a mock interview as their oral presentation was able to demonstrate most of the learning objectives for this course.

I developed this course to use the HYFLEX attributes as an option giving students the flexibility to consume the content when and however best fits the student's learning style. Each Friday, I was surprised that more than 30 students actually attended the synchronous class and two students routinely came to my office for class. Equally as surprising the number of students who chose asynchronous, most did surprisingly well in completing the homework on time. Those who were unsure of directions reached out to me via email to seek clarification.

### **What went well?**

1. The HyFlex option was viewed positively by the students, so this component of the class went very well.
2. The building of the master class and that all 4 sections were able to have the same content was also very success this semester.
3. The use of Kahoot.it to recap the summary at the end of the class was very well received. Many of the reflections noted that kahoot.it really helped to remember the lesson at the end of the class.
4. Mock Interview with students as the search committee and the instructor as the interviewee.

### **What did not go so well?**

1. Getting students to speak up in class was a challenge and probably will be a challenge in the virtual environment. I suspect that had we been in a physical class, many of these same students would not have spoken up in class either.
2. Having students learn how to use VoiceThread and/or YouTube---here is where an in-person class would have made the difference.

### **What would I change?**

1. Decrease the Discussion boards to three (3)
2. Add additional case studies to facilitate the development of critical thinking skills.
3. Add more oral presentations and mock interview

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<p><b>5. Examine</b> the difference between practitioners, technologist, technician, assistants;</p> <p><b>6. Discuss</b> the current health care and health care reform issues;</p> <p><b>7. Describe</b> the different types of health insurance programs and managed care organizations, including private and public funded (i.e. Medicare and Medicaid)</p>	<p>Final examination Final Reflection II. Using Research methodology (SLO-1-7) Homework assignments and Case Studies Discussion Board III. Using Computer Technology in research process (SLO-1-7) IV. Written Assignment (SLO-1-7) V. Quizzes/Examinations (SLO-1-7)</p>	<p>--participating in a simulated interview using resume and cover letter material ---participate in Kahoot.it games ---Group work/breakout session</p>	<p>6% of students (3/47) did not persist earning “F” grade.</p> <p><b>Course Outcomes:</b> # Enrolled= 65; # W=13 #WN=3 and #WU=2 # Active in course=<b>47</b></p> <table><tr><th>Grade</th><th>Points</th><th># students</th></tr><tr><td>A</td><td>900-940</td><td>21</td></tr><tr><td>A-</td><td>899-879</td><td>0</td></tr><tr><td>B+</td><td>878-858</td><td>1</td></tr><tr><td>B</td><td>837-857</td><td>2</td></tr><tr><td>B-</td><td>800-836</td><td>3</td></tr><tr><td>C+</td><td>770-799</td><td>4</td></tr><tr><td>C</td><td>730-760</td><td>5</td></tr><tr><td>C-</td><td>700-720</td><td>3</td></tr><tr><td>D+</td><td>670-690</td><td>0</td></tr><tr><td>D</td><td>600-660</td><td>5</td></tr><tr><td>F</td><td>Less than 600</td><td>3</td></tr><tr><td>W</td><td></td><td>13</td></tr><tr><td>WN</td><td></td><td>3</td></tr><tr><td>WU</td><td></td><td>2</td></tr><tr><td><b>TOTAL</b></td><td></td><td><b>65</b></td></tr></table> <p><b>Level of Achievement for Oral Presentation</b></p> <p>Highly Proficient 35 Competent 6 Novice 1 No evidence 5</p> <p><b>Level of Achievement for Resume/Cover</b></p> <p>Highly Proficient 24</p>	Grade	Points	# students	A	900-940	21	A-	899-879	0	B+	878-858	1	B	837-857	2	B-	800-836	3	C+	770-799	4	C	730-760	5	C-	700-720	3	D+	670-690	0	D	600-660	5	F	Less than 600	3	W		13	WN		3	WU		2	<b>TOTAL</b>		<b>65</b>	<p>Mean all the assignments would have To be completed prior to the close Of the modules</p>
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			Competent 13 Novice 9 No evidence 1  <b>Level of Participation for Active Learning</b>  <b>Examples:</b> Case Study-Mary's eligibility 9/19/21 Highly Proficient 16 Competent 23 Novice 1 No evidence 3 Not completed 4  <b>Examples:</b> Case Study-Becky's COPD 11/14/21 Highly Proficient 44 Competent 0 Novice 0 No evidence /not completed 3	
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Brief Reflection of HPI 101 US Healthcare Unique Careers  
Instructor: Nanci Kotkin

**Overall impression of the course:**

This class is designed for college freshman as introduction to healthcare careers. The course covers an overview of the US healthcare system, the general requirements necessary for a career in healthcare, and outlines the major healthcare professions that students may choose to pursue. Students prepared for their future careers by developing a resume and cover letter. Students explored different career paths that ultimately culminated in an intensive research and oral presentation on the profession of their choice. Beyond the course syllabus, the students gained skills in time management, goal-setting, and execution through weekly assignments.

