MLHSS Assessment Plan

Graduate programs overseen by the College of Graduate Studies, including the Master of Leadership in Health Systems Science (MLHSS), are subject to an annual review that provides for continuous quality improvement. The annual process includes an assessment schedule, reporting requirements, and documentation of assessment work, which is assembled in an annual report for review by the college's Graduate Faculty Council (see Use of Assessment Data section below for further details). In addition, a comprehensive program review occurs every seven years. These assessments are designed to ensure that graduate programs are fulfilling their obligations to students and external accrediting agencies.

All academic programs in the College of Graduate Studies are required to have the following key components: mission statement; program goals and objectives; course objectives; an appropriate variety of methods of assessment; designated timeframes for data collection and analysis; and a plan for the use of assessment data for course and program improvement. These components are detailed below for the MLHSS program.

MLHSS Mission Statement

The Master of Leadership in Health Systems Science (MLHSS) will prepare health care professionals to lead transformation in health care delivery.

MLHSS Program Goals and Objectives

Goal 1: Cultivating leadership, the learner will develop health leadership skills that will assist them in becoming effective, influential, and innovative leaders in the healthcare community.

1.1 Practice concepts of leadership and teaming, change management, and professionalism within healthcare environments.

1.2 Demonstrate awareness of how health care professionals work together to deliver that care.

1.3 Apply leadership concepts to inform transformation of care in care delivery systems.

Goal 2: Improving health care delivery, the learner will be able to utilize resources and data to positively impact the efficiency and effectiveness of the delivery of health care in the community.

1.1 Engage in an experiential exercise to identify and solve a health care delivery need.

1.2 Identify the ways in which health systems can improve care delivery and patient care to achieve the Triple Aim, enhancing quality, safety, access, and cost.

1.3 Demonstrate the ability to develop strategies and plans of action to support new high quality, contemporary, comprehensive health care services.

Goal 3: Examining health systems, the learner will investigate the structure and function of health systems, system drivers, and the transformation of care that affect health systems in our society.

3.1 Describe how care is delivered in various systems of care delivery.

3.2 Assess transformation of care in care delivery.

3.3 Identify the evolving roles of physician leaders and other healthcare professions leaders in informing and implementing patient-centric changes in care delivery.

3.4 Apply systems thinking knowledge, theory, and techniques to the interdependencies of healthcare and application to addressing complex dynamics of healthcare delivery.

MLHSS Course Objectives

Course objectives have been developed for MLHSS courses. The course objectives have been aligned with the program objectives as well as the College of Medicine's educational objectives.

Fall Semester Courses

60705 Clinical Informatics and Technology

Course Learning Objectives	MLHSS PLO	COM PLO
1. Cognize the importance of clinical informatics and its relevancy to daily clinical practice.	1.2, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 4.3, 6.1, 6.2, 7.1,
2. Examine the breadth of informatics in the clinical setting and how it relates to the well-ordered function within a healthcare system.	1.2, 2.2, 2.3, 3.1, 3.2, 3.3	2.1, 4.3, 6.1, 6.2
3. Understand the current status of clinical informatics and prospects in this field.	2.2, 3.1, 3.3, 3.4	2.1, 3.2, 4.3, 6.1, 6.2, 7.3, 8.1
4. Recognize critical, contemporary issues and problems with informatics, and learn how technologic frameworks contribute to resolution of difficult quandaries.	1.2, 1.3, 2.2, 3.3, 3.4	2.1, 3.2, 6.1, 6.2
5. Engage in a variety of writing exercises that will enhance communication and challenge students to	1.1, 1.3, 2.2, 2.3, 3.2, 3.3,	2.1, 2.2, 4.1, 5.3, 6.1, 7.1,

apply and reflect on clinical informatics and technology in education, training, and healthcare systems.	3.4	8.2

65302 Healthcare Law and Ethics

Course Learning Objectives	MLHSS PLO	COM PLO
1. Identify and examine core ethical and legal problems that emerge within therapeutic relationships among patients and providers, within organizations and among health systems	3.3, 2.2	2.2, 4.2
2. Examine landmark cases that have shaped medicine, science, and law	3.1	6.1
3. Apply core ethical and legal principles and theory to contemporary issues and problems.	3.4	6.1
4. Understand critical, contemporary issues and problems, and learn how theoretical frameworks contribute to ethical decision-making and resolution of difficult quandaries.	3.4	2.1, 6.1
5. Engage in a variety of writing exercises that will enhance communication and challenge students to apply and reflect on legal and ethical training/education	1.1	7.1

