

Section 1 – Program Mission

- **Program Mission:** The purpose of the Oregon Tech Master of Science in Allied Health (MSAH) degree program is to prepare allied health professionals for positions in management, education, and administration in their respective healthcare disciplines. The MSAH program is in perfect alignment with the mission and goals of Oregon Tech especially public service to the communities in Oregon, including rural areas as they are in the most need and have the biggest shortage of qualified healthcare professionals (see section d below). This degree because of its online nature is easily accessible to students throughout Oregon including rural regions of the state.

The MSAH program supports Oregon Tech's mission to offer rigorous applied degree programs by providing scholarly, research based, high quality coursework (aligned with the National Center for Healthcare Leadership guidelines) ensuring student success in the workplace. The discipline of allied health leadership in healthcare settings involves effective communication, building relationships, self-confidence, self-development, team leadership, change leadership, accountability, collaboration, organizational development, performance measurements, financial skills, innovative thinking and strategic orientation.

The MSAH curriculum emphasizes strong foundational course work and hands-on application through real life healthcare cases to prepare students to be effective professionals in their communities. The students in the program are already employed, some are graduates of Oregon Tech who are working to advance their degrees and career opportunities in leadership, management, and administration of public health systems, healthcare systems, hospitals, and hospital networks.

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- **Mission Alignment:** [Core Theme 1: Applied Degree Programs](#) Oregon Tech offers innovative and rigorous applied degree programs. The teaching and learning model at Oregon Tech prepare students to apply the knowledge gained in the classroom to the workplace.
- **Changes to the Mission:** No changes have been made to the mission statement.
- **Program History & Description:** The program was originally developed at the request of students. Students who are accepted into the Echocardiography Degree Completion program are already registered Cardiac Sonographers working in the field who have passed their national registry exam in Cardiac Ultrasound. The program is in its 21st year. This program has seen steady growth since it started with more than 100 students currently enrolled, approx. 70 active students a quarter. Average salaries are \$60,000 a year and 100% are employed. On the student exit survey,

Section 2 – Program Student Learning Outcomes- Measurable, Actionable, Aligned to ISLOs

Program Learning Outcomes are publicly available on the OIT website.

[Masters in Allied Health,](#)

- Prepare the allied health professional student with critical thinking abilities in order to assess and analyze, concepts, principles, research, clinical findings, and technologies; and evaluate outcomes in order to apply them to professional practice.
- Prepare the allied health professional student to analyze, interpret, and respond to the major factors influencing healthcare delivery and healthcare policy.
- Prepare the allied health professional student to apply basic administration/management skills.
- Prepare the allied health professional student to function as educators, team players and/or leaders in academic, clinical, or community healthcare settings.

Program Student Learning Outcomes and Objectives were reviewed by program faculty during Fall Convocation Program Assessment Meeting.

Program Faculty Review

The faculty and advisory board meet in Sept. 2016 and reviewed the MSAH program and courses, no changes were made this first year. The Advisory Board is made up of faculty across all disciplines and we meet every month as the new master's program is implemented. This is the first year of launching 9 new graduate courses across many disciplines. The members of the committee are from the math, science, medical imaging, ultrasound, respiratory care, population health, library sciences and dental hygiene. There are currently 13 members of the MSAH advisory board, and we began meeting 4 years ago to design the program and have continued meeting monthly ever since.

Showcase Learning Opportunities

Students will get an amazing learning opportunity with their final projects. They begin working on them and designing them in year one but they completed them the summer of the their 2nd year in the program. Students are given an opportunity to develop projects that increase the quality of patient care in their own communities. They can do their projects with others or on their own. They have an opportunity to have an impact in their own communities.

The MSAH program supports Oregon Tech's mission to offer rigorous applied degree programs by providing scholarly, research based, high quality coursework (aligned with the National Center for Healthcare Leadership guidelines) ensuring student success in the workplace. The discipline of allied health leadership in healthcare settings involves effective communication, building relationships, self-confidence, self-development, team leadership, change leadership, accountability, collaboration, organizational development, performance measurements, financial skills, innovative thinking and strategic orientation.

Students typically present and publish their capstone projects at regional and national meetings.

High Impact Practices in the form common intellectual experiences publishing case studies, writing intensive courses, culminating projects, and collaborative experiences in this program. HIPs are happening in the echo degree completion program in the capstone courses. Students take advanced statistics, epidemiology, and healthcare research courses to prepare for capstone.

PROGRAM STUDENT LEARNING OUTCOMES 3-Year Cycle Allied Health M.S.	2022-23	2023-24	2024-25
1. To prepare allied health practitioners to analyze, interpret, communicate, and respond to the major factors influencing health, healthcare policy and healthcare leadership.	ALH 555 ALH 509		
2. To prepare allied health practitioners with administration/management skills including financial skills, accountability, collaboration, building relationships, organizational development, self-confidence and leadership skills.		ALH 525 ALH 595	
3. To prepare allied health practitioners. to function as educators and/or leaders in academic, clinical, or community healthcare settings.			ALH 509 ALH 510
4. To prepare allied health practitioners to be critical and innovative thinkers able to analyze concepts, principles, research, clinical findings, technologies, outcomes and apply them to professional practice including strategic orientation.		ALH 509 ALH 595	

Section 3 – Curriculum Map

MSAH Program	PSLO 1	PSLO 2	PSLO 3	PSLO 4
COURSE				
ALH 505	F			
ALH 510	F			
ALH 515	F			
ALH 525		P		
ALH 535				P
ALH 545		P		
ALH 555		P		
ALH 565			P	
ALH 575				P

ALH 585				P
ALH 595		P		
ALH 509			C	

Section 4 – Assessment Cycle

	Act	Collect	Plan
PSLO	2022-23	2023-24	2024-25
PSLO 1	ALH 555 ALH 509		
PSLO 2		ALH 525 ALH 595	
PSLO3			ALH 509 ALH 510
PSLO4		ALH 545 ALH 595	

Table 3 Assessment Cycle

Section 5 – Assessment Data Collection Processes

Program Faculty Review and Industry Advisory Board Review

Program Student Learning Outcomes and Objectives were reviewed by program faculty during Fall Convocation Program Assessment Meeting.

MSAH Faculty met in the fall of 2022-20223 to review the program. The MSAH program faculty met with the Board, and we try to meet once a quarter where we review important data on the program. Most of the discussion centered on how to support the needs of students and retention. Board Members had a lot of thoughts on marketing the program All students in the MSAH program are healthcare workers and this pandemic has greatly impacted them. Many are in recovery from the pandemic, taking only one class at a time as they are working full time. We are seeing a lot of burn out of these healthcare workers.

Direct Measures	Indirect Measures
Faculty Grades – Rubric	Faculty Grades- DFWI
Standardized tests, exams	Surveys and Reflections
Pre and Post Test Designs	Course Evaluations

Competency Based Demonstration	Graduation Rates
Portfolios	Retention Rates

Planning for next year: The Echo faculty are planning for next year's **(2023-2024)** ISLOs assessment in the areas:
MSAH

- PSLO#2
ALH 525 (Fall)
ALH 595 (Spring)
- PSLO #4
ALH 545 (Winter)
ALH 595 (Spring)

The 2022-23 Data that was assessed were the following.

- PSLO #1. To prepare allied health practitioners to analyze, interpret, communicate, and respond to the major factors influencing health, healthcare policy and healthcare leadership.

Performance Target: Students need to score over 80% on the assignment, test or HIP to meet the mastery goals.

Direct Assessment PSLO#1

Direct Measurement #1

PSLO #1. To prepare allied health practitioners to analyze, interpret, communicate, and respond to the major factors influencing health, healthcare policy and healthcare leadership.

- **Performance Target:** 80% mastery
- **Activity:** Servant Leadership Paper
- **Sample:** 10 students fall quarter ALH 555
- **Accountability:** Graders are the instructors for that class that quarter typically using a scoring rubric.
- **Representation:** Dr. Janette Isaacson
- **Rubric:** Each assignment is scored with a rubric

Assignment 8: Developing Others

Instructions: In this assignment you will complete two parts.

A. Summarize

B. Assessment

Please submit your responses in a word document.

ASSIGNMENT:

A. Review and summarize the following:

- Developing Other
- Personal conditions conducive to growth
- studying the masters
- put your best foot forward, deliver results, be considerate, be creative, have integrity
- structure, tasks, technology, people
- exploration, responsibility, commitment
- emergency aid
- new technology, workforce diversity, global competition, organizational restructure, changing work systems
- personal commitment, sense of control, positive attitude, balance perspective, caring relationships go

B. Self Assessment Part 8

- Exercise 16-1 Numbers Never Lie
- Exercise 17-1 Up in Smoke! Are you Burned out?
- Exercise 17-2 Family Report Card
- Exercise 17-3 Characteristics of a Hardy Personality

Direct Assessment #1

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
Completed all the reading and leadership language (definitions) and self-assessment_	Grading Rubric	1-4	80% with 3.0 or higher	90%
Mastered leadership skill sets	Grading Rubric	1-4	80% with 3.0 or higher	90%
High Quality Writing	Grading Rubric	1-4	80% with 3.0 or higher	90%

Direct Assessment Assignment 2:

PSLO #1. To prepare allied health practitioners to analyze, interpret, communicate, and respond to the major factors influencing health, healthcare policy and healthcare leadership.

