



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: Masters of Health Service Administration

2. College/School: College of Health Professions & McAuley School of Nursing

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).

The MHSA program has five learning outcomes based on the HLA model. All outcomes are assessed each year. Faculty assess study learning outcomes with direct measure from assessments. (signature or culminating assignments) in various courses over the curriculum. One to three measures per outcome are use for assessment.

4. Student Learning Outcomes -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.

Attached is the MHSA 2023-2024 Assessment Report Grid. All outcomes are assess with benchmarks for each as follows: at completion of the program 80% of students will have achieved a "B" or better on the signature/culminating assignment as listed below.

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: This outcome is measured at two different points during the curriculum.

HSA 5190 89% of students achieved a "B" or better on the Competitive Analysis Presentation; 89%

HLH 5700 100% of students achieved "B" or better on Healthcare Policy Analysis

Outcome 2 (Domain 5: Business Skills and Knowledge) Manage critical business applications and informational systems to provide quality stewardship of an organization.

Benchmark: This outcome is measured at two different points during the curriculum

HSA 5010 Fall 2023 100% of students and Winter 2024 97% of students achieved a "B" or better on Team Presentation;

HSA 5020 33% of students achieved a "B" or better on Team Project: Feasibility Study and Presentation

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: This outcome is measured at three different points during the curriculum

HSA 5090 100% of students achieved "B" or better on Mock Case Competition

HSA 5825 100% of students achieved "B" or better on Professional Development project



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: This outcome is measured at four points during the curriculum

HSA 5780 100% of students achieved a “B” or better on Quality Improvement Presentation/Simulation

HSA 5941 100% of students achieve a “B” or better on the Team Consulting Project

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: This outcome is measured at two points during the curriculum

HSA 5400 100% of students achieved “B” or better on the Research Proposal assignment

HSA 5860 100% of students in the Fall 2023 and 100% of students in the Summer 2023 achieved achieve a “B” or better on the Internship Project/Presentation

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. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

At the start of this year we recognized moving forward with the portfolio project at this time was not going to be in the best interest of the program. As a department we focused on improving student engagement to enhance learning. We hoped focusing more attention at providing opportunities like the mock case competition, guest speakers, simulation and the Capstone consulting project improved the quality of the program by offering students a variety of experiential opportunities they can't receive in the classroom.

We have also met with CETL to assist us with preparation for the return of our accrediting body (CAHME). We have worked on how to better prepare our classes for individual, group and team assignments. We have worked with CETL on standardizing our blackboard sites and rubrics across our department, though we still have work to do. In doing these things, we are proud to say we have since met the five outstanding "not met" criteria from our initial accreditation visit.

One course struggled with a 33% benchmark achievement rate demonstrating room for growth more than others. This may be due to low numbers when teams are broken down skewing achievement rate however we recognize the need to implement changes in teaching strategies. We value the importance of inviting outside peers to provide



feedback as well as CETL and will continue to use these strategies moving forward. Student peer to peer feedback will also be utilized more often in the classroom as well.

Attachment(s):

[MHSA assessment report 2023.24 Traci Stewart.pdf](#)