

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Healthcare Management, M.S.

SUBMITTED BY: Uma Kelekar, PhD.

DATE: 30/09/2020

Executive Summary: Description of Assessment Process

List *all* of the program’s learning outcomes, as of the assessment year's catalog: (regardless of whether or not they are being assessed this year)

Learning Outcome	Year of Last Assessment	Assessed This Year (Y=Yes)	Year of Next Planned Assessment
Students will be able to make sound strategic and operational business decisions in the health care industry using management tools.	Not previously assessed		2020-2021
Students will demonstrate strong, confident communication skills that reflect ethical standards in business and health care delivery.	2018-2019	Yes	2020-2021
Students will be able to lead and participate as professionals in the field of health care management.	Not previously assessed	Yes	2020-2021
Students will develop a foundational knowledge of policies, practices, and emerging trends in the health care field, and will apply this knowledge to the organizational decisions.	2017-2018		2020-2021
Students will be able to analyze and interpret data using quantitative and qualitative methods to solve business problems.	2017-2018		2020-2021
Students will be able to apply information technology to health care settings.	2018-2019	Yes	2020-2021
Students will be able to analyze and apply policy at both the organizational and government levels using knowledge of current practices and historical policy trends	2018-2019		2020-2021

*** The School of Business and Technology required programs to identify five learning outcomes. So the table (first five rows) include the most up-to-date list of program learning outcomes.

Provide a brief description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the process, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (generally not more than two paragraphs, may use bullet points):

Our primary strength is the curriculum based on a competency-framework. All the course curriculum and the assessment is developed, and evaluated based on a revised list of 16 competencies. Our goals are for students to achieve an intermediate level of proficiency on the top 6 competencies identified at the program level. Students self-evaluate themselves at the beginning and end of the program, in addition to the Capstone project assessment of competencies and an external evaluation by preceptors. This information helps us track the progress of our students periodically. The annual meeting organized by the Association of University Programs in Health Administration (AUPHA) provides a platform to seek ideas on program and course improvement.

The program faculty engages in regular discussion of student progress against all of the program learning outcomes. In spring 2020, the director modified the program learning outcomes to more directly reflect student needs and healthcare industry market requirements. Also, in AY 19-20, several curriculum changes were adopted:

- HCM 510, 520 and 590 were updated to ensure that the course objectives are written at a graduate level using Bloom’s Taxonomy.
- In a program change, HCM 530 is now a required course for dual degree HCM / MBA students. Over one third of HCM students are pursuing a second master’s degree. Previously, MBA 517 was required for dual degree students. This allows students who are planning for a career in healthcare management to focus issues that are directly tied to the field. In addition, the HCM 530 course is more heavily focused on human resources management (one of the program core competencies).

The student competency self-evaluation process provides an indirect assessment of student progress on the program’s stated competencies. Students have completed the self-evaluation in their first semester (HCM 510) and in their final semester (HCM 565). This provides the program director and faculty with insight into the students’ perceptions of their learning progress over the course of the program.

Closing the Loop: Progress on Planned Improvements from Prior Year

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update
Students will be able to apply information technology to health care settings.	A more thorough integration of management of health information technology, through inviting guest speakers (Information Officers, Clinical Informatics Experts), focus on newer modes of healthcare delivery such as telemedicine, and analytics were emphasized.	These improvements were integrated in IT-545 taught in Fall 2019.
Students will demonstrate strong, confident communication skills that reflect ethical standards in business and health care delivery.	In HCM 565, students completed a draft of their oral presentation to support improvement clear and confident delivery in oral communication. In HCM 510, students were encouraged to work with the Center for Teaching and Learning writing tutor to support development of clear written communication. The HCM 510 students critiqued a published student essay in order to understand methods for developing a clear problem statement and organizing analysis / recommendations.	In HCM 565 (SP20 and SU20), students prepared a draft of their capstone oral presentation. The SP20 presentations were held by Zoom rather than in person due to COVID-19. While the delivery method was different, student scores on oral communications skills were good. Of 12 students in AY19-20, 10 = “A” or “A-” (83%) 2 = “B+” or “B” (17%) In HCM 510, students were reviewed copies of published student essays (ACHE Stull Essay Competition) and discussed “what made them great.” Results for the assessment of the final essays in AY 19-20: 20 = “A” or “A-” (65%) 6 = “B+” or “B” (19%) A detailed review of the rubric indicates greatest opportunity for improvement in grammar mechanics and development of recommendations. Students were less inclined to utilize CTL resources despite referrals. In AY 20-21, we will