- **Performance Target:** 80% mastery
- **Activity:** Self-Assessment and Definitions
- **Sample:** 10 students fall quarter ALH 555
- **Accountability:** Graders are the instructors for that class that quarter typically using a scoring rubric.
- **Representation:** Janette Isaacson
- **Rubric:** Each assignment is scored with a rubric

ASSIGNMENT 1: *Self Assessment and Theory Definition*

Instructions: In this assignment you will complete two parts.

A. Self Assessments

B. Theory Definition

Please submit your responses in a word document.

ASSIGNMENT:

A. From Part 1 of the textbook, *The Art of Leadership* review and complete the following self assessments and be prepared to share your findings in the discussion.

- Exercise 1-1 Personalizing Leadership
- Exercise 2-1 Six Traits of Leadership
- Exercise 2-2 Two Dimensions of Leadership
- Exercise 3-1 Ten Leadership Qualities: How do you rate?
- Exercise 3-2 Interpersonal Trust Scale
- Exercise 3-3 Indicator of multiple Intelligences
- Exercise 3-4 What is your leadership style?

B. Review and summarize the following 12 Leadership Theories:

1. Leadership Trait Theory
2. Leadership Behavior Theory
3. Leadership Intelligence
4. Leadership Values
5. Leadership Energy
6. Autocratic Leadership
7. Democratic Leadership
8. Contingency Theory
9. Transformational Leadership
10. Six Qualities of Leaders

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
Completed all the reading and leadership language (definitions) and self-assessment_	Grading Rubric	1-6.7 scale	80% with 3.0 or higher	100%
Mastered leadership skill sets	Grading Rubric	1-6.7 scale	80% with 3.0 or higher	90%
High Quality Writing	Grading Rubric	1-6.7 scale	80% with 3.0 or higher	90%

Direct Assessment PSLO#1

PSLO #1. To prepare allied health practitioners to analyze, interpret, communicate, and respond to the major factors influencing health, healthcare policy and healthcare leadership.

Direct Measurement #1

- **Performance Target:** 80% mastery
- **Activity:** Capstone Presentation and Written Document
- **Sample:** 16 Students ALH 509
- **Accountability:** Graders are the instructors for that class that quarter typically using a scoring rubric.
- **Representation:** Dr. Isaacson, Three Committee Members for each student (Dr. Nathenson, Ron Swisher, Rich Carson, etc)
- **Rubric:** Each assignment is scored with a rubric

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
INFORMATION SEEKING (L11) Investigative Ability	Grading Rubric	1-4	80% with 3.0 or higher	93%
Analytical Thinking (L3) Understanding the situation	Grading Rubric	1-4	80% with 3.0 or higher	88%
INQUIRY AND ANALYSIS (OIT ESLO)	Grading Rubric	1-4	80% with 3.0 or higher	93%
Investigate	Grading Rubric	1-4	80% with 3.0 or higher	93%
Support	Grading Rubric	1-4	80% with 3.0 or higher	88%
Evaluate	Grading Rubric	1-4	80% with 3.0 or higher	93%
Conclude	Grading Rubric	1-4	80% with 3.0 or higher	93%
COMMUNICATION SKILLS (L6) Uses Generally Accepted English Grammar	Grading Rubric	1-4	80% with 3.0 or higher	88%
Literature Review Requirements	Grading Rubric	1-4	80% with 3.0 or higher	88%
COLLABORATION (L5)	Grading Rubric	1-4	80% with 3.0 or higher	88%
Teamwork & Cooperation	Grading Rubric	1-4	80% with 3.0 or higher	93%
PROFESSIONALISM (L19)	Grading Rubric	1-4	80% with 3.0 or higher	88%
Ethics, professional practices, social accountability, and	Grading Rubric	1-4	80% with 3.0 or higher	93%

Direct Assessment #1

community stewardship				
Recognition (<i>part of OIT ESLO</i>)	Grading Rubric	1-4	80% with 3.0 or higher	93%
Judgment (<i>part of OIT ESLO</i>)	Grading Rubric	1-4	80% with 3.0 or higher	93%
STRATEGIC ORIENTATION (L24)	Grading Rubric	1-4	80% with 3.0 or higher	93%
Consideration of business, demographic, ethno-cultural, political, and regulatory implications	Grading Rubric	1-4	80% with 3.0 or higher	88%
Innovative Thinking (L14) Creates new concepts or breakthrough thinking	Grading Rubric	1-4	80% with 3.0 or higher	88%
EVIDENCE BASED WRITING	Grading Rubric	1-4	80% with 3.0 or higher	93%
Content and Analysis of Writing	Grading Rubric	1-4	80% with 3.0 or higher	88%
Command of Evidence in Writing	Grading Rubric	1-4	80% with 3.0 or higher	88%
Coherence and Organization of Writing	Grading Rubric	1-4	80% with 3.0 or higher	88%
Control of Language and Grammar	Grading Rubric	1-4	80% with 3.0 or higher	88%

Direct Assessment Assignment 2:

PSLO #1. To prepare allied health practitioners to analyze, interpret, communicate, and respond to the major factors influencing health, healthcare policy and healthcare leadership.

- **Performance Target:** 80% mastery
- **Activity:** Capstone Presentation and Written Document
- **Sample:** 16 students 509 (Presentation)
- **Accountability:** Graders are the instructors for that class that quarter typically using a scoring rubric.
- **Representation:** Dr. Isaacson, Three Committee Members for each student
- **Rubric:** Each assignment is scored with a rubric

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
PRESENTATION SKILLS	Grading Rubric	1-6.7 scale	80% with 3.0 or higher	93%
Organization, Content, Knowledge, Visual Aids, Mechanics, Eye Contact Verbal Techniques, Effectiveness, Organization, Conclusion	Grading Rubric	1-6.7 scale	80% with 3.0 or higher	88%
Support and Documentation	Grading Rubric	1-6.7 scale	80% with 3.0 or higher	93%

Indirect Measures Echo Courses DFWI PSLO #1

SUBJECT	NUMBER	TITLE	COURSES	PASS_GRADE	NO_GRADE	DFWI	TOTAL	% DFWI
ALH	506	Program Administration	1	8	0	1	9	11.1%
ALH	509	Masters Capstone Project	2	16	0	0	16	0.0%
ALH	525	Effective HC Leadership	1	6	0	0	6	0.0%
ALH	545	Ethical/Legal Consid HC Leader	1	6	0	0	6	0.0%
ALH	555	Leadership Theory - HC Leaders	1	10	0	0	10	0.0%
Total			6	46	0	1	47	2.1%

Reliability: The instructors who teaches these classes score the student's work and fill out the CLOs worksheet at the end of the term. There are core faculty and 8 adjuncts. Faculty are trained on scoring rubrics.

Rubrics: Assignments are scored using a rubric both for discussions and assignments included in this report.

Student Surveys: Students are asked to rate themselves.

Indirect Measures are also DFWI rates.

Student Exit surveys are completed for all students who graduate.

Section 6 – Assessment Data and Interpretations

Assessment Data, Interpretation and Analysis

Program Enrollments

MSAH	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Allied Health	19	30	35	38	39	15
Online	19	30	35	38	39	15
Full Time			1	2	3	0
Part Time	19	30	34	36	34	15

Program Graduates

The data below is not separated out for the degree completion students. We graduate students every quarter and not just at the end of the year.

Employment Rates and Salaries

The data below is not separated out of the degree completion students. However, all the students in the program are employed with a \$104,000

on average. The students in this program are already licensed and working in the field prior to in the masters.

Hospitals; state, local, and private	\$125,280
Government	119,100
Outpatient care centers	101,890
Offices of physicians	99,440
Nursing and residential care facilities	93,610

<https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm#tab-5>

Pass Rates on Board and Licensure Exam

All the degree completion students have passed their licensure exams prior to starting in the degree completion program.

Retention Trends (part time online students), Graduation Rates and DFWI

2021-22 (Retention)	20-21	2019-20	2018-19	2017-2018
73%	63.6%	79%	88.2%	52.2%
Disaggregated Data	Disaggregated Data	Disaggregated Data	Disaggregated Data	Disaggregated Data
1 st year stop out is not with 1 st generation students.	1 st year stop out is highest for 1 st generation	1 st year stop out is highest for 1 st generation	1 st year stop out is highest for 1 st generation	1 st year stop out is highest for 1 st generation
1 st year stop out is not seen across the minority groups.	1 st year stop out is highest for Hispanic and the same for the other minority groups.	1 st year top out is highest African American and the same for the other minority groups.	1 st year stop out is highest for Hispanic the same for the other minority groups.	1 st year stop out is highest for two or more races and the same for the other minority groups.
Gender low number of males compared to females.	Gender low number of males compared to females.	Gender low number of males compared to females.	Gender low number of males compared to females.	Gender low number of males compared to females.
Socio-economic status is not a factor	Socio-economic status is not a factor	Socio-economic status is not a factor	Socio-economic status is not a factor	Socio-economic status is not a factor
Graduation Rates 2016-17	2015-16	2014-15	2013-14	2012-13

83.3%	Not available	Not available	Not available	Not available
DFWI 22-23,	21-22	20-21	19-20	18-19
2.1 (average)	4.5 (average)	4.5 (average)	0% (average)	6.1 (average)
DFWI is not seen from gender, first generation, socio-economic status, or minority differences.	DFWI not higher for first generation students. DFWI is higher for African Americans and not the other minority groups, higher for females and not Pell awarded.	DFWI is not seen from gender, first generation, socio-economic status, or minority differences.	DFWI is 0%, did not see gender, first generation, socio-economic status, or minority differences.	DFWI highest for Asians, Hispanics and male students but not first generation or low socio-economic status.