60703 Healthcare Policy and Economics

Course Learning Objectives	MLHSS PLO	COM PLO
6. Identify core principles that influence the framework and formulation of US health care policy and health care economics	1.2, 2.2,3.3	6.1
7. Discuss the political and economic aspects of US healthcare; from both a historical perspective and their influence on models of US healthcare	1.2, 2.2	6.1, 7.3
8. Describe and contrast the process of US health policy formulation at federal, state, local, and private sector levels	3.3	
9. Discuss the organization and funding of US healthcare and US public health system	3.1	6.1
10. Describe major healthcare funding mechanisms including Medicare, Medicaid, CHIP (Children's Health Insurance Program)	3.1	6.1, 7.3
11. Describe the organization of US health care delivery at the national, state, and local levels; contrast with international health care delivery models	3.1	
12. Describe and contrast the US systems for professional regulation and professional self-regulation	1.2	6.1, 7.3
13. Discuss health policy issues related to the US healthcare workforce	1.2, 2.3, 3.1	6.1, 7.3

14. Demonstrate an understanding of public health research characteristics and methods	*2.2,*	
15. Demonstrate research, writing, and presentation skills	*1.3, 3.4*	*5.2, 8.1, 8.2*
16. Demonstrate experience with working in teams and providing and receiving peer evaluation	*1.1, 3.3*	*5.1, 8.1, 8.2*

60702 Healthcare Structure and Processes

Course Learning Objectives	MLHSS PLO	COM PLO
1. Describe the historical evolution of the health care 2. delivery in U.S.	3.1, 3.2	6.1
3. Describe the components of health care structures to include health professionals and patient care settings across the continuum of care.	1.2, 3.1, 3.2, 3.3	6.1, 7.1, 7.3
4. Identify the beliefs, values, and behavioral aspects 5. of the patient in health care delivery.	1.3, 3.3	2.1, 4.1, 5.1, 6.1
6. Examine the role of managed care and the pharmaceutical industry has in health care delivery.	2.2, 3.1, 3.2	6.1
7. Examine the role government has in health care delivery.	2.2, 3.1, 3.2	6.1
8. Describe the processes within the health care system to include transitions of care, patient centered care, and interdisciplinary care.	1.1, 1.2, 2.2, 2.3, 3.1, 3.3	6.1, 6.2. 7.3
9. Examine the future directions of health care delivery	1.3. 2.2, 3.3	6.1
10. Compose and present a contemporary issue on an aspect of health care structure or process	2.2, 3.1, 3.3	2.2, 6.1, 8.1

60704 Population, Public and Social Determinants of Health

Course Learning Objectives	MLHSS PLO	COM PLO
1. Describe population health history, philosophy, values, and basis	1, 2, 3	6.1
2. Compare population health and public health	1	6.1
3. Explain determinants of health and how they contribute to health inequities	3	6.1
4. Propose strategies to promote population health principles	1, 2, 3	6.1, 6.2
5. Identify stakeholders who can contribute toward patient-centric organizational change	2	6.1, 6.2

60704 Population, Public and Social Determinants of Health

60701 Systems Thinking

Course Learning Objectives	MLHSS PLO	COM PLO
1. Describe health systems science as third pillar of medical education	1.2, 3.4	5.1, 6.1
2. Demonstrate how health system science complements basic and clinical science	1.3, 3.1, 3.2	4.3
3. Explain how health systems science applications impact competencies in patient care	2.2, 3.3	3.2
4. Propose strategies to implement health systems science	2.1, 2.2, 2.3	7.3
5. Identify stakeholders of health system science	1.1	7.2

Spring Semester Courses
60709 Change Management

Course Learning Objectives	MLHSS PLO	COM PLO
1. Evaluate health systems change management principles	1.1, 3.1	3.2, 6.1
2. Compare methods of implementing and overseeing change initiatives to manage resistance from stakeholders	3.3, 3.4	3.2
3. Explore the characteristics and behaviors that lead to an effective health systems science change agent	2.3, 3.2	2.2, 6.1
4. Use the five phases of Change Model (ADKAR) to support your team through project and organizational changes	1.1, 1.3, 2.1	3.1 7.2

5. Develop and Implement Communication and Learning plans to increase change support and accelerate change adoption	1.1, 2.3, 3.3	2.2, 3.2
6. Encourage and influence behavioral change on your teams	1.2, 2.3, 3.2	7.1, 7.2
7. Learn to identify and influence resistance to change	1.3, 3.3	3.1, 7.1
8. Exposure and practical application of multiple change management tools	1.1, 2.1	7.2
9. Focus on change resilience and sustainment of change	2.2, 2.3, 3.4	2.2, 7.1
10. Create an effective action plan for guiding your group/organization through change.	1.3, 2.3, 3.3, 3.4	7.3

