



Saint Louis University Program Assessment Annual Reporting

It is recommended program assessment results be used to *celebrate achievements of student learning as well as to identify potential areas for future curriculum improvement.*

Please email this completed form as an attachment to thatcherk@slu.edu

1. **Degree Program(s) included in this report: Master of Health Administration**
 2. **Department: Health Management and Policy**
 3. **School/Center/College: College for Public Health and Social Justice**
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Instructions: Please answer the following **five** questions to the best of your ability for each degree program offered within your department.

1. Summarize your **assessment activities** during the past year for each degree program and how this work relates to the established assessment plan (*e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.*). Please include how Madrid courses/program were involved.

- 1) All students complete a self- assessment of program competencies at the beginning of their 1st and 2nd year in the program
- 2) Faculty report student progress on the course relevant competencies for each student in their class at the completion of every semester
- 3) Summer internship preceptors provide feedback to faculty visitors and students at the conclusion of their internship experience,
- 4) All students in the final year of their curriculum must complete a comprehensive exam as their culminating experience in the program.

2. Describe specific **assessment findings** related to the **learning outcomes** assessed for each degree program, including any pertinent context surrounding the findings. Please include the **learning outcomes themselves**. (*e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.*) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

1. Self- Assessment completion: 67% of MHA students completed the self assessments
2. Faculty reported student progress on course relevant competencies: 80% of faculty reporting to date (not including Spring 2017); Of the faculty reporting, 100% of students were assessed in all domains of our competency model with appropriate level of competency achievement. All faculty assessed the competencies but not all assessment materials have been collected onto our departmental files yet.
3. Preceptors providing feedback to students and faculty on internship experience and competency assessment: 100% of preceptors provided feedback. 100% of students were assessed by their preceptor for all competencies. 100% of students received a notable/above average or major/recognizable level of assessment for competencies in all areas. (Data collected is based on the summer 2016 internships)
4. Students successfully completing comprehensive exams: 100% of students successfully completed comprehensive exams. 100% of our students were evaluated as achieving moderate or average competency in all areas. 37% of the students evaluated received distinction indicating higher than moderate to average competency in all areas.
5. Madrid courses are not involved in our program.

**Please attach any tables, graphics, or charts to the end of this report.*

3. Describe how assessment **feedback** has been provided to students, faculty, and staff. (e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.)

1. Students receive their self-assessments
2. Students are provided feedback on individual assignments and through course grade assignment as to progress on individual level competencies
3. Students are acknowledged through the internship fair for their successful completion of their internships.
4. Students receive immediate feedback on the successful completion of their comprehensive exams. Faculty meets to debrief about the comprehensive exam process and results.

4. In what ways have you **used assessment findings** to celebrate student achievements and/or to improve the curriculum this past year? (e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.)

1. Formed a student group this year (ExCel) to obtain feedback and begin assessing curriculum in alignment with competencies.
2. Disseminated aggregate information through translation into topics for competency revision via our alumni and preceptor surveys as part of our market analysis.
3. Celebrated through our internship fair with 1st and 2nd year students the successful completion of the internships.

4. A new alumni reception celebrating all of our new graduates

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the **assessment process** this past year that you would like to share.

1. This year we transitioned to a new program director and entered a revised self-study year for reaccreditation through CAHME. As a result, the program outcomes and assessments went through a revision process this year. This assessment report, however, is based on the previous plan and assessment. The assessment of learning outcomes was not able to be complete. Moving forward, the program assessment will be based upon the new learning outcomes and methods of assessment.

*Please submit any **revised/updated assessment plans** to the University Assessment Coordinator along with this report.*