Faculty Impressions

The MSAH program has only been in existence for 6 years and the six-year graduation rate is 83.3%

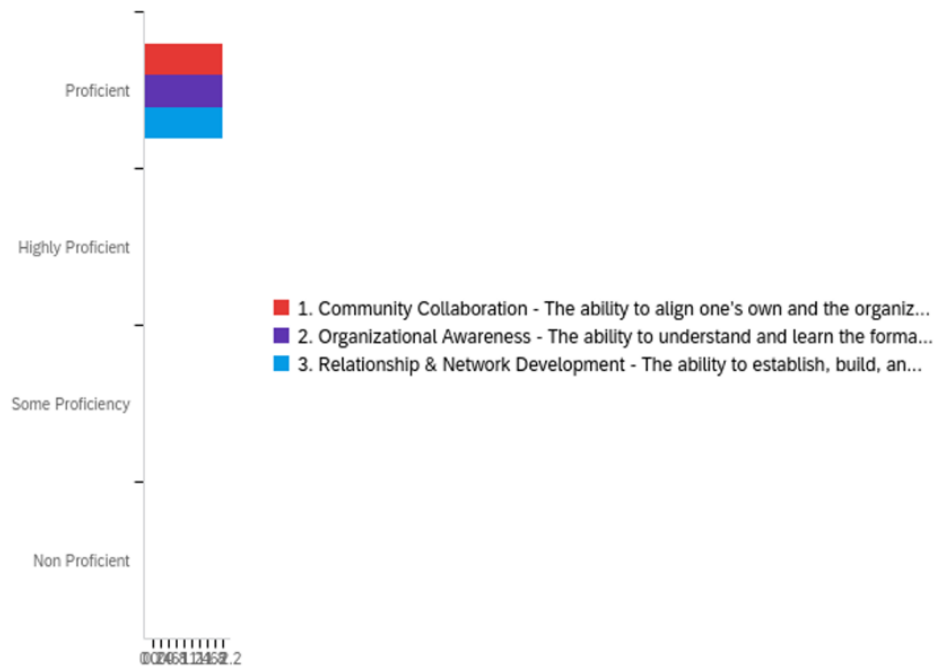
DFWI rates are improving from 8.4 average in 2018-19 down to 6.0 in 2022-2023.

Students with higher DFWI are seen not in the first generation but not in African American, and in Hispanics, but not seen in low socio-economic status.

Retention has been stable ranging from 52% to 88%, with first generation students, male students, African American students, and Hispanic Students having the hardest time at being retained.

CLOs worksheets are completed on all courses that support PSLOs every quarter with new strategies being tried to lower equity gaps.

Q MAH 1 - Program Student Learning Outcomes for Allied Health M.S. BOUNDARY
SPANNING Optimizing relationships between a leaders span of control and the
departments, organizations, communities, and/or broader networks within which it
operates. Please rate your proficiency in the following areas.

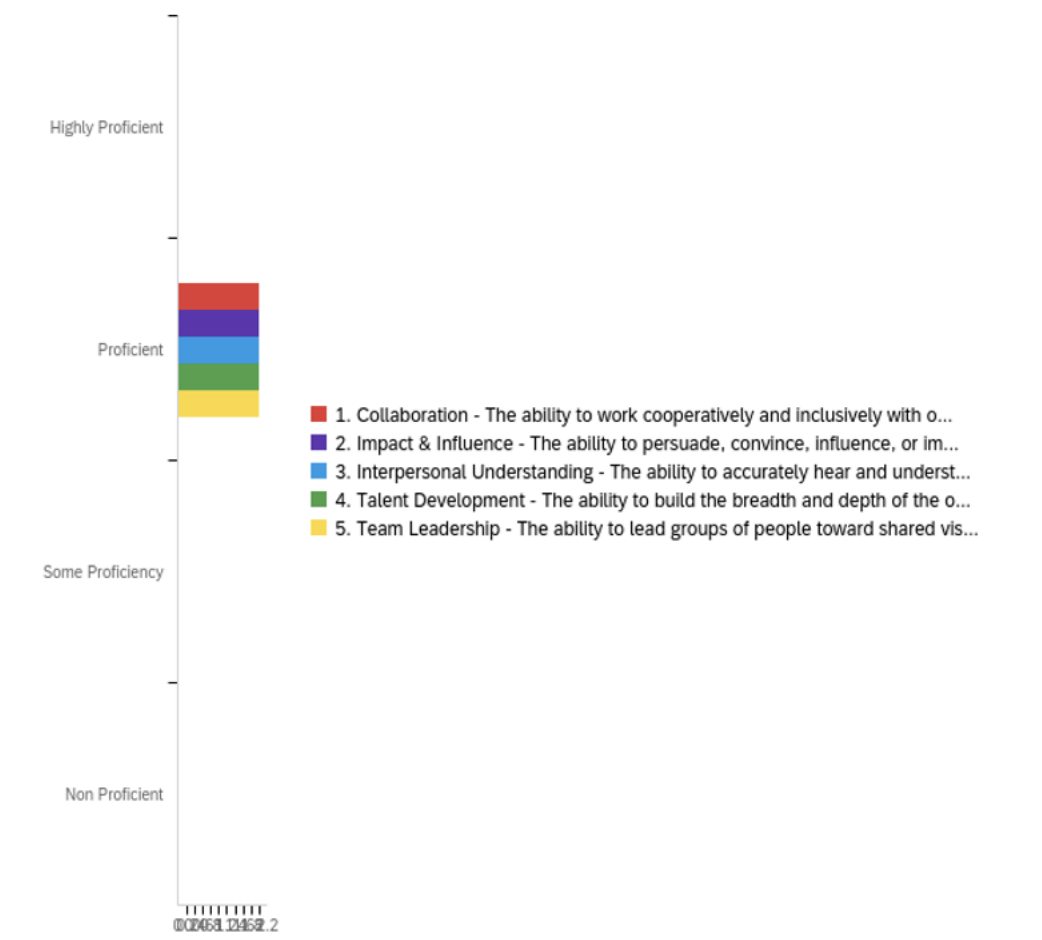


Student Exit Survey

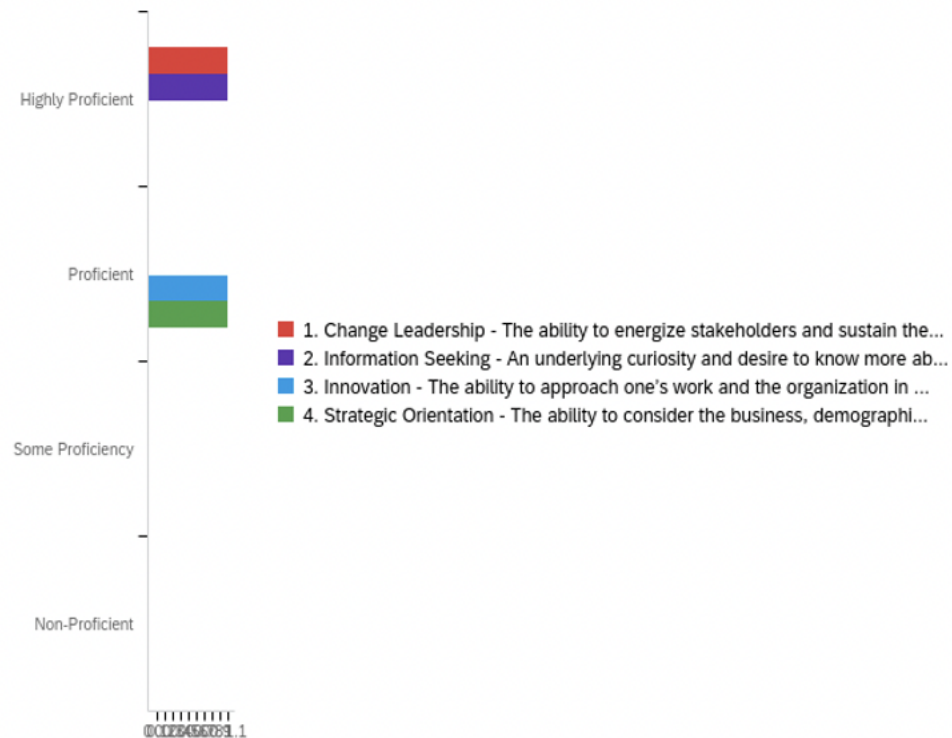
Q MAH 2 - EXECUTIONTranslating vision and strategy into actions supporting optimal organizational performance. Please rate your proficiency in the following areas.