60710 Integrated Experiential Capstone

Course Learning Objectives	MLHSS PLO	COM PLO
1. Students will identify a project with a clinical site mentor.	1.1, 2.1, 2.2, 2.3	2.1, 2.2
2. Students will investigate a health system topic of interest.	2.2, 2.3, 3.4	6.1
3. Students will write learning objectives aligned with clinical site project.	1.1, 2.1	2.2, 3.2
4. Formulate a precise problem statement defining the current state, impact, and desired state for an issue identified by the Clinical Site.	1.1, 2.2, 3.4	6.1
5. Students will document project alignment to the MLHSS program objectives.	1.3, 3.4	8.1
6. Create and present a comprehensive and evidence-based presentation that integrates and synthesizes program content while incorporating an elevated degree of critical thinking and analysis to problem and solutions.	1.3, 2.3, 3.3,	3.1, 7.2
7. Incorporate an assessment methodology for evaluating the effectiveness of the proposed plan of action.	1.3, 3.1, 3.4	3.2, 7.3

60708 Leadership and Teaming

Course Learning Objectives	MLHSS PLO	COM PLO
Describe their Meyers-Briggs type and be able to use that framework as a tool to understand their and others' preferences.	1.2, 1.3	3.1
Describe basic principles of emotional intelligence.	1.3	2.1
Habitually observe the leadership characteristics of healthcare executives.	2.1, 3.3	7.3
Identify and practice skills to related to powerful presentation and time management.	1.1, 2.2	5.2
Identify underlying virtues and characteristics of successful healthcare leaders.	3.3, 3.4	7.3

60707 Reliability, Quality, and Safety Health System Improvement

Course Learning Objectives	MLHSS PLO	COM PLO
Analyze how our understanding of variability in care, equity, reliability, performance improvement, and patient safety have evolved in health care delivery.	1.1, 3.3, 3.4	3.1, 6.1
Identify common fundamental causes of harm in health care and how to understand them.	2.1, 2.2, 3.1	6.1
Apply the principles and components of patient safety and high reliability concepts to eliminate preventable harm.	1.1, 1.3, 2.3	2.3, 5.3, 7.2
Describe Six Sigma and lean methodologies	1.3, 2.2, 3.4	2.2, 3.1
Demonstrate ability to use basic Six Sigma and lean tools for process improvement.	2.1, 3.4	2.3, 3.1
Examine various methods of performance improvement and interventions most frequently used in healthcare to decrease unnecessary variation in processes and outcomes.	1.2, 2.2, 3.3	3.2, 7.3
Examine the types of outcome measures, sources of data, and reporting within the healthcare system	1.3, 2.1, 3.4	3.2, 6.1
Utilize quantitative and qualitative data to understand the causes and impacts of inequities on the care of patients.	2.3, 3.3, 3.4	2.1, 4.1
Describe how health care delivery systems are advancing equity within their organizations.	3.3, 3.4	3.1, 7.3

Assessment Methods

The College of Graduate Studies encourages the use of a variety of assessment methods to support student learning, demonstrate faculty, course, and program effectiveness, and identify areas/elements for improvement. Direct and indirect assessment methods include summative and formative feedback to students, faculty, and program directors. The following table illustrates the recurring assessment cycles that provide important data and feedback to courses and programs.

Assessment Schedule	Assessment Methods	Assessment Type	Conducts Assessment	Evaluates/Analyzes Assessment Data
Throughout Semester	• Assignments • Discussions • Exams	Direct	Course	Program
End of each course offering	Course Evaluations	Indirect	Institutional Research	Program
End of each course offering	Instructor Evaluations	Indirect	Institutional Research	Program
Annually	End of the Year Survey	Indirect	Institutional Research	College
Annually	Student Satisfaction Survey	Indirect	Institutional Research	College

Assessment Schedule	Assessment Methods	Assessment Type	Conducts Assessment	Evaluates/Analyzes Assessment Data
At completion of program	Graduation Survey	Indirect	Institutional Research	College
Every seven (7) years	Program Review	Indirect	Institutional research	College

Use of Assessment Data

The College identifies who will receive the analyzed indirect assessment data, and how it will be used by the program. For example, data can be shared with the program's advisory committee to inform curricular changes and development, and/or the instructional faculty for course feedback. Program changes and improvements should be recommended as needed in response to the analysis of assessment data. Such activities are documented and reported in an annual report as requested by the College of Graduate Studies Graduate Faculty Council each June.