**What went well?**

1. Over 40 students attended the Friday 9 AM synchronous class (although many commented in the reflections that Friday at 9 am was too early for a class).

2. Students routinely came to my office hours to review assignments especially the oral presentation and resume assignments.

**What did not go so well?**

1. Getting students to speak up in class was a challenge. Some students are really struggling with the online learning environment. However, toward the end of the semester I was really happy to see many participate and adjust.

**What would I change?**

1. While I did invite guest speakers from Braven and a speaker from CEDC, it may be advantageous to expand and include a short module to introduce the students to the many excellent academic and support resources Lehman offers such as the Instructional Support Services Program, Lehman Tutoring Center, the Science Learning Center and the IT at Lehman Overview (which offers a seminar on CUNY login vs. Lehman Account, Student Email Account, Password Management for students who are not familiar with Blackboard) and Club Central. Some of these topics do overlap with LEH101.
2. Add additional case studies to facilitate the development of critical thinking skills, participation and interaction between the students.

Lehman College City University of New York  
General Education Program  
School of Health Sciences, Human Services, and Nursing (HS2N)  
Student Outcomes Assessment Plan and Course Evaluation  
HPI 101 US Health Care System Unique Careers  
Dr. Amy White

Course Objectives or Student Learning Outcomes (SLO)	Learning Processes or Activities	Assessment Techniques or Methods	Status/Outcomes Objectives Outcomes Achieved	Decisions, Future Plans, Actions to be Taken Recommendations															
<p>Upon completion of this course, the student will be able to:</p> <p><b>1. Explain</b> the general structure of the US Health care system, including its historical development from westward expansion through the Affordable Care Act;</p> <p><b>2. Distinguish</b> among the variety of health care professionals</p> <p><b>3. Identify and analyze</b> difference between licensure and certification;</p> <p><b>4. Research and analyze</b> published health care data on health care labor market</p>	<p>The college goals are to Educate, Empower, and Engage students.</p> <p>The goal of this courses is to introduce the student the many healthcare careers available. The course will also expose student to safety procedures, interpersonal communications, and basic medical terminology.</p> <p><b>HPI 101 Course Content</b> I. Oral Presentation - student graded individually for their presentation related to resume and cover letter (SLO 1-7) II. Critical reading and reflection (SLO 1-7) This is demonstrated by Final Resume and Cover Letter Final oral presentation Six discussion boards on key topics Final examination</p>	<p>Participation in classroom activities and completion of <b>4 forms of assessment:</b></p> <p><b>1. Written assessment</b> Written assignments -- Short Reflective papers ----Short Case Studies - - Final Resume and Cover Letter - - Discussion board posts <b>2.Critical Thinking assessment -</b> -Mid-term examination- --Test your knowledge quizzes ---Final Examination ---Final Reflection</p> <p><b>3. Oral Communication Assessment</b> Individual oral presentation Critique of another student’s presentation <b>4. Active Learning Project</b> --participating in a simulated interview using resume and cover letter material ---participate in Kahoot.it games</p>	<p>The outcome of the course was achieved and overall, there was noticeable improvement in their writing and critical reading skills as seen in their reflective writing and research paper. While this course had a lot of assignments it was balanced with individual activities that the student can decide to forgo, which is the reason 60 extra points were added upfront.</p> <p>This was also evident in the final reflection where student had to critically reflect on the course content</p> <p>The active learning project was a good way to create interactivity, since this was an asynchronous course, it was necessary to reinforce engagement.</p> <p>The learning outcomes of this course was achieved by 54 (80.1% of) students who persist with a “C” grade or better demonstrating SLO. 12% of students persist with “D” grade demonstrating some understanding of the SLO, 3% of student did not persist earning “F” grade.</p> <p><b>Course Outcomes:</b> 95 Enrolled; 13 W, 3 WN, and 1 WD, 3 WU, 8 INC, 67 Active in course</p> <table><tr><th>Grade</th><th>Points</th><th># students</th></tr><tr><td>A</td><td>900-940</td><td>15</td></tr><tr><td>A-</td><td>899-879</td><td>5</td></tr><tr><td>B+</td><td>878-858</td><td>9</td></tr><tr><td>B</td><td>837-857</td><td>2</td></tr></table>	Grade	Points	# students	A	900-940	15	A-	899-879	5	B+	878-858	9	B	837-857	2	<p>This HPI 101 was successful as a Online Synchronous course</p> <p>Resources were available to Students such as the textbook and The publisher Power Points Added You-Tube Media Instructor created video for both Summary and end of the week Announcements.</p> <p><b>Samples of student reflections attached</b></p> <p><b>Actions/Recommendations taken:</b></p> <ol style="list-style-type: none"><li>1. Keep the same book.</li><li>2. Use many of the same resources.</li><li>3. Consider changing the first post Due date to Thursday.</li><li>4. Maintain all assignments within the modules and do not allow them to Cross to a new module. This would mean all the assignments would have to be completed prior to the close of the modules.</li><li>5. Create optional study communities for students to build</li></ol>
Grade	Points	# students																	
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			C+	770-799	7	
			C	730-760	4	
			C-	700-720	7	
			D+	670-690	2	
			D	600-660	8	
			F	Less than 600	3	
			INC	Students with >500 points who were slow pre midterm but showed great effort to turn the ship around but didn't quite make it)	8	
			WU		3	
			WD		1	
WN		3				
	Total	81				
<p><b>Level of Achievement for Oral Presentation</b></p> <p>Highly Proficient = 44 Novice = 11 No evidence = 9</p> <p><b>Level of Achievement for Resume/Cover</b></p> <p>Highly Proficient = 60 Competent = 8 Novice = 0 No evidence = 10</p>						