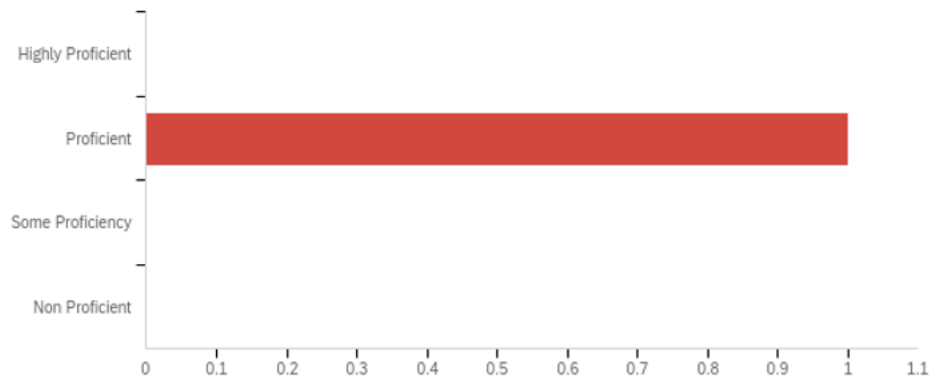
Q MAH 3 - RELATIONS Leading, through example and actions, to create an organizational climate that values employees from all backgrounds, provides a healthy and energizing environment in which to work, and encourages everyone’s ongoing development. Please rate your proficiency in the following areas.



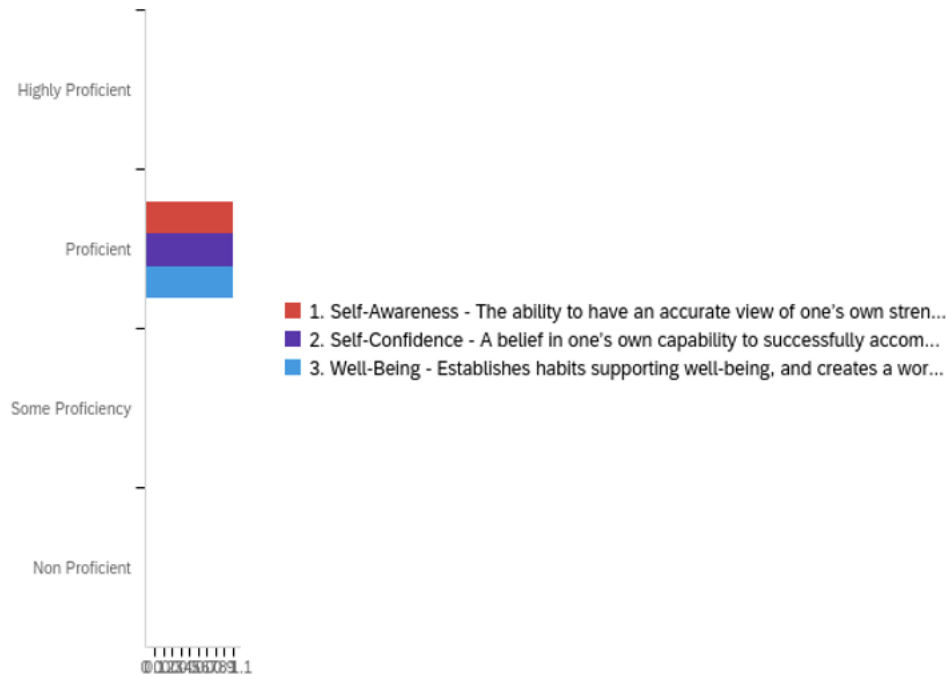
Q MAH 4 - TRANSFORMATION Creating and implementing compelling and inclusive change processes in support of improving health quality, efficiency, and access. Please rate your proficiency in the following areas.



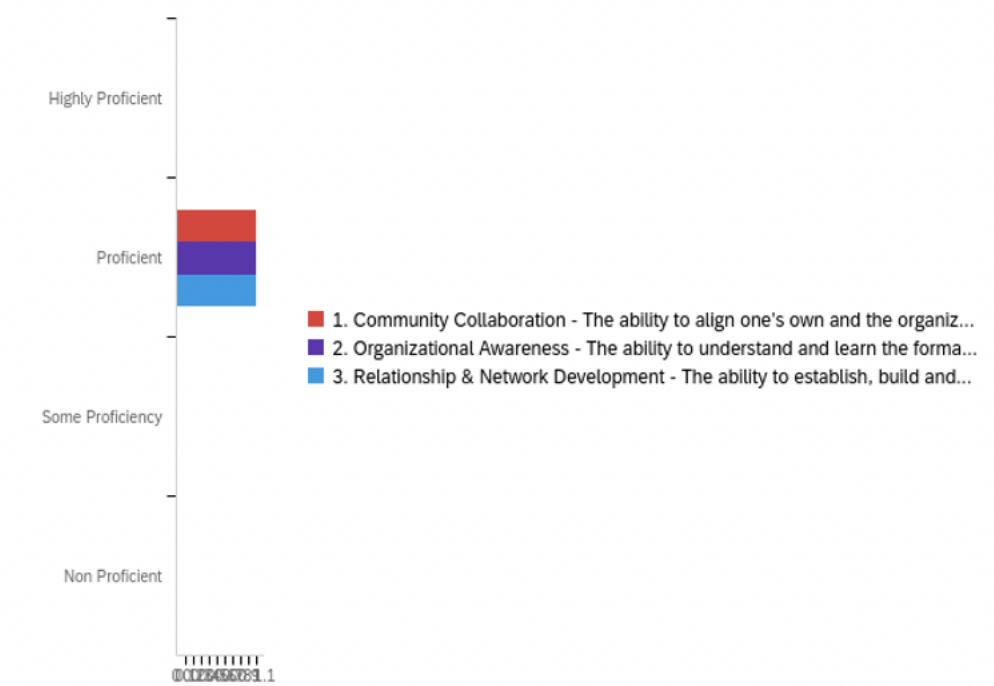
Q MAH 5 - ENABLING COMPETENCY DOMAINS VALUES Creating and implementing compelling and inclusive change processes in support of improving health quality, efficiency, and access. Please rate your proficiency in the following area.



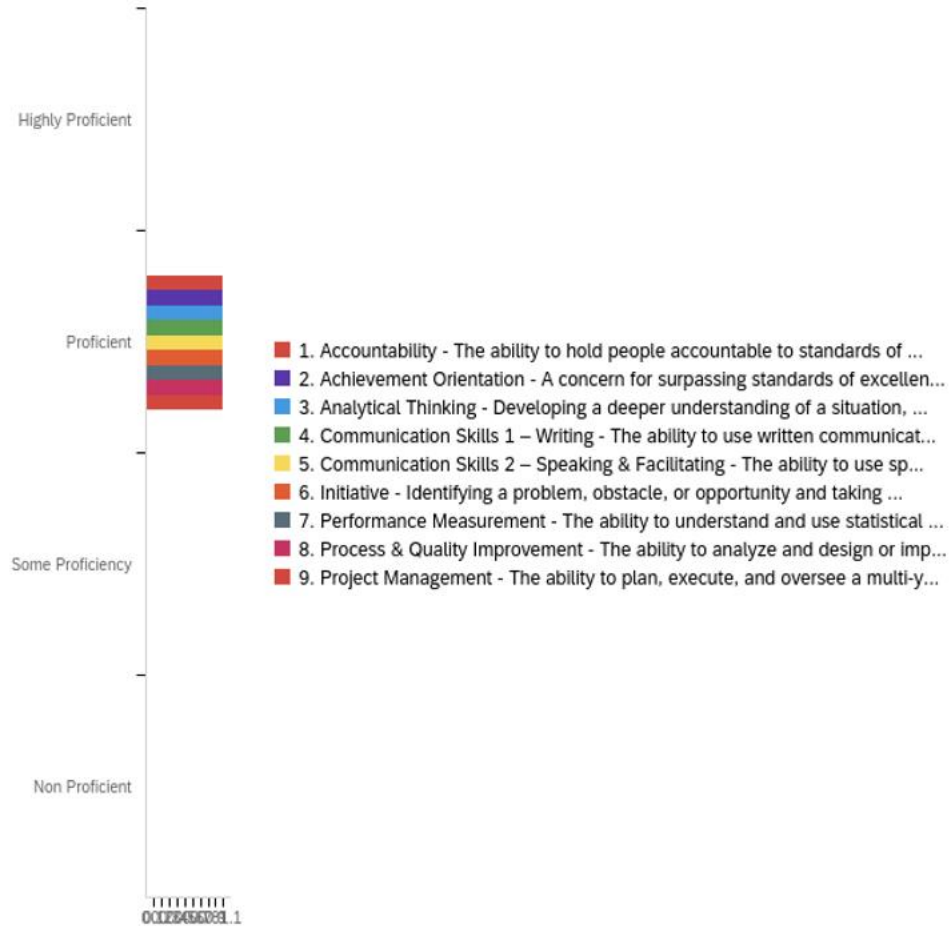
Q MAH 7 - SELF-AWARENESS & SELF-DEVELOPMENT Ongoing habits and actions taken to continuously improve self-knowledge, interpersonal effectiveness, and well-being. Please rate your proficiency in the following areas.