In the above-referenced context we offer specific materials for review for the MLHSS program. Please note that some of this work is still in process.

Examples of Assessment Tools

Two assessment tools are included as attachments (below) as examples of the direct assessment activities that students in the MLHSS program will be asked to undertake. The first example illustrates formal discussion assignments using discussion posts from the Health Care Structure and Process course. The second example is a case study assignment from the Healthcare Law & Ethics course.

➢ MLHSS Assignments
   o Assignment_Discussion (forum)_Health Care Structure & Process
   o Assignment_Critical Analysis_ Healthcare Law & Ethics

Additional Assessment Activities

Additional documentation that provides detailed information on indirect assessments are included as attachments (below). This information includes course and instructor evaluations, a student satisfaction survey, end of year survey, graduate exit survey, and materials detailing the seven-year graduate program review process.

➢ Assessment Tools
   ○ Survey_Graduate Course Evaluation
   ○ Survey_Graduate Instructor Evaluation
   ○ Survey_Graduate Student Satisfaction Survey
   ○ Survey_End of Year Survey
   ○ Survey_Graduate Exit Survey
   ○ Program Review Process
      ▪ Graduate Program Review – Self-Study

Discussion: Social and Cultural Influences

Point value: 30 points (20 points initial post; 10 points reply post)

Instructions

After reviewing the content in this module, specifically the video clips from the *Unnatural Causes* documentary series, answer the questions below.

Initial Post

Please provide several sentences for each of the following questions:

1. What did you think of the quote, "It's like saying that if aspirin cures a fever, then lack of aspirin causes a fever?" What does this mean for you/us as health care providers?

2. What is the difference between "choice" vs. "option?"

3. How might one's level of stress impact health?

Provide a detailed response (approximately 2-3 paragraphs) to the final question. Your answer should reflect both the content and topics covered in the module as well as your experience in the pharmacy setting.

4. If the major drivers of health are external to the health care delivery system, does that change the way we think about our work? Our organization of services?

(Note: you must post to the Discussion Forum first before you can see the responses of your peers.)

Reply Post

- After making your initial post, respond to at least one peer. Compare your responses. Did your classmate point out anything that you hadn't considered or an idea that persuaded you to think differently? What do you think attributed to the similarities and

differences in your responses? If you disagree with their responses, provide rational from your professional experience and/or the content provided in the module.

Grading Criteria

Your **initial post** is worth 20 points, and will be graded on the quality of the following components:

- Post includes thoughtful, professional responses to all questions.
Thoughtful responses mean:
    - all portions of each question are answered
    - responses demonstrate reflective thought
    - responses draw on accurate facts and relevant content from the course materials and outside resources.
    - post uses good sentence structure, grammar, and punctuation
    - the response is professional in tone, adhering to netiquette guidelines.

Your **reply post** to at least one peer is worth 10 points, and will be graded on the quality of the following components:

- You meaningfully compare your responses and discuss any points that you hadn't considered in your initial response.
- You describe how and why your perspective is similar to or varies from that of your classmate.
- You provide a rational for any disagreements.

Submission Information

- Please create your own Thread in the Discussion Forum, "**Social and Cultural Influences**" and type your posts directly in the text editor. Do not attach a separate file with your response.
- Your initial post is due Thursday by 11:59 ET. Your reply post to at least one peer is due Sunday by 11:59 ET. If possible, create a reply to a peer who has not yet had any feedback on their initial post.

- I strongly encourage you to keep a copy of your response in a Word document in case any technology issues occur with your journal entry. It is always best practice to save a copy of your work as a backup. You may want to type directly in the text editor, then copy and paste into a Word document, etc. before hitting "Submit". Copying from an MS Word document into the text editor can often be problematic for formatting, but you could also try copying and pasting from a text editor application like Notepad. No extensions will be granted because of technological issues with posting your entry.

Assignment:Critical Analysis

Point Value: 25

Assignment Overview

For this assignment, we will conduct a critical analysis of a court opinion or two to compare/contrast similar cases. The goal is to understand and explain how the court reached its conclusions in a particular case, in order to determine how that opinion might impact another, similar case.