		<p>promote the Academic Hub peer tutoring service. Practice in development of recommendations with supporting evidence is incorporated in weekly asynchronous discussion in AY20-21.</p> <p>In HCM 555 (SU20), student teams prepared an oral “progress presentation” for a client consulting project. The progress presentation was completed at midterm. This approach strengthened the final presentations, as the teams were able to gain precise faculty and external client feedback on their work before the final presentation was due.</p>
<p>Students will be able to analyze and apply policy at both the organizational and government levels using knowledge of current practices and historical policy trends</p>	<p>In HCM 510, students participated in an in-class discussion of the licensing and credentialing process that gave them an opportunity to gain appropriate background knowledge. Students also brainstormed examples of types of licensed health care professions (not medical doctors).</p>	<p>In FA19 and SP20, students in HCM 510 participated in a more thorough background discussion of the regulations related to licensing health care professionals and the organizational process of credentialing healthcare providers. This discussion was completed prior to the written assignment.</p> <p>Of the 32 students enrolled in the course during AY19-20: 75% scored an “A” or “A-” 19% scored a “B+” or “B” 6% scored less than a “B”</p> <p>In AY 20-21, the assignment has been revised as an in-class group project rather than a written assignment. This approach will allow students to more fully appreciate the similarities and differences across states.</p>

Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:

Comment: There is clearly some good work happening in the program, but more analysis and planning would be beneficial.

Response: The HCM Program will continue its work in improving student success in achieving learning outcomes. The AY 19-20 Assessment reflects the requested additional analysis.

Outcomes Assessment 2019-2020

Learning Outcome 1: Students will demonstrate strong, confident communication skills that reflect ethical standards in business and health care delivery.

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
<p>In NU-590 (Healthcare Data Analysis) taught over the summer, students completed a final report which required them to analyze survey data, review pertinent literature, and analyze the statistical findings specific to opioid prescription made in the ED through a clearly, articulately written document that communicates the findings to a non-technical audience.</p>	<p>At least 75% of students perform at an acceptable level (B or higher)</p>	<p>In Summer 2020, the final assignment included students writing a report using a subset of the survey data provided to them. They had to write a report that included a brief literature review, analysis of data including EXCEL and interpreting the results.</p> <p>In Fall 2019, the final assignment was developed with the help of Mitre (a government consulting firm) which helped me with data visualization and I formulated the rest of the questions specific to the background literature, and survey.</p>	<p>13 of the 20 students received an A- or A. 3 students received a B or B+. 2 students received a C or C+. 1 student did not turn in the assignment and failed the assignment.</p> <p>All 13 students that took this class in Summer 2020, received an A or higher in this assignment.</p> <p><u>Standard met.</u></p>
<p>In HCM-590 (Population Health and Epidemiology), students were required to present a grant proposal requesting for funding towards a health-related project from the Bill and Melinda Foundation. This was a group project where students completed it in teams of 3-4 students.</p>	<p>At least 75% of students perform at an acceptable level (B or higher)</p>	<p>This was a final assignment completed by the students in teams and assessed based on a rubric.</p>	<p>Of the 12 students, all students received an A- or A.</p> <p><u>Standard met.</u></p>
<p>In HCM 510, the SP20 students prepared a business memorandum briefing a supervisor on a healthcare management ethics topic of their choice. (Direct)</p>	<p>At least 75% of students perform at an acceptable level (B or higher)</p>	<p>The assignment includes a rubric in Canvas. The assessment of the student's work was completed by course faculty during SP20.</p>	<p>Ten students completed the assignment. 7 of 10 = A or A- 3 of 10 = B+ or B</p> <p>The assignment was changed in SP20; previously students completed a team-based ethics presentation. In SP20, the assessment was altered to allow for individual assessment of</p>

			<p>communication regarding ethics. The assignment format allows for practice using a business memorandum and requires students to use SBAR (Situation, Background, Assessment, Recommendation) to organize the document. The SBAR approach gave emphasis/focus on the importance of communicating recommendations.</p> <p><u>Standard met.</u></p>
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Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

While we met our desired outcomes for the above measures, due to COVID_19, we were not able to assess the competency of written communication in HCM-590. They made a presentation of the grant proposal but did not write the proposal. Written communication is directly assessed in HCM 510.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

The assignments in HCM-590 and NU-590 will be modified for the next time they will be taught. In HCM-590, this assignment will include a short written deliverable in addition to the oral communication presentation. The NU-590 final deliverable has been modified (and taught once over the summer) to include a group project which requires students to perform a more in-depth data analysis choosing a subset of the large sample data, complete a literature review and perform statistical analyses. Each student has to identify their contribution in the project.