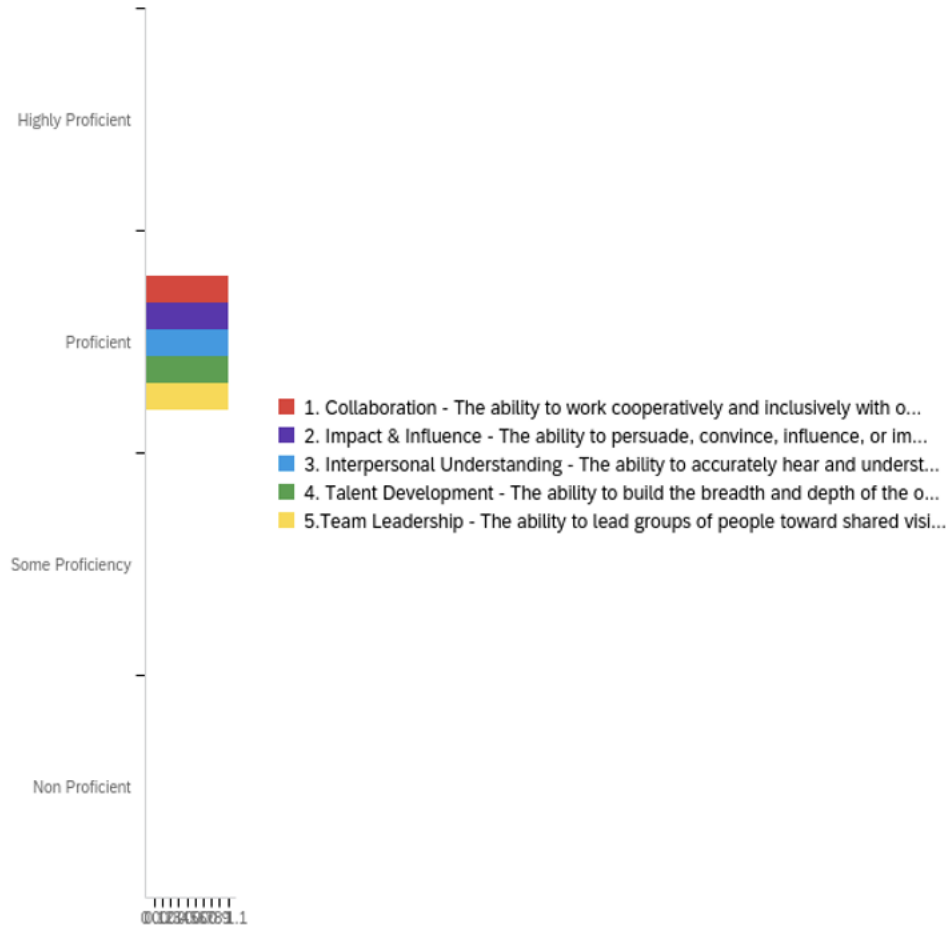
Q MAH 8 - ACTION COMPETENCY DOMAINS BOUNDARY SPANNING Optimizing
relationships between a leader’s span of control and the departments, organizations,
communities, and/or broader networks within which it operates. Please rate your
proficiency in the following areas.



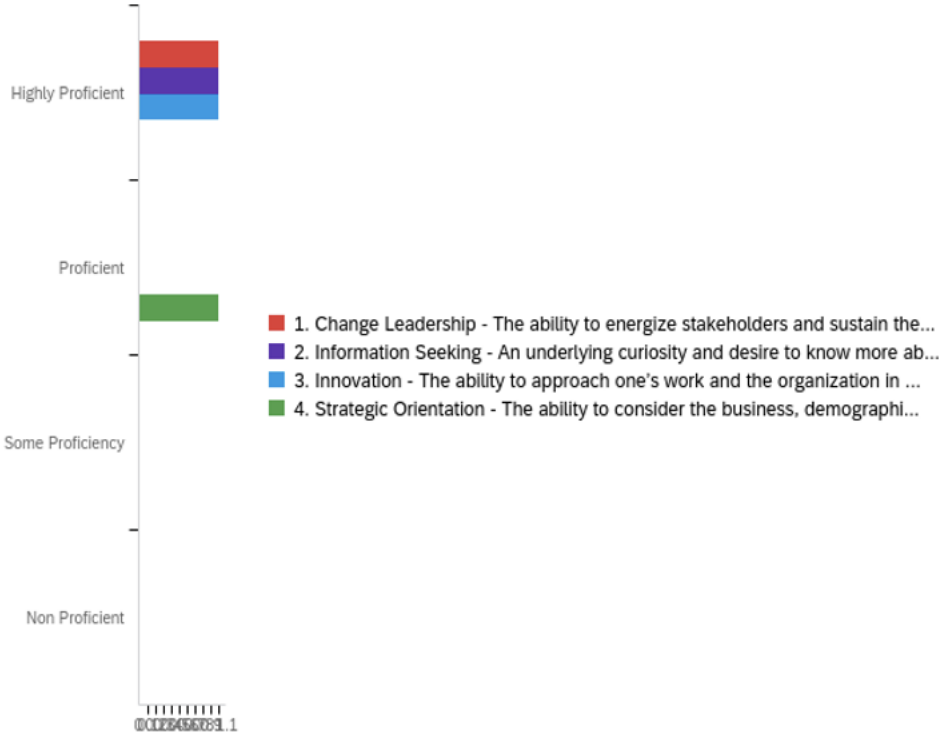
Q MAH 9 - EXECUTION Translating vision and strategy into actions supporting optimal organizational performance. Please rate your proficiency in the following areas.



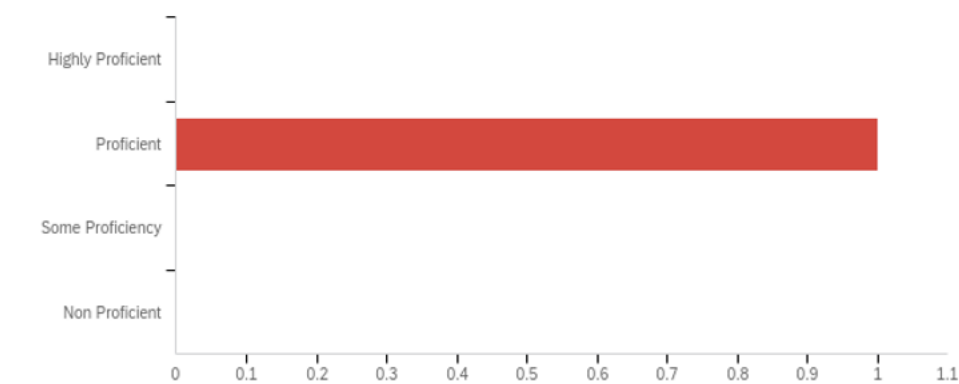
Q MAH 10 - RELATIONS Leading, through example and actions, to create an organizational climate that values employees from all backgrounds, provides a healthy and energizing environment in which to work, and encourages everyone's ongoing development. Please rate your proficiency in the following areas.



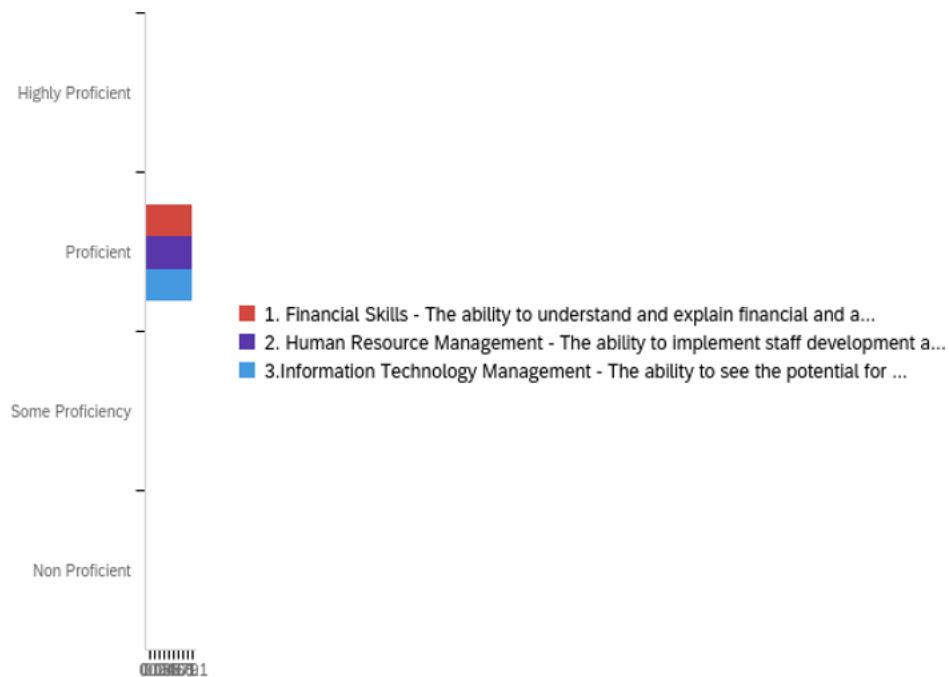
Q MAH 11 - TRANSFORMATION Creating and implementing compelling and inclusive change processes in support of improving health quality, efficiency, and access. Please rate your proficiency in the following areas.