Guidelines

1. Your assignment submission should be 3 to 5 pages in length.
2. Via critical analysis, you will explain at least one legal case. Choose one of the legal cases discussed in class, from the assigned readings.
3. Your explanation of the case should include the following key points: the relevant facts, how the court resolved the case (the judgment), and how the court reached its decision (explain court's reasoning).
4. Next, select a second case to compare/contrast with the first case. Your second case should be similar to the first case, in facts and/or law. The second case may be another legal case we discuss in class; or, if you prefer, you may use an external true story (be sure to cite an online news article or some credible source if you go this route).
5. Fully explain the details of the second case as well (including key points mentioned in #2).
6. Finally, you will compare/contrast the facts, outcomes, and legal reasoning of your two cases. The following questions are mere suggestions for discussion in your critical analysis:
   a. a. What makes the two cases different? How are the facts similar/dissimilar?
   b. b. Were your two cases decided by the same court? You may not have access to this information if your second case is not from the textbook.
   c. c. Was the legal issue exactly the same in both cases? Or was the court faced with a different question in the second case?
   d. d. Did the court make a decision in one case that contradicted its decision in another? If so, how?
7. Wrap up with a conclusion. I have suggested some guiding questions below. Again, you do not have to use these. Just be sure that your conclusion summarizes your main arguments and opinions.
   a. a. What are the main take-aways? What can we learn from these cases?
   b. b. Did the court rule appropriately, in your opinion?
   c. c. Do you agree with the outcome of your cases? Why or why not?

d. d. Were these cases consistent or inconsistent with each other? Why do you think that is?

Submission Information

Upload your assignment as either an MS Word doc or pdf. Name your file as: **Last name_Critical Analysis**

Technical Support

Need help using Canvas Assignments? If so, please review the following guide:

- [Canvas Student Guide Table of Contents - Assignments](#)

Course Evaluation

Strongly Agree (**SA**) - Agree (**A**) - Disagree (**D**) - Strongly Disagree (**SD**) - Not Applicable (N/A)

Course Content:
1. The course was well organized.
2. Learning objectives were clearly stated for all lectures and activities.
3. Graded content was based on the stated learning objectives.
4. The material in the course was presented at a level appropriate to my stage of training.

Comments about the course content:

Content Delivery:
5. The lectures, readings, or other course content was appropriate for optimal learning.
6. The amount of reinforcement of previous concepts was appropriate for optimal learning.
7. Knowledge gained in the course was reinforced by examples, assignments, projects.
8. If applicable, the laboratory/small group sessions were useful/helpful.
9. If applicable, the On-line discussions were useful/helpful.
10. The content in this course will be useful in future applications.

Comments about the content delivery:

Supplemental course materials:
11. The syllabus provided clear expectations.
12. The text and/or other assigned readings was useful.
13. Materials provided on AIMS/Blackboard/Springboard were useful.
14. Materials on AIMS/Blackboard/Springboard were easy to access.

Comments about course materials:

Overall rating
15. Overall this course met the objectives stated in the syllabus.

Comments about the course overall:

What were the most useful aspects of this course?

Any additional comments:

Instructor Evaluation

Strongly Agree (**SA**)   Agree (**A**)   Disagree (**D**)   Strongly Disagree (**SD**)

The instructor:

1. Stated the course objectives.
2. Demonstrated knowledge of the topic.
3. Presented concepts in a clear and organized manner.
4. Discussed material at a level that was appropriate to my stage of training.
5. Made effective use of time.
6. Emphasized key points.
7. Spoke clearly.
8. Worked to engage the learners.
9. Summarized the course modules effectively.
10. The course instructor was present throughout the course by providing timely feedback, grading assignments, participating in discussions, etc.
11. Demonstrated respect for learners.
12. Displayed a positive attitude about teaching the material.
13. Was accessible for questions.
14. Overall, the teaching was effective.

Comments:

What did the instructor do that was most effective?

What could the instructor do to improve his/her teaching?

Other observations/recommendations:

Student Satisfaction Survey

1. What COGS Degree Program are you currently enrolled in?

2. Year in Program? 1 - 6

3. Upon reflection of this academic year, I think that, overall, the curriculum was well organized.

4. There was an integration of basic science concepts and clinical concepts in the curriculum.

5. I was provided with an adequate number of active learning experiences (e.g., small group discussions, interviewing).

6. The curriculum provided adequate opportunity for independent learning.

7. There was an adequate use of technology (e.g., Learning Management System, web-based lab activities) throughout the year.

8. The use of technology enhanced the quality of my learning experience.

9. I received timely feedback on my academic progress during the year.

10. There was a variety of assessment strategies during the year, e.g., written tests, lab practicals, presentations, feedback on essays, etc.