Learning Outcome 2: Students will be able to apply information technology to health care settings.

Outcome Measures	Performance Standard	Data Collection	Result
(Direct) In IT 545, students wrote an essay on telehealth as a form of healthcare delivery. They had to research an existing telehealth provider and discuss several aspects of the remote delivery ranging from type of services offered, reimbursement and financing, and outcomes. They also had to compare it to another provider and assess the benefits and drawbacks of telehealth.	At least 75% of students perform at an acceptable level (B or higher)	This was their final graded assignment. The students had to do extensive research of their website, and compare it to another telehealth provider. There was a local speaker who shared her insights about her business model.	Of the 21 students: 14 received an A- or higher. 6 received a B or higher. 1 received a B-. <u>Standard met.</u>
(Direct) In IT 545, students were required to provide a critical reflection paper on a lecture provided by a	At least 75% of students perform at an acceptable level (B or higher)	I had one guest speaker from Kaiser Permanente who came to the class and discussed various	Of the 21 students, 14 students an A- or higher. 2 students received a B. 3 students received a C.

guest speaker on the topic of IT management, workflow, and implementation in a healthcare organization.		aspects of IT infrastructure management, workflow and implementation to the students. They had to provide their own thoughts along with a reflection of the ideas shared with them.	3 students received a F. <u>Standard met.</u>
(Direct) In IT 545, students had to prepare an Infographic to present innovative forms of healthcare technology currently being utilized in the United States by patients or providers.	At least 75% of students perform at an acceptable level (B or higher)	Students were provided a website as a resource to prepare an Infographic.	20 of the 21 students scored an A on this assignment. 1 student failed the assignment. <u>Standard met.</u>

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

On this outcome, we achieved the desired goal of at least 75% receiving a B or higher. However, around 23% of the students did not fare well (below B) on the reflection paper in IT 545. This was the first of the two reflection papers the students had to complete. While the content was relevant and the speaker was very articulate, some students failed to connect the content with the textbook material and other readings they were required to read.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

I plan to require students and therefore provide them with more time to complete their readings before the assigned lecture. This should give them adequate time to read the textbook and the readings before coming to class. In addition, the faculty will also add a short Zoom poll or an ungraded quiz as an informal measure of assessing the understanding of readings.

Learning Outcome 3: Students will be able to lead and participate as professionals in the field of healthcare management.

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define the acceptable level of student performance.</i>	Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i>	Result <i>Did you meet your target? What was the result?</i>
(Direct) In IT-545, we held a movie screening of "To err is human", followed by a panel discussion. Additionally, students prepared an essay that addressed the leadership issues that are evident in the film.	At least 75% of students perform at an acceptable level (B or higher)	The students were required to be present in order to complete an essay where they were asked to address specific questions in the context of the movie. They received an extra credit if they asked a question to the panel speakers.	Of the 21 students, 19 students received an A or higher. 1 student received a B. 1 student received a C. <u>Standard met.</u>
(Indirect) In HCM 560 Team Project 1, students complete an assessment of their peers' leadership and team	100% of students submit the teamwork rubric.	The rubric is completed by each student and is submitted to Canvas. The feedback is not used as part of the	<u>Not met.</u> Of the 20 students, 15 submitted the rubric to Canvas as directed. The feedback was aggregated by faculty and shared with each

<p>participation using a rubric. (Indirect)</p>		<p>assignment or course grade. It is used by faculty to coach individual students and the teams through the completion of Team Project 2 and 3.</p>	<p>student for their professional growth.</p> <p>In the future, faculty may consider using an alternative tool that invites teams to explore a “team roles” matrix at the launch of the first team project. This tool may help students articulate team rules and operationalize roles and responsibilities in a proactive way before the project is launched.</p>
<p>(Direct) In HCM 555, student teams complete a client consulting project related to strategy and marketing for a local healthcare organization. Leadership and professional skills are demonstrated in the client presentations (progress presentation and final presentation).</p>	<p>At least 75% of students perform at an acceptable level (B or higher)</p>	<p>Course faculty complete the assessment. The client progress presentation is assessed at midterm; client feedback is incorporated in comments to the student teams but is not reflected in the assignment grade. The final presentation is assessed at the end of the semester. Both assignments include a rubric in Canvas.</p>	<p>In both assignments (client progress presentation and final presentation), all 5 teams (16 students) met the expected level of performance:</p> <p>Progress Presentation: 3 of 5 teams = A or A- 2 of 5 teams = B+ or B</p> <p>Final Presentation: 5 of 5 teams = A or A-</p> <p>In reviewing the rubrics for the assignments, it is notable that 2 teams did not receive full points for the oral communication and professionalism portion of the assessment at the midterm progress presentation. In both cases, the teams needed practice to enhance professional formality and confidence. Also, both received feedback related to full team participation in the client Q&A. These 2 teams used the feedback to improve their work in the final presentation with strong results. The “progress presentation” approach is one that could be incorporated in other assignments.</p> <p><u>Standard met.</u></p>