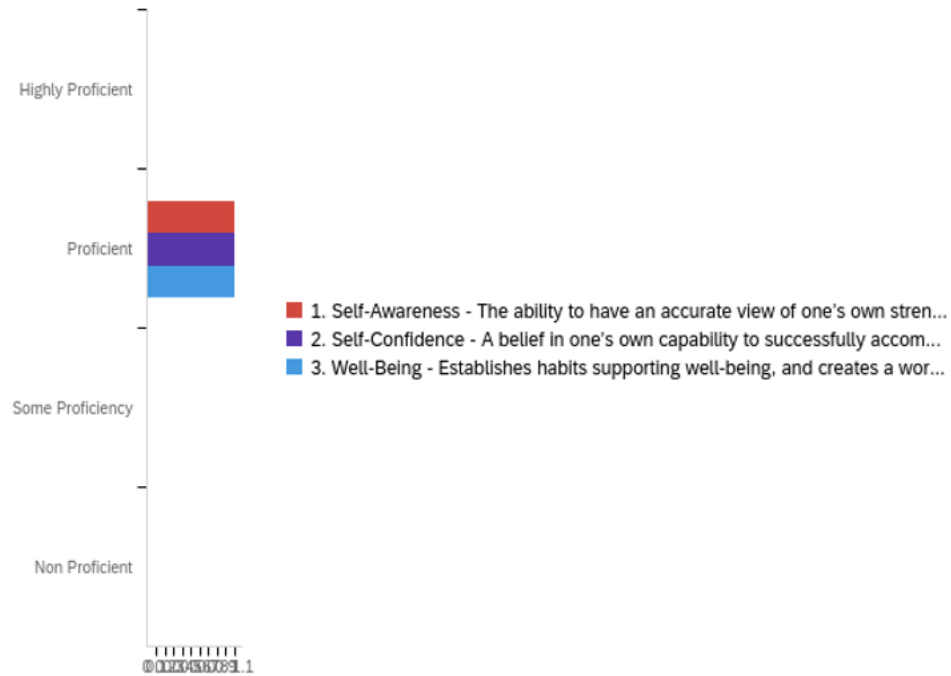
Q MAH 12 - ENABLING COMPETENCY DOMAINS VALUES Creating and implementing compelling and inclusive change processes in support of improving health quality, efficiency, and access. Please rate your proficiency in the following areas.



Q MAH 13 - HEALTH SYSTEM AWARENESS & BUSINESS LITERACY Understanding the health system's current business and operating frameworks as well as the dynamic context within which they operate(e.g., community, competitive, human resources, financial, legal, policy, and environmental). Please rate your proficiency in the following areas.



Q MAH 14 - SELF-AWARENESS & SELF-DEVELOPMENT Ongoing habits and actions are taken to continuously improve self-knowledge, interpersonal effectiveness, and well-being. Please rate your proficiency in the following areas.



PSLOs, and Equity Gap Assessment

Performance Criteria	Assessment Methods	Performance Target	Results	Interpretation Met	Equity Gap?
PSLO#1	Two Direct Measures Two Assignments 1 Indirect Measure Course DFWI	>80% <11%	>80% >80% <11%	Yes Yes Yes Yes	Yes
Disaggregated Data					
Graduation Rate	University Dashboard	6-year rate >44.7% part time	83.7%	Yes	Yes
DFWI	University Dashboard	Institutional Avg. <11%	2.1 <11%	Yes	Yes
Retention	University Dashboard	Online average 60%	83.3	Yes	Yes

Benchmarking Peer Institutions, Institutional Average and Echo Program

Measure	Benchmark	OIT Benchmark parttime students	MSAH Program Benchmark
Retention	Bemidji State U Part time 50% Fairmont State University Part Time 7.1% Midwestern State University Part Time 34.5%	44.7% part time	83.3%
Gender	Bemidji State U 42% Men 58% Women Fairmont State University 40% Male 60% Female Midwestern State University 35.4% Male, 64.6 Female	47.9% men 52.1% women	10% male 90% female
Graduation Rate	Bemidji State University Men 42.3, Women 52.2 Fairmont State University Men 44.8% , Women 45.9% Midwestern State University Men 39.8%, Women 52.4%	48.7% part time	83.7%

Program Target Goals are the same as University Performance Goals

Table 9 - Oregon Tech Current and Target Goals for Six-Year Graduation Rates

Race/Ethnic Background	Oregon Tech Current Indicator (%)	University Performance Targets (%)	Institution Selected to Set Indicator Target
American Indian	100.0	Highest*	Oregon Tech
Asian	50.0	55.0	Univ. of South Carolina-Upstate
African American	0.0	9.1	Shawnee State University
Hispanic	46.2	52.9	Univ. of South Carolina-Upstate
Hawaiian Pacific Islander	25.0	100	Fairmount State University Nicholls State University Shawnee State University
White	57.6	59.8	Montana Tech. University
Two or More	57.9	Highest	Oregon Tech
Unknown	75.0	Highest	Oregon Tech

Faculty Impressions

The students in this program take one or two classes at a time as they are already licensed and working full time. Most of these students are healthcare heroes through the pandemic and RSV epidemic last year. They suffer from high stress and burnout. Retention and Graduation rates are higher compared to peers. Minority enrollments are lower compared to peers. In general, male enrollment in healthcare is lower compared to females, but effort needs to

be placed to improve those enrollments. The other disadvantage this program has is it is online, so faculty must work extra hard to connect with students to develop a strong relationship, especially to those students who need extra effort.

The program is more difficult for African American and Hispanic students. Socio-economic status does not seem to influence student achievement.

PSLOs are met.

Marketing is desperately needed to increase minority and male enrollments as marketing has not been done to this target population for three years now.

Evidence of Improvement in Student Learning

History of Results: Data from PSLOs #1 historically are met and are met again this last year. The Board members meet regularly to discuss the progress of the program.

History of results are presented over the last 5 years in tables above.

- Enrollment was affected by the pandemic, and it has not bounced back yet, all students are healthcare workers.
- **Marketing has not been done for this program (mailed flyers) in several years.**
- Resources are needed to market this program, a booth at the national meeting to recruit.
- More male students and minorities need to be recruited for this healthcare program.

Evaluation of Past Actions: Curricular improvements have been completed on all courses in the program, including syllabi, content, power points, interactive activities, presence in the courses and more. Quick communication both for students in classes and out of class to improve retention has been implemented. Weekly surveys are implemented in the classes for feedback from students on areas of learning difficulty. Concerns are addressed each week. Retention Office (Inspire) are used to track and follow at risk students and to communicate with them. Great effort was made this last year to improve advising and to communicate more often with all students. New faculty have been recruited, hired and are being mentored.

Section 7 – Data-driven Action Plans:

Action: Communication, Teamwork, Ethical Reasoning Action Plans

1. To improve gender equity gaps, more male students and students of minority status need to be recruited.
2. Continue using backward design strategies to improve student learning.
3. Continue filling out the CLOs worksheet and trying different equity gap strategies.
4. Help low performing students with tutoring information and additional flexibility when needed.
5. Improve communication with quick turnaround on response to questions.
6. Stay active in the course and present for students.
7. Work with marketing to gather the resources to initiate a marketing goal for the program.
8. Continue improving rubrics for scoring.

9. Survey students weekly in courses asking for suggestions for improvements (what worked well and what did not).
10. Address any concerns from IDEA evaluations and from student exit surveys, those typically score well.
11. Student Achievement targets include improving retention, graduation rates, DFWI rates for African American, Hispanic and Male Students.
12. Recruitment for minorities and male students are needed.
13. Tilt assignment design and HIP's continue to be implemented.

PSLO: Enhance Instruction: Data is collected from weekly surveys in the classes. Students have identified several assignments that need instruction made more clearly. Some students are saying that the course is requiring too much time, so the faculty will look at that workload question again. TILT assignment design will be used again this year.

PSLO: Improve Assignment, Review Rubric: Improvements are needed in the discussion rubrics across courses to gain more student participation.

Review and Revise PSLOs: Over the last year, faculty have discussed whether to add additional PSLOs, but most have felt that the ones present are adequate, so no changes are scheduled.

Review application process: Our retention data overall is good; however, we do not want to lose any students. We are looking at reviewing the application process, increasing advising/communication, and getting marketing underway. We will be addressing this in the next application cycle. We want to recruit every quarter and retain every student. It may require more flexibility for working adults.

Marketing Need: This program can take students every quarter and marketing should be targeted at students who really need the 26 skill sets this program offers. A marketing push at least once a year is needed.

Resources needed: \$10,000 is needed to properly market this program and recruit new students.

Section 8 – Closing the Loop: Reflection on previous work.

- **Discuss last year's Action Plans:** All action plans from the previous year were completed. We need more marketing, and we need to recruit more minorities and men into this healthcare program. Getting English as a second language tutors have not happened yet, the African American, Hispanic students are in the greatest need. Additional efforts are needed to retain African American students. PSLO Many rubrics were redesigned, and TILT assignment instructions were implemented.
- **Discuss programmatic Improvements** Additional adjuncts were recruited and hired to fill courses picking qualified people with real life experience that they share with students.

Improvements:

New faculty recruited, hired, and mentored. Salaries are low for adjuncts so difficult to recruit.

Additional qualified staff has been an issue, and it took 9 months but got them.

Rubric improvements and training of faculty.

Curricular improvements in all classes completed.

Retention and Equity gap elimination strategies are attempted every quarter with every class that supports a program learning out.

Timeline for retention and equity gaps issues are completed every quarter In all courses, documented in CLOs worksheet.

Continued effort on improvement of graduation rates, retention and DFWI (lowering).

Benchmarking efforts for the disaggregated data, comparing my scores with the institutional average, and other schools.

- **Improvements in Assessment Process:** Emails only go to Dept. Chairs; as a suggestion they need to go to whomever is working on the assessment reports as well. Incorrect information was given at convocation for the ISLO actions. Template changes need to be given to faculty a year in advance and not posted in a new Canvas shell a week before reports are due. New changes in template cannot be implemented at short notice.