11. The number of assessments throughout the year was adequate.

12. In general, the assessments that determined my final grades reflected the learning objectives of the courses.

13. The curriculum fosters intellectual dialogue between students and faculty.

14. The curriculum helped me enhance my communication skills.

15. The curriculum helped me better understand the meaning of professionalism with regard to my future career.

16. The presence of medical and pharmacy students enhanced the interprofessional classes.

17. The curriculum during this academic year gave me a good start to my professional future.

18. I feel that NEOMED has provided an environment conducive to learning.

End of the Year Survey

The purpose of the following questions is to get feedback about your level of satisfaction with your educational experience to date. Your responses will be kept strictly confidential.

*Please respond to the following questions with **the curriculum as a whole** in mind, not just an individual course.*

Strongly Agree (**SA**)　　Agree (**A**)　　Disagree (**D**)　　Strongly Disagree (**SD**)　　Unable to Evaluate (U)

Curriculum Competencies - *This academic year's curriculum...*

1. This year's curriculum provided me adequate opportunities to enhance my **communication skills**.
2. This year's curriculum provided adequate **opportunity** to work on my own learning goals.
3. This year's curriculum **integrated** basic science concepts and helped me to apply them to less familiar clinical problems and concepts.
4. This year's curriculum fostered **intellectual dialogue** between students and faculty.
5. I felt the background **knowledge and skills** that I had at the start of the year prepared me to do well in this year's curriculum.
6. I felt that this year's learning **expectations** were adequately defined.
7. I feel confident that this year's curriculum adequately **prepared** me for next year's tasks.
8. I feel confident that the curriculum gave me a good **foundation** for my future as a health care professional.
9. I was given an adequate number of **active learning experiences** (e.g., small group discussions, labs, CSAs, online experiences).
10. I received adequate and timely **feedback** on my academic progress (including non-graded feedback like performance comments or practice questions).
11. There was an adequate variety of **graded assessment strategies** (e.g., written tests, lab practicals, presentations, feedback on essays).
12. In general, the assessment **outcomes** provided a fair representation of my efforts and achievement.
13. The overall amount of curricular **work** I was expected to do this year was appropriate.

When do you feel most engaged in classroom activities?

Comments about curriculum competencies?

Opportunities to address missions outside of curriculum - *NEOMED provided me an opportunity to...*

1. Participate in a scholarly or **research project.**
2. Participate in a **community** health-related activity (project, volunteer, etc.).
3. Be involved in extracurricular **primary care** oriented activities.
4. Volunteer in or interact with **underserved** populations.

Comments about extracurricular learning opportunities:

Learning Environment-

1. My **student peers** are supportive of my professional goals.
2. I am not subjected to offensive remarks by NEOMED **students.**
3. In general, the **faculty** I encounter are supportive of my professional goals.
4. I am not subjected to offensive remarks by NEOMED **faculty or staff.**
5. NEOMED **faculty** respond to student concerns effectively.
6. The **dean's office** responds to student concerns effectively.
7. NEOMED **University offices** (e.g. the President's office, Registrar, Library, etc.) respond to student concerns effectively.
8. NEOMED Educational Facilities in **Rootstown** were adequate to support my learning needs this year
9. NEOMED **Affiliated Clinical Sites** had adequate facilities to support my learning needs this year
10. I know the procedures for reporting mistreatment of medical students.

What is the best part of the learning environment?

Other comments about the learning environment:

Overall

1. I feel that NEOMED has provided an environment conducive to learning.

General comments:

Thank you for your help. Your feedback is essential.

Graduate Exit Survey

1. What COGS Degree Program are you currently enrolled in?

2. Year in Program? 1 - 6

3. What course did you find to be the most beneficial? Why

4. What course did you find to be the least beneficial? Why

5. What part of your lab experience did you find the Most enjoyable? Why?

6. What part of your lab experience did you find the Least enjoyable? Why?

7. What knowledge, skill or ability that you have developed since the beginning of the program do you think has been or will be the most valuable for you?

8. How would you rate the advising you received in the program?

9. Were programmatic expectations clear?

10. How would you improve the Graduate program?

11. How would you improve the NEOMED College of Graduate Studies student experience?

12. What advice do you have for incoming students?

13. What are your short and long term career goals?

14. Have they changed since you began this program?

15. Do you feel the degree earned in the program has properly equipped you for your chosen career?

Graduate Program Review Process

Purpose of Review

The purpose of the review is to evaluate the performance of graduate degree programs in the College of Graduate Studies in the context of the mission, goals and standards of the College.

Programs are to be reviewed every seven years. The Dean of Graduate Studies, in consultation with the Graduate Faculty Council will develop the schedule of reviews.

The review will include an assessment of the degree to which the program is meeting its mission and goals, its curriculum, capacity and resources.