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

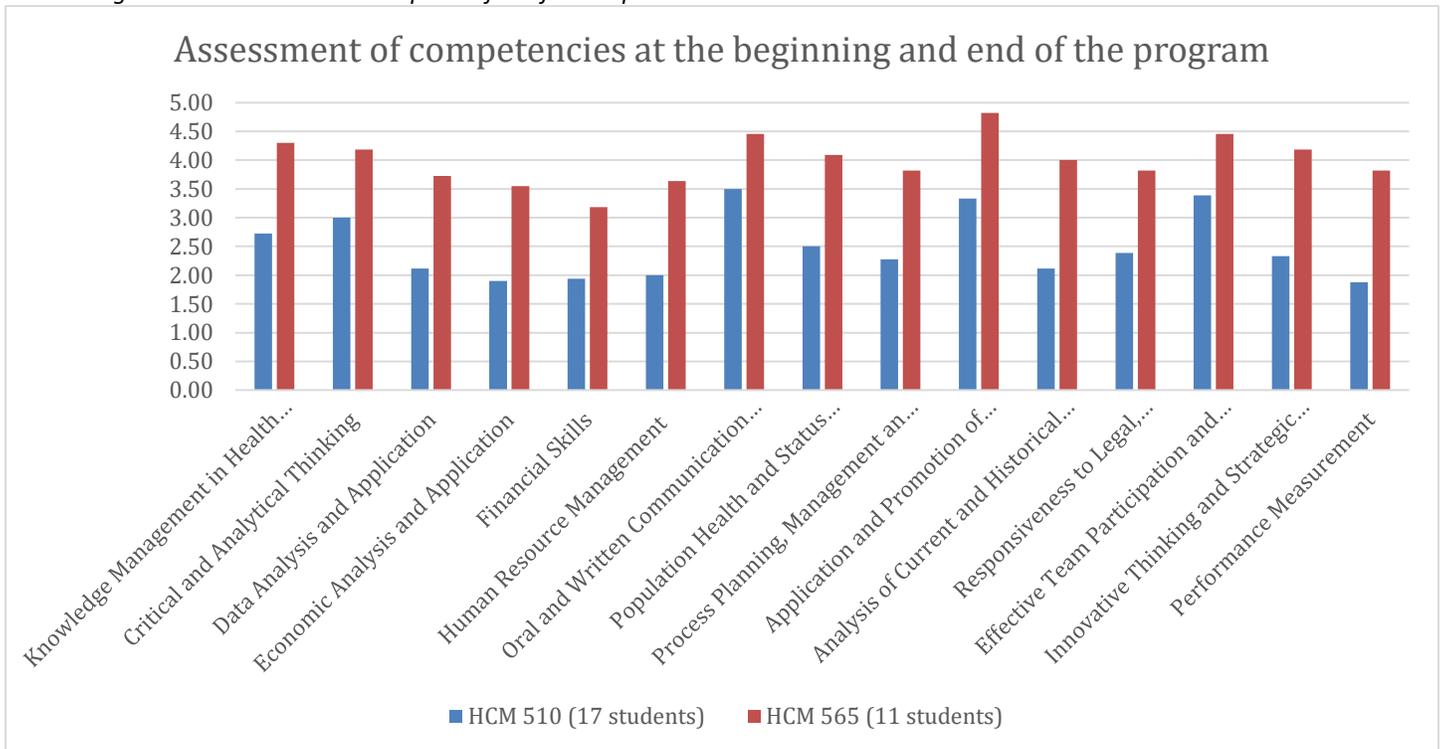
We have achieved 75%-100% students performing at a B or higher level. Leadership and professional development is one of the focus areas of the HCM curriculum and we continue to address this competency throughout the curriculum.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

We continue to invite guest speakers and alumni to speak and engage with our current students in class via Zoom. Going forward, we will have an option for students to complete a research project or an internship which gives our students an opportunity to work with an organization and showcase their leadership skills. Additionally, HCM 555 will serve as the program’s capstone course and will include a consulting project that provides students with an opportunity to interact with a healthcare organization in developing analysis of strategic issues.