Faculty Discussion: Equity gaps were identified even though numbers are small. Strategies are attempted each quarter to improve them and create a positive inclusive learning environment. The CLOs worksheets are being completed by all faculty and adjuncts in the program. Using TILT assignment design and HIPs in all courses. Faculty discussions are done every quarter, with the Board of Directors (twice a year) for the program and every with all involved fall at convocation. All courses are redesigned with backwards thinking strategies. Student Achievement discussion include improving retention, graduation rates, DFWI rates for first generation, African American, Hispanic and Male Students. Recruitment for minorities and male students are needed.

Faculty resources needed to strengthen this program.

Justification for Resources \$5000 annually (purchase of mailing list, postcards, and cost of mailing)

- Marketing needs to recruit for more diversity, male students and we need marketing this online programs.
- Marketing for this online program has not been done in years now. New students are word of mouth.
- A flyer needs to be mailed to recruit new students each year, attendance at national meetings is helpful to recruit as well.
- More men and minorities need to be recruited.
- Marketing directly to those students who meet this program is wise.

Program Assessment Report Feedback Rubric
2022-23 Assessment Report
Program:
2022-23 Assessment Report

Rubric Measure	Well Developed, Progressing or Not included.
Program mission is aligned to University Mission	Page 1
Educational Objectives Wording is Actionable	Page 2
PSLO's are justified by Graduate level Professional Standards	Page 2 NCHL Model
Curriculum Map: Scaffolding indicates Foundational, Practice, and Capstone Assessments	Page 3
Assessment Cycle is three years or less to cover all PSLO	Page 4
Actions taken by programs on assessment during each year of the cycle are specified	Page 3
During collection year, courses/assignments are specified that align to PSLO at FP&C levels	Page 6-13
Rubric: Criteria for grading the assignment is described (may include as an appendix)	Page 6-13
Sample: Number of samples reviewed is specified	Page 6-13
Accountability: Reviewer of the assignment are specified	Page 6-13
Assessment data is collected across all locations and modalities	Page 6-13 online only
Performance Targets of acceptability are indicated	Page 6-13
Results include: Graduation, Retention, Persistence, DFWI, Post Grad Success, Equity Gaps, PSLO	14, 15, 29
Interpretation: Current results are compared against performance targets	Pages 6-13
Interpretation: Current results are compared against previous years of data	Page 31
Interpretation: Current results are compared against some external Graduate level comparator	Page 29
Action drivers: Items not meeting performance targets have actions planned	Page 31-32
Action drivers: Additional action plans for overall department improvement are indicated	Page 31-32
Action plans: Specifics of accountability and timelines are indicated	Page 31-32
Action plans: Actions are linked to identification of resources needed	Page 33
Faculty discuss trends in the data	Page 22-31
Faculty discuss previous action plan success given new data	Page 22-31
Faculty discuss the assessment process and make any improvements necessary	Page 32

Student Exit Surveys are also included.
Benchmarking is included

Additional Rubric Example

Masters of Science in Allied Health Capstone Grading Rubric				
PHASE 1— PROPOSAL				Total Score
Skill Task	Exemplary (5 points)	Competent (3 points)	Developing (1points)	Max of 5 for each category
INQUIRY AND ANALYSIS) Identify Topic/ Problem	Identifies a creative, focused, and manageable topic/problem that addresses potentially significant yet previously less-explored aspects of the subject. Statement of problem is a comprehensive statement regarding the basis for selecting the problem, details of gaps in knowledge, a reflection of its importance, and comments on its applicability of relevance and justification of the problem	Identifies a focused, and manageable topic/ problem that addresses previously less-explored aspects of the subject. Statement of problem may lack sharpness, but provides a basis for selecting the problem, details of gaps in knowledge, a reflection of its importance, and comments on its applicability of relevance and justification of the problem	Identifies a topic/problem that, while manageable, is too narrowly focused and leaves out relevant aspects of the subject. Statement of problem is weak and is not quantifiable. Justification of the problem is lacking.	
++COMMUNICATIO N SKILLS (L6)	Uses subject-verb agreement and parallel structure; uses rules of punctuation and sentence and paragraph construction; uses concise thematic construction	Occasional errors that do not detract from the overall proposal.	Improper grammar and spelling detract from the proposal.	
Uses Generally Accepted English Grammar				
Prepares Effective Written Case	Uses accurate and complete presentation of facts; uses logical presentation of arguments pro and con; develops well-reasoned recommendations; prepares concise summary	Occasionally, a concept might need further clarification for the reader.	Presentation of information is confusing and needs clarification for the reader. Proposal is not clear as to what the writer intends to do.	

ACHIEVEMENT ORIENTATION (L2) Standard of Excellence	A concern for surpassing a standard of excellence for one's self or organization in order to do things better. Ability to see how things are currently and how things could be better. Sets a standard of excellence for the capstone project and identifies appropriate outcomes.	A concern for improving a process or procedure is evident. Others in the organization may need to point out the need for improvement. Identifies appropriate outcomes for the project.	May need help identifying the need for improvement. May need help identifying appropriate outcomes for the project.	
INITIATIVE (L13) Innovative Thinking	The proposal shows evidence that the student is aware of the organizational environment and anticipates changes, future opportunities, and potential crises that others may not see. The proposal is a framework for action to create an opportunity or avoid future crisis looking over a year ahead.	The proposal shows evidence that the student has studied the organizational environment and sees the need for a change. The proposal may not be clear as to how the project will create opportunity or avoid future crisis in the long-term.	The proposal includes a need for change, but is not clear how this will positively affect the organization.	
PROJECT MANAGEMENT (L20) Planning & Preparation	Outline of proposal shows evidence that student can plan out phases of proposal with realistic timelines; identifies required knowledge; identifies performance requirements and measurement systems.	The proposal shows phases of progress, but may need some adjustments to become more realistic.	The proposal lacks some phases of the project or is not realistic in terms of timeline or information needed. Lacks performance requirements and/or measurement systems.	
Proposal Requirements	<ul style="list-style-type: none"> Textbook guidelines for this class are followed. Requirements from Prospectus in ALH 575 http://www.medicalbiostatistics.com/Research%20Protocol.pdf are included IRB is signed Signed Email from Legal/Risk Department is included Healthcare Leadership Model Attributes are outlined 	Most of the Proposal Sections and documentation are included but some are missing.	All proposal requirements are not included— Resubmission necessary	Yes/No
PHASE 2--LITERATURE REVIEW AND RESEARCH (<i>student is working on this independently, but with advisor oversight</i>)				

INFORMATION SEEKING (L11) Investigative Ability	Systematic effort is made to obtain needed data or input. Conducts in-depth investigation from sources and experts other than literature review. Obtains information through surveys, interviews, and meetings.	Some effort is made to consult primary resources. There is over reliance on secondary resources	Little to no effort is made to obtain information from sources (primary) other than the literature (secondary sources).	
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Analytical Thinking (L3) Understanding the situation	Develops complex plans or analyses by identifying multiple elements of a problem and breaks down those elements in detail, showing causal relationships between them. Peels back multiple layers of a problem; uses several analytical techniques to identify potential solutions and weigh value of each.	Identifies basic relationships by identifying the cause- and- effect relationship between two aspects of a situation; separates situations into two parts: pro and con; sorts out a list of tasks in order importance.	Breaks problems into simple lists of tasks or activities without assigning values; lists items with no particular order or set of priorities.	
INQUIRY AND ANALYSIS (OIT ESLO)	Clearly states, comprehensively describes, and synthesizes in-depth information from relevant high-quality sources representing various approaches and points of view.	States, comprehensively describes, and presents in-depth information from relevant high- quality sources representing various approaches and points of view.	Presents information from relevant sources representing a limited set of approaches or points of view, but descriptions leave some terms undefined or ambiguities unexplored.	
Investigate				
Support	All elements of the methodology or theoretical framework are skillfully developed. (Appropriate methodology or theoretical frameworks may be synthesized from across disciplines.)	Critical elements of the methodology of theoretical framework are appropriately developed. However, more subtle elements are ignored.	Critical elements of the methodology of theoretical framework are missing, incorrectly developed, or unfocused.	
Evaluate	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to subject focus.	Organizes evidence to reveal important patterns, differences, or similarities related to subject focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	
Conclude	States an eloquently supported conclusion that is a logical extrapolation of the inquiry, reflecting the student's informed evaluation and ability to place substantial evidence and perspectives in priority order.	States a conclusion focused solely on the inquiry findings, arising specifically from and responding specifically to the inquiry findings.	States a general conclusion beyond the scope of the inquiry, the support for which is inadequate, or information was chosen to fit the conclusion.	