An appointed review committee will gather data in order to understand, assess, and make recommendations to the Dean of Graduate Studies about the program under review.

Review Process

In July, the Office of the Dean, College of Graduate Studies notifies the appropriate program director that their program is to be reviewed.

The review process begins with a self-study conducted by the program faculty resulting in a Self-Study Report.

The review committee will consist of three to five members; at least one of them must be an external reviewer. Names of potential external reviewers are submitted by the program director to the Dean of Graduate Studies by September 1. The external reviewers should be experts in the discipline being reviewed, senior in rank, have experience in administration, and should have no professional or personal conflict of interest with the program under review or members of its faculty. The review committee will be selected by Graduate Faculty Council and recommended for appointment to the Dean.

The Self-study Report will be prepared by the program director. If an academic program is accredited by an outside body, the most recent accreditation report may be submitted along with, but not in lieu of, the self-study report. The self-study report is submitted electronically to the Dean by January 15. The self-study report will be provided to the review committee and the Office of the President. The format and content of the Self-study Report for the College of Graduate Studies can be found in the COGS Program Review Self-Study Report Form.

Reviewers will be provided with the Self-study Report. The review committee will then proceed to

schedule interviews with key stakeholders including the dean(s) of the college(s) housing the coursework and appropriate chairperson(s). It is further suggested that the review team meet with current and former students and individuals playing a key support role for the program. The Office of the Dean will provide administrative support to the Review Committee. The **Review Committee Report** is due to the Dean by April 1. The Review Committee Report is provided to the Dean of Graduate Studies, Office of the President, and the program director.

The program director has the option to prepare a document in response to the Review Committee Report. The purpose of the response document is to correct factual errors or errors of interpretation. The response document is due to the Dean of Graduate Studies within two weeks of receipt of the Review Committee Report. This response document will be also provided to the Office of the President.

The program director, after consultation with appropriate faculty bodies, completes the **Preliminary Action Plan** based on suggestions and recommendations from the Review Committee Report. The Preliminary Action Plan should include specific action items to be completed over the next two years; action items should be prioritized. Each item should specify measures and performance standards, as well as an estimated completion date. The Preliminary Action Plan should be submitted to the Dean of Graduate Studies at least one week prior to the Action Plan Meeting.

The Action Plan Meeting will include the Dean of the College of Graduate Studies, the program director and the chair of the review committee. The purpose of the meeting is to discuss the Review Committee Report and agree upon a final action plan.

Action Plan Report: The final Action Plan Report is due to the Office of the Dean of Graduate Studies within one month after the Action Plan Meeting.

Two years after the conclusion of the review, the program director will submit a report to the Dean on progress made on each item identified in the Action Plan. A second Update Report may be requested at a later date if insufficient progress has been made.

Northeast Ohio
M E D I C A L U N I V E R S I T Y

COLLEGE OF GRADUATE STUDIES

PROGRAM REVIEW
SELF-STUDY REPORT

**(Due from the Program Director to the College of Graduate Studies Office by
MONTH/DAY)**

Date of Submission: _____

Program Name/Degree: _____

Program Director: _____

Endorsements

The undersigned attest that, to the best of their knowledge, the information contained in this report is accurate, complete, and reflects the best efforts of the program faculty, staff, and students to provide a detailed description of the current status of the graduate program under review.

Program Director

_____
Signature

Department/Unit Head

_____
Signature

SELF-STUDY REPORT

The Program Director is to prepare a self-study report using the following template. The completed self-study provides the College of Graduate Studies Program Evaluation Committee with a description and internal assessment of the program under review. The self-study assists the Program Evaluation Committee to understand, assess, and make recommendations about the program under review.

I.   MISSION, GOALS, AND CONTEXT

A. Describe the program under review. Indicate the mission, nature, unique characteristics, goals, and objectives of the program including teaching, research, community engagement, and outreach activities. Explain how the program aligns with the mission of the University and the College of Graduate Studies. Identify the relationship of the program under review to other programs at NEOMED, especially in terms of mutual support, shared faculty, shared course requirements, and/or shared facilities.

B. Please complete the following table based on the last three academic years.

Graduate Student Enrollment	Masters:	
	Doctoral:	
Number of Graduate Degrees/Certificates Awarded	Certificates:	
	Masters:	
	Doctoral:	
Number of Adjunct Graduate Faculty		
Number of Graduate Faculty		
Number of Tenure-Track Faculty		
Number of Full-time Non-Tenure-Track Faculty		
Total Number of Graduate Assistantships Awarded	Masters:	
	Doctoral:	
Total Number of Other Student Stipends Awarded	Masters:	
	Doctoral:	
Provide Link to Program's Website		

II. CURRICULUM, FACULTY, STUDENTS, AND RESOURCES:

A. **Curriculum**: Summarize degree or certificate requirements and provide commentary on significant features of the curriculum. List all required core courses, elective courses, and total hours required for degree or certificate completion. The list of courses should provide specific course titles and numbers.

Curriculum Summary:

Required Courses:	Elective Courses:

Total hours required for degree/certificate completion: _____

B. **Faculty**: Complete the following table to list all faculty participants, their titles, percent effort (will follow faculty workload policy), academic home department and college, and an indication of their graduate faculty status.

Faculty Name	Percent Effort	Date of Appt.	Status (e.g., tenure track)	Rank	Race/Ethnicity	Gender

Submit an up-to-date curriculum vitae for each faculty member.

C. **Students Admitted**: Describe entrance requirements, if any, such as GPA; GRE; degree status (i.e., non-degree, degree, provisional); baccalaureate required, etc.

Complete the ethnicity and gender table below for current students.

Race/Ethnicity	Male	Female
Hispanic/Latino (one or more races)		
One race, American Indian/Alaska Native		
One race, Asian		
One race, Black/African American		
One race, Native Hawaiian/Other Pacific Islander		
One race, White		
More than one race (not Hispanic/Latino)		
Ethnicity/race unknown or not stated		

Please respond to the following questions about students in your program. If not applicable, indicate that.

1. What resources do you provide to support the career development and placement of your students?

2. Describe program-arranged graduate student internship and external placements (in education, government, or private sector). What role do these placements have in your program? How is (1) student performance and (2) placement/internship quality assessed by your program? What changes, if any, have been made based on your evaluation process?

3. Are there persistent problems that students experience which inhibit their successful completion of the program? What strategies are employed by the program to remove these barriers to success?

4. What role do faculty play in the mentoring of students? How is faculty mentoring evaluated and what have you learned from these evaluations? What changes, if any, have been made based on your evaluation process?

5. How is student performance assessed? How is the assessment process evaluated and what have you learned from these evaluations?

6. How do you identify students who are not making progress? What support/counseling do you provide for these students?

7. What efforts have been made to support students who have special challenges such as those coming from underrepresented groups, different cultures or those with disabilities? Are support services (tutoring, advisement, interpreting) available for students?

8. What proportion of your students receive full (20 hours/week) assistantships? What are the average stipend amounts, ranges and standard deviations for these students? If you provide differential stipend amounts, what are your criteria for determining the amounts?

9. What proportion of your students receive half (10 hours/week) assistantships? What are the average stipend amounts, ranges and standard deviations for these students? If you provide differential stipend amounts, what are your criteria for determining the amounts?

10. What proportion of your students receive a full tuition waiver? What proportion receive a partial tuition waiver? What are your criteria for making these determinations?

11. Describe the duties performed by teaching assistants, research assistants and administrative assistants? How are graduate assistants prepared for and mentored in their duties?

D. **Staff**: List support staff involved with the program and their role.

E. **Resources**: Provide relevant information related to the financial support of the program, including the financial commitment of department(s) and college(s) devoted to this particular program.

F. **Facilities**: Describe any special facilities that are required for the program, including laboratories, computer facilities, library facilities, or equipment needed for certificate delivery.

III. VIABILITY:

A. **Course Enrollment**: List courses taken by students in the program during the last three years. Also, provide course enrollment figures and at least three examples of typical syllabi.

B. **Program Enrollment**: Provide data, in tabular form, indicating the number of applicants, number of applicants admitted and enrolled, total enrollment, and number of individuals completing the program for each of the last three years (Appendix III).

Total number of applicants	Total number of applicants admitted and enrolled	Total enrollment	Total number completing the program

C. **Enrollment Projections**: Identify trends that will influence enrollment over the next five years. Provide enrollment projections and indications of whether presently participating faculty and units will be able to support large projected increases in enrollment.

IV. ASSESSMENT:

A. Summarize the principal elements that comprise the core of student assessment. Indicate how the elements provide useful information in assessment of student performance.

B. Provide specific information on how assessment data are used to improve program quality.

C. Provide information (e.g., survey data) on follow-up studies of graduates to indicate graduate satisfaction with the effectiveness of the educational experience. The surveys should include the results of exit interviews as well as responses of individuals at least three years' following receipt of the degree or Certificate.

D. Identify strengths and weaknesses of the Degree or Certificate program, as well as any institutional or unit plans for removing weaknesses.