



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. **Degree Level and Program Name:** MS in Health Services Administration
2. **College/School:** College of Health Professions
3. **Assessment Overview** - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

There are 5 Program Outcomes for the MHSA program all are directly related to the Domains of the competency model which the students will also achieve upon graduation. The program assesses each outcome each year with at least 2 methods, a variety of the methods are utilized: indirect, direct, from assignments, exams, individual experiential learning projects through internships, and a consultancy group project in a capstone project. All assignments utilize rubrics and move the students towards competency attainment. The program just finished a successful reaccreditation visit in November 2025.

4. **Student Learning Outcomes & Benchmarks** -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Outcome 1 (Domain 4: Knowledge of the Healthcare Environment)

Evaluate the regulatory, financial and consumer complexities of the global health care environment and utilize this data to optimize the outcomes of the health care organization.

Benchmark: for SLO #1: At the completion of program 80% of the students will have achieved a “B” or better on the designated signature/cumulative assignments.

Outcome 2 (Domain 5: Business Skills and Knowledge)

Manage critical business applications and informational systems to provide quality stewardship of an organization.

Benchmark: for SLO #2: At the completion of program 80% of the students will have achieved a “B” or better on the designated signature/cumulative assignments.

Outcome 3 (Domain 1: Leadership)

Demonstrate a knowledge of effective organizational systems by promoting a culture of teamwork, inclusivity and positive growth for self and coworkers.

Benchmark: for SLO #3: At the completion of program 80% of the students will have achieved a “B” or better on the designated signature/cumulative assignments.



Outcome 4

(Domain 2: Communication and Interpersonal Effectiveness) Demonstrates the ability to facilitate effective communication and use of human resource management strategies in health care organizations.

Benchmark: for SLO #4: At the completion of program 80% of the students will have achieved a “B” or better on the designated signature/cumulative assignments.

Outcome 5 (Domain 3: Professionalism and Ethics)

Exhibits professional and ethical standards within decision making processes related to complex healthcare trends and issues with a focus on equity and social justice.

Benchmark: for SLO #5: At the completion of program 80% of the students will have achieved a “B” or better on the designated signature/cumulative assignments.

5. Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
Yes	V. Professionalism
Yes	VI. Lifelong Learning

6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected): 2023-2024

7. Program Assessment Results -Briefly summarize the assessment results and how they relate to benchmark(s).

Outcome1 method one: HSA 5190 Strategic Planning in HSA, Strategic Planning Report 100% Fall 2024, Students met the benchmark of 80%. In this assignment, students use process and structure in the implementation of changes resulting from a strategic planning process. There is a rubric for grading and assessment. method two: HSA 5060 Health Economics in HSA, Team Policy Presentation Fall 2024 100%. Students met the benchmark of 80%. Students work throughout the semester with a university in the Netherlands comparing economic policies of the two countries and how the providers and consumers of health care are affected by those policies. These presentations are the culmination of the work of the semester.

Outcome 2: method one: HSA 5190 Strategic Planning in HSA, Strategic Planning Report 100% Fall 2024. In this assignment, students use process and structure in the implementation of changes resulting from a strategic planning process. There is a rubric for grading and assessment. method two: HSA 5500 Information Systems, Case Study Presentation 100%, Fall 2024. HSA 5500 Information Systems Case Study Presentation 100%, Fall 2024. Students met the benchmark of 80%. Each group will be assigned a Case and will be tasked with performing the following: 1) case analysis including but not limited to creating a Problem Statement, S.W.O.T. analysis, along with solutions, recommendations, 2) answering all



case questions, 3) preparing a Power Point Presentation, 4) Preparing an Executive Summary, and 5) Giving a Group Oral Presentation. The final assignment will be a Group Team Assessment. A detailed rubric was worked on in CETL and was provided in the syllabus.

Outcome 3: method one Mock Case Competition Summer 2025 5 students – 100%. Students met the benchmark of 80%. Executive judges are brought in and students have prepared cases from hospital issues. two groups compete. Students listen to each other present and then the feedback. The program faculty and students are invited as we do a case competition each year with 6 other universities in Ohio and Michigan who have similar programs. This is the mock competition. A rubric is given to the judges. everyone is learning. method two: HSA Professional Dev Project Course Reflection 100% Summer 2025. benchmark met. Dixon 2020 the C-Suite Redefined, The students reflect and clarify the new C-Suite within the Jesuit and Mercy traditions.

Outcome 4: method one: HSA 5941 Team Consulting Project: Team Assessment Winter 2025 9 students 100% Students met the Benchmark of 80% This is the capstone project done as a group and this course meets all of the competencies in the HLA competency model in the MHSA curriculum. The students are assessed by the faculty in this course by the project rubric and the students self assess by the program exit survey that becomes the annual report that is submitted to our accreditors each year. method 2: HSA 5860 Internship in HSA Internship Project: Fall: course did not run, Winter-5-students 100%, Summer- 4 students 100%. students met the benchmark of 80%. This course meets all but one of the competencies in the MHSA program. This course is an individual project done in a healthcare setting and the student is evaluated by the preceptor who is a director position or above in the organization.

Outcome 5: method one: HSA 5070 Population Health, Population Health Topic Team Presentation Summer 2025 100% , Students met the benchmark of 80% . presentation of a managerial population health problem. method 2, HSA 5400. Research Methods Research Proposal Report, 10 students 100% Fall 2024. Students met the benchmark of 80%. This project involves the identification of a managerial problem, selection of appropriate research related to the problem, and the application of that research to explain potential solutions to that problem. Student teams of 3 or 4 will actively engage in analyzing a healthcare-related business problem to determine causes, implications, and strategies, and prepare a written case analysis for review and feedback, peer review of each other is employed as learning to collaborate is important in healthcare teams. method three; HSA 5941 Capstone: Team Consulting Project: Team Assessment Winter 2025 9 Students 100% Students met the Benchmark of 80% This is the capstone project done as a group and this course meets all of the competencies in the HLA competency model in the MHSA curriculum. The students are assessed by the faculty in this course by the project rubric and the students self assess by the program exit survey that becomes the annual report that is submitted to our accreditors each year.

8. **Planned Actions and/or Actions Taken in Response to Assessment Results** - Briefly summarize how you are using the assessment results to enhance student learning and improve program quality.

We just had a very successful CAHME accreditation visit. Our plan is to do more formative assessment of our competencies as that was our only partially met criteria. Our summative assessment was satisfactory for them. However, our Program assessment was not as robust this year as we had 50% of our full time faculty on LOA and we could not collect some of our missing data from them as we could not contact them.