			<p><b>Level of Participation for Active Learning</b></p> <p><b>Examples: Case Study Mary's Eligibility</b></p> <p>Highly Proficient = 44  Competent = 9  Novice = 4  No evidence = 20</p> <p><b>Examples: Case Study Becky's Story</b></p> <p>Highly Proficient = 62  Competent = 0  Novice = 0  No evidence = 15</p> <p><b>Discussion Boards (DBs) weekly participation declined over the semester, though grades increased</b></p> <p><b>Average for the Graded DBs = 20.4</b></p>	
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## Brief Reflection of HPI 101 US Healthcare Unique Careers

Instructor: Amy White

### **Overall impression of the course:**

This class was offered synchronously online, with weekly lectures recorded and posted in Blackboard in case students missed class or wanted to re-watch. Attendance declined slightly over the course of the semester. Each lecture, at least 70% of the class attended, quite a coup for a 9:00am Friday lecture. All students were first-semester, first-year students learning during a global pandemic.

Within the first few weeks of classes, a large number of students could not keep up with the assignments and they were flagged in Lehman's Early Alert system. In addition to the Early Alert, struggling students were emailed and called. Very few returned the emails; 13 students dropped the class. The few who picked up the phone expressed a combination of being overwhelmed by school, deadlines, and juggling out-of-school responsibilities. Students also struggled with following directions, managing technology, and adhering to deadlines.

The course content was well designed and clearly displayed for students willing to do the work. The Sunday midnight deadline was firm and clear but poorly understood by students unaccustomed to firm deadlines. I sent out numerous Blackboard announcements reminding students about the higher point value assignments like the midterm, final, resume, and voicethread presentation, yet students still failed to submit materials. Having taught a version of HPI101 at two other colleges prior to Lehman, this semester's course organization was thorough and comprehensive and should be repeated in semesters to come.

### **What went well?**

1. Students uniformly enjoyed this class, learning beyond their expectations and appreciating how this class was designed to help them achieve the course learning goals and objectives.
2. Dean Harrison's creation of the master class shared among the four faculty created an environment for us to share content and engage in a 'best practices' via email and periodic zoom meetings.
3. The course was designed to ensure that students learned and mastered the content by layering the assessments and permitting students to take low stakes quizzes twice.
4. Having a recent-graduate as a Teaching Assistant was helpful; she held an hour meeting with students to help them with MyGrades, reading rubrics, managing BlackBoard, and sharing her secrets to success at Lehman.

### **What did not go so well?**

1. Some students noted in their feedback that the textbook included dated information and images did not reflect diversity.

2. The lectures were too one-sided and should include more interaction, educational games, and more opportunities for student engagement and participation.
3. Students came to class with varying degrees of computer skills. While some only had to learn VoiceThread, others had to learn to use PowerPoint, Excel, and how to navigate the LMS. Working in groups, meeting in person, and/or holding in-person office hours will mitigate these issues in the future.
4. In the student feedback, the only health care field with negative feedback was veterinary medicine; a handful of students noted that it was the least interesting field and material covered.

### **What would I change?**

1. Add group work early in the semester to have students work a case study together, then give students the option to continue to work as a group to build community and hold each other accountable for deadlines.
2. Add additional case studies to facilitate the development of critical thinking skills.
3. Add a mock interview observed and facilitated within small group settings.
4. Add a semester-long project for students to complete a table of the professions covered over the semester, detailing what professions require a BS, MS, or doctoral level education, what the entrance exam is for application, what the certification and licensure requirements are, average cost/year of public school tuition, and other details, to be submitted with the final. Students will be permitted to work as a group on completion of the table.
5. Collaborate with the one-credit LEH classes to ensure that students are learning best practices in that class, including Blackboard, office hours, and other college skills.