COMMUNICATION SKILLS (L6) Uses Generally Accepted English Grammar	Uses subject-verb agreement and parallel structure; uses rules of punctuation and sentence and paragraph construction; uses concise thematic construction	Occasional errors that do not detract from the overall proposal.	Improper grammar and spelling detract from the proposal.	
Literature Review Requirements	<ul style="list-style-type: none"> • Student has become an expert on the topic • The scholarly landscape is well surveyed • Literature review is comprehensive with nothing missing • Issues, trends and concepts are well synthesized • Some historical background may be provided • Information is current 	Met some of the requirements but not all; missing some parts of the review of the literature	Student does not meet all requirements of literature review— resubmission required	Yes/No
PHASE 3—IMPLEMENTATION (<i>student is working on this independently, but with advisor oversight</i>)				
COLLABORATION (L5) Team work & Cooperation	Actively solicits input of others to increase the quality of the project. Values other's input and expertise during project implementation. Displays willingness to learn from others, including subordinates and peers.	Values other's input during project implementation, but could be more proactive in requesting the opinion of others.	Rejects or disregards other's input.	
PROFESSIONALISM (L19) Ethics, professional practices, social accountability, and community stewardship	Acts consistently and accordingly to organization's expressed core values; deals with staff, public, and government in an open and truthful manner; expresses what he or she believes even when the message may not be welcome. Shares information, insights, or comments when it would be easier to refrain.	Acts consistently and accordingly to organization's expressed core values; deals with staff, public, and government in an open and truthful manner; does not always express what he or she believes when the message may not be welcome. Shares information, insights, or comments when it would be easier to refrain.	Acts consistently and accordingly to organization's expressed core values; deals with staff, public, and government in an open and truthful manner; does not express what he or she believes when the message may not be welcome. Does not share information, insights, or comments unless expressly asked to do so.	

Recognition (<i>part of OIT ESLO</i>)	The student is able to successfully recognize decisions requiring ethical judgments without prompting and can clearly explain why it requires ethical reasoning to others.	The student is able to successfully recognize decisions requiring ethical judgments without prompting.	The student is able to recognize decisions requiring ethical judgments with prompting.	
Judgment (<i>part of OIT ESLO</i>)	The student is able to apply ethical reasoning to novel situations and provide detailed support for their decisions, as well as refuting other possible decisions.	The student is able to make plausible ethical decisions and support them at a competent level. At this level, the student begins to generalize their reasoning to similar situations.	The student is able to make plausible ethical decisions, but their support may be rudimentary or underdeveloped.	
STRATEGIC ORIENTATION (L24) Consideration of business, demographic, ethno-cultural, political, and regulatory implications	The capstone reflects an analysis of the market, governmental and regulatory, public opinion and social, scientific, and technological forces that currently and will shape their profession. The project demonstrates an understanding of the forces that are shaping health over the next 5 to 10 years. The project positions the organization or profession for success.	The capstone reflects an analysis of the market, governmental and regulatory, public opinion and social, scientific, and technological forces that currently and will shape their profession. The project demonstrates an understanding of the forces that are shaping health over the next 5 to 10 years. The project may not have a long term effect on the organization or profession.	The capstone fails to take into account some aspect of the forces (market, regulatory, social, scientific, and technological) that are shaping healthcare.	
Innovative Thinking (L14) Creates new concepts or breakthrough thinking	Creates new concepts that are not obvious to others and not learned from previous education to explain situations or resolve problems; Looks at things in new ways that yield new or innovative approaches—breakthrough thinking; Shifts the paradigm; starts a new line of thought	Some evidence of new perspective or concepts that are generated; may not shift the paradigm	No new concepts are generated; lack of thought toward future	
PHASE 4—PAPER (<i>Enrolled in Black Board capstone course in summer</i>)				

Skill Task	Exemplary (5 points)	Competent (3 points)	Developing (1 points)	Max of 5 for each category
EVIDENCE BASED WRITING Content and Analysis of Writing	Contains a clear, compelling claim; demonstrates insightful comprehension and valid precise inferences; overall analysis follows logically from the text	Contains a clear claim; demonstrates sufficient comprehension and valid basic inferences. Overall analysis follows logically from the text.	Contains a claim, but it is not fully articulated. Claim demonstrates basic literal comprehension and significant misinterpretation. Major points of textual analysis are missing or irrelevant to accomplish purpose.	
Command of Evidence in Writing	Central claim is well-supported by textual evidence. Use of relevant evidence is sustained throughout the entire analysis. The core reasoning follows from evidence.	Central claim is well-supported by textual evidence. Use of relevant evidence is generally sustained with some gaps. The core reasoning follows from evidence.	Central claim is only partially supported by textual evidence. Analysis is occasionally supported with significant gaps or misinterpretation. The core reasoning is tangential or invalid with respect to the evidence.	
Coherence and Organization of Writing	<p>The organization strengthens the exposition. The introduction establishes context; the organizational strategies are appropriate for the content and purpose.</p> <p>There is a smooth progression of ideas enhanced by proper integration of quotes and paraphrase, effective transitions, sentence variety, and consistent formatting.</p>	<p>The organization supports the exposition. The introduction establishes the context; the organizational strategies are appropriate for the content and purpose.</p> <p>The ideas progress smoothly with appropriate transitions, but evidence is not always integrated properly.</p> <p>Sentences relate relevant information and formatting is consistent.</p>	<p>Some attempt has been made at a sustained organization, but major pieces are missing or inadequate. The introduction does not establish the context; The organizational strategy is unclear and impedes exposition.</p> <p>Paragraphs do contain separate ideas, but the relationships among them are not indicated with transitions. Quotes and paraphrases may be present, but no distinction is made between the two and they are not effectively integrated into the exposition. Sentences are repetitive and fail to develop ideas from one to the next.</p>	

Control of Language and Grammar	<p>Contains precise and vivid vocabulary, which may include imagery or figurative language and appropriate academic vocabulary. The sentence structure draws attention to key ideas and reinforces relationships among ideas.</p> <p>Successful and consistent stylistic choices have been made that serve the writing purpose.</p> <p>Illustrates consistent command of standard, writing conventions. Errors are so few and so minor that they do not disrupt readability or affect the force of the writing.</p>	<p>Contains appropriate vocabulary that may lack some specificity, including some imagery or figurative language and appropriate academic vocabulary. The sentence structure supports key ideas and relationships among ideas, but may lack some variety and clarity.</p> <p>There is some evidence of stylistic choices that serve the purpose of the essay. Illustrates consistent command of standard writing conventions. Minor errors do not disrupt readability, but may slightly reduce the force of the writing.</p>	<p>Contains vague, repetitive and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, disrupting the presentation of ideas.</p> <p>There are few or no attempts to develop an appropriate style.</p> <p>Illustrates consistent errors of standard writing conventions. Errors disrupt readability and undermine the force of the writing.</p>	
PHASE 5-- PRESENTATION				
Skill Task	Exemplary (10 points)	Competent (6 points)	Developing (02points)	Max of 10 for each category
PRESENTATON SKILLS	Presents information in logical, interesting sequence which audience can follow.	Presents information in logical sequence which audience can	Audience has difficulty following presentation because presenter	

Organization, Content, Knowledge, Visual Aids, Mechanics, Eye Contact Verbal Techniques, Effectiveness, Organization, Conclusion	<p>Demonstrates full master's level knowledge (more than required) by articulately addressing all aspects of the plan with explanations and elaboration in the allotted timeframe.</p> <p>The overall presentation effectively uses visual aids that explains, supports and reinforces the presentation.</p> <p>Presentation has no misspellings or grammatical errors.</p> <p>Maintains eye contact with audience, seldom returning to notes.</p> <p>Uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</p> <p>Clearly and articulately presented the overall plan in the timeframe allotted.</p> <p>Presents information in logical, interesting sequence which audience can follow.</p> <p>Clearly identified, discussed and fully supported.</p>	<p>follow.</p> <p>Mostly demonstrates master's level knowledge and is relatively at ease while addressing relevant aspects of the plan with explanations and some elaboration.</p> <p>The overall presentation uses some visual aids that explains, supports and/or reinforces the presentation.</p> <p>Presentation has no more than two misspellings and/or grammatical errors.</p> <p>Maintains eye contact most of the time but frequently returns to notes.</p> <p>Voice is clear and pronounces most words correctly. Most audience members can hear presentation.</p> <p>Clearly presented the plan with minor items not fully presented.</p> <p>Presents information in logical sequence which audience can follow.</p> <p>Mostly identified, discussed and fully supported.</p>	<p>jumps around.</p> <p>Somewhat demonstrates master's level knowledge and is somewhat at ease while addressing mostly relevant aspects of the plan with some explanations and some elaboration.</p> <p>The overall presentation minimally uses visual aids that explains, supports and reinforces the presentation.</p> <p>Presentation has three misspellings and/or grammatical errors.</p> <p>Occasionally uses eye contact, but still reads mostly from notes. Voice is low and incorrectly pronounces terms. Audience members have difficulty hearing presentation.</p> <p>Presented the plan but did not fully address all the key aspects of the business plan.</p> <p>Audience has difficulty following presentation because presenter jumps around.</p> <p>Somewhat identified, discussed and fully supported.</p>	
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<p>COMMUNICATION (OIT ESLO)</p> <p>Support and Documentation</p>	<p>Claims are consistently supported with appropriate, relevant, and specific evidence, whether drawn from disciplinary knowledge, careful reasoning, or credible research.</p> <p>Evidence derived from sources supports and develops original content.</p> <p>Source material is credible; it is introduced and interpreted to provide context.</p> <p>Source material is documented accurately according to the appropriate conventions (academic citation style or disciplinary approach).</p>		<p>The work includes frequent instances of unsupported claims or key missing details.</p> <p>The work relies on evidence that lacks rigor, based on the audience's or discipline's standards.</p> <p>The work relies on demonstrably biased evidence (without providing appropriate context or qualification of that evidence).</p> <p>The work treats sources with bias, or demonstrates incomplete understanding of source material.</p> <p>The work does not meet academic citation or disciplinary standards.</p>	
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Passing Score 85% or higher