Appendices *(please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)*

A self-assessment at the beginning of the program and Capstone assessment at the end of the program shows that there is a marked improvement in the mastery of all the 16 competencies in the program among the students that participated in the assessment. While Financial Skills as a competency had the lowest score (3.18), application and promotion of ethical and moral standards (4.82) had the highest score assessed at the point of the final Capstone.



HCM 510 Ethics Assignment Rubric

Written Assignment #2: Ethics Project   		
Criteria	Ratings	Pts
<p>Situation and Background</p> <p>The ethical question is clearly stated.</p> <p>Presentation provides background on the issue that demonstrates reading and research on the topic.</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	<p>30.0 pts</p>
<p>Assessment</p> <p>Presentation includes multiple perspectives and alternatives for addressing the ethical question. The issue is addressed from a health care organization management perspective (rather than personal opinion).</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	<p>30.0 pts</p>
<p>Recommendations</p> <p>The memo makes clear recommendations for addressing the issue presented.</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	<p>20.0 pts</p>
<p>Organization</p> <p>Paper correctly uses the memorandum format and SBAR.</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	<p>10.0 pts</p>
<p>Writing, References, Citations</p> <p>Writing mechanics are correct. The paper is well organized--clear, concise and complete. References include at least 3 relevant from academic sources. References and citations are in APA format.</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	<p>10.0 pts</p>
<p>Total Points: 100.0</p>		

HCM 555 Client Progress Presentation Rubric

Client Progress Presentation (1)    		
You've already rated students with this rubric. Any major changes could affect their assessment results.		
Criteria	Ratings	Pts
<p>Presentation Content</p> <p>Presentation demonstrates significant progress in the analysis of the issues.</p> <p>Data analyses are accurate and easy to understand.</p> <p>Secondary research is substantial and 80% complete.</p> <p>Primary research is underway, with contacts identified and scheduled (minimum).</p> <p>Next steps have appropriate detail and are clearly stated.</p> <p>Questions for client discussion are clear and specific.</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	<p>60.0 pts</p>
<p>Visuals & Supporting Documents</p> <p>Slides are well organized, with a good flow.</p> <p>Includes agenda.</p> <p>Visuals are easy to read and free of error.</p> <p>Analysis (graphs and tables) are supported by spreadsheets.</p> <p>Hard copy documents are available for the client in appropriate format.</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	<p>20.0 pts</p>
<p>Oral Communication</p> <p>Each team member participates in the delivery of content and responds to Q&A.</p> <p>Professional business attire (as appropriate for interview).</p> <p>Confident, clear delivery; professional body language; attentive while other team members are presenting.</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	<p>20.0 pts</p>
<p>Total Points: 100.0</p>		

HCM 555 Final Client Presentation Rubric

Client Progress Presentation (1)   		
You've already rated students with this rubric. Any major changes could affect their assessment results.		
Criteria	Ratings	Pts
<p>Presentation Content</p> <p>Presentation demonstrates significant progress in the analysis of the issues.</p> <p>Data analyses are accurate and easy to understand. Secondary research is substantial and 80% complete.</p> <p>Primary research is underway, with contacts identified and scheduled (minimum).</p> <p>Next steps have appropriate detail and are clearly stated.</p> <p>Questions for client discussion are clear and specific.</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	<p>60.0 pts</p>
<p>Visuals & Supporting Documents</p> <p>Slides are well organized, with a good flow. Includes agenda.</p> <p>Visuals are easy to read and free of error. Analysis (graphs and tables) are supported by spreadsheets.</p> <p>Hard copy documents are available for the client in appropriate format.</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	<p>20.0 pts</p>
<p>Oral Communication</p> <p>Each team member participates in the delivery of content and each participates in the response to Q&A.</p> <p>Professional business attire (as appropriate for interview).</p> <p>Confident, clear delivery; professional body language; attentive while other team members are presenting.</p> <p>Video is on.</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	<p>15.0 pts</p>
<p>Total Points: 100.0</p>		

Team Work Evaluation Rubric

Please use the rubric below to evaluate your team members' contributions throughout the semester. **Don't forget page 2!** From: <http://www.aacu.org/value/rubricsshort/teamwork.cfm>

Definition

Teamwork is behaviors under the control of individual team members such as the effort they put into team tasks, their manner of interacting with others on the team, and the quantity and quality of contributions they make to team discussions.

	4	3	2	1
Contributes to team meetings	Contributions to team meetings have exceptional positive impact.	Contributions to team meetings have meaningful positive impact.	Contributions to team meetings have modest positive impact.	Contributions to team meetings have minimal positive impact.
Facilitates the contributions of team members	Actively engages all (or nearly all) team members in ways that facilitate their contributions.	Actively engages some team members in ways that facilitate their contributions.	Attempts to facilitate the contributions of one or more team members, but with little or no success.	Listens to team members' inputs, but does not try to facilitate further contributions.
Displays necessary work ethic	Goes above and beyond the call. Completes own assignments in a superior manner, while also assisting team in completing other tasks that contribute to team success.	Completes task assignments in a superior manner.	Completes task assignments in an adequate manner.	Completes task assignments in a perfunctory manner.
Fosters constructive team climate	Treats team members respectfully and successfully fosters constructive team climate by saying or doing things which make others feel valued in the group and able to contribute.	Treats team members respectfully and attempts to say or do things which make others feel valued in the group.	Treats team members respectfully.	Treats team members impersonally.
Response to conflict	Addresses conflict directly and constructively, helping to resolve it in a way that strengthens overall team cohesiveness and future effectiveness	Addresses conflict directly in a manner that allows the group to work productively on immediate tasks, but without resolving basic sources of conflict	Avoids dealing with conflict directly by engaging team in tasks, redirecting focus	Attempts to suppress conflict in the group; tries to superficially "smooth over" or minimize appearance of conflict

Evaluators are encouraged to assign a zero to any performance that doesn't meet level one performance.

Team Member (List Name)	Contributes to team meetings (0-4)	Facilitates the contributions of team members (0-4)	Displays necessary work ethic (0-4)	Fosters constructive team climate (0-4)	Response to conflict (0-4)
1					
2					
3					
4					
5					
6					

For EACH team member you evaluate, provide at least one positive and one improvement opportunity comment regarding their behaviors which affected your evaluation of them.

STRENGTHS:

OFI'S:

HCM 590 Rubric

Criteria	Pts
<p>Quality of Information.</p> <p>Information relates clearly to the main topic. It includes several supporting details and/or examples</p> <ul style="list-style-type: none"> The project shows original thought and incorporates a very novel approach towards the problem or challenge. The team identifies the social impacts that the project can have and offers very feasible methods of implementation. The team identifies the benefits, risks and challenges in a comprehensive manner. 	20.0 pts
<p>Innovative Thinking</p> <p>Fully demonstrates ability to apply complex concepts and develop creative solutions, or adapt current methods with innovative approach. Relays concepts to the audience.</p>	20.0 pts
<p>Organization and Flow</p> <p>Presentation is well organized, and moves from general to specific information. Each section of the project is clearly addressed.</p>	15.0 pts
<p>Communication Skills</p> <p>Gives detailed explanations, is easy to understand, keeps eye contact with the audience.</p>	15.0 pts
<p>Critical and Analytical Thinking</p> <p>Presenter demonstrates the connection of the project to the population health needs of the country/region. Analysis is clearly and accurately presented. Implementation plan is actionable.</p>	20.0 pts
<p>Visual Aids</p> <p>Includes visual aids that help the audience to understand the work. Visuals are professional, easy to understand, and used to make key points.</p>	10.0 pts

IT 545 To Err is Human Rubric:

You will be evaluated based on the:

- Content
- Synthesis of the content in a succinct manner
- Grammatically correct writing
- Your ideas
- Reflection on the views of panelists
- Providing at least 2-3 references from peer-reviewed journal articles
- Citation in APA style
- YOU WILL RECEIVE AN ADDITIONAL POINT IF YOU ASK THE PANEL A QUESTION.

Reflection Paper Rubric:

You will be evaluated on

- Content ,
- Synthesis of the content in a succinct manner
- Grammatically correct writing
- Your ideas
- Reflection on speaker's content.

Infographic did not have a rubric. It was evaluated based on the Content, Aesthetics, and a recorded video that had to be delivered in less than 5 minutes in an articulate